

TEACHERS' STRATEGIES IN TEACHING SPEAKING AT HIGH SCHOOL

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Abstract

The purpose of this research is to find out the teachers' strategies in teaching speaking. This research used a descriptive method to analyze the data and discuss the findings. The subject of this research is the English teachers in SMAN 5 Palu. The data of the research were collected by carrying out an interview and questionnaire. The researchers found that there are four strategies used by the teachers: role play, interview, describing pictures, and storytelling. Of these four strategies, role play is the most frequently used by the teacher because this strategy involves many students so many students are active in learning.

Keywords: Teacher strategies; Teaching Speaking.

BACKGROUND

Language is an important means of communication in life, through language humans can communicate with another. It is used to deliver messages or ideas from the speaker to the listeners or the writer to the reader in the interaction among themselves. Communication will be easy if the sender and the receiver understand the information delivered. Without language, a human cannot hitch interaction with each other in lifestyle or learning one thing. People's activities cannot run well without language.

Even though every country has its language, English is the most commonly spoken language used in the world. It is being one of the global languages, so it makes it easier for people to share their knowledge everywhere. As the result, the Indonesian Government had decided that English be taught as a foreign language in Indonesia. Therefore, students learn English from elementary school.

In learning English, there are four abilities ought to we all know and down by students, like listening, speaking, reading, and writing. Out of the four, skills speaking

is the most significant one. consistent with (Bailey & Nunan, 2005) Speaking consists of manufacturing systematic verbal utterances to convey which means. It means to convey associate data, idea or thought there'll be a communication. Spoken language is one of every of the foremost basic and pervasive types of human interaction (Bailey & Nunan, 2005). (Ayua, 2017) Through communication, everybody will specific their minds freely and impromptu.

In learning a foreign language, speaking is an important component of English. Learning these skills makes students easy to share their ideas with others and they can go abroad to continue their studies. Communicating with the target language is not easy, especially for students that lack vocabulary and not confidence which makes them tend to be afraid of using the target language. In this student problem teachers have a role to help their students in achieving student goals in learning the target language.

A teaching strategy is an educational technique, method, or plan of classroom

actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). The term of teaching strategy is therefore an educational technique, method, or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). Teachers' strategies often expect the students to develop their speaking skills without help. Even though students start learning English from elementary school but there are still many students could not speak English fluently.

Talking about speaking, it is not easy for a student to master it. Mostly, students are confused and difficult to speak English. Some of them are also not confident speaking in front of the class. It might be because they are ashamed, hesitant, afraid of making a mistake or expressing their ideas. By mastering these skills, the teacher has an important role or responsibility to help the student by prepare mastering those skills with some strategies to teach English subjects especially in speaking.

There are many strategies that the teacher can apply and develop in the teaching and learning process. Every skill such as speaking, listening, writing, and reading has different strategies because each skill has its own target goals. Teachers' strategies that are implemented need to match for students' ability and condition. A teacher should prepare a strategy to teach the students in all conditions such as in the classroom in the school or through the internet or known as E-Learning. Moreover, the ways for teaching English people talents ought to be created acceptable for every skill to achieve the expected outcomes.

Based on the case above, the researchers are interested to do research with descriptive method. The researchers want to know what strategies are used by the teachers.

The Nature of Speaking

There are four important skills in teaching English should we know. Those are

reading, listening, writing, and speaking. Speaking is an associate interactive method of constructing that means that involves manufacturing and receiving and process data (Brown, 2004). It is a method to convey associate data or express thought and a key for communication among individuals in everyday life. Through speaking, people could specific their minds, ideas, concept, and thought freely and impromptu.

According to Harmer (2001), the reasons why people communicate are three. First, people communicate because they want to say something. As Harmer explained, the word 'want' refers to the intentional need the speaker has to convey messages to others. Simply declared, individuals speak as a result of they only don't need to stay silent. Second, individuals communicate as a result of "they have some communicative purpose". Communicative with purposed means that the speakers want something to happen as a result of what they say.

Brown (2004) states that a productive skill that can be directly empirically observed is speaking. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening ability, which essentially compromises the reliableness and therefore the validity of an oral production take a look at. In speaking, speakers don't usually speak complete sentences but useless specific vocabulary than in communication.

Furthermore Brown (2004) states that there square measure some basic kinds of speaking as within the following:

- **Imitative:** It is an ability that follows or does something similar. It is called parrot back (imitates) a word or phrase or possibly a sentence. In the teaching-learning process teacher usually lead a phrase and says "Repeat after me" then says what the teacher says.
- **Intensive:** the assembly of force or effort of oral language or designed to demonstrate the grammatical, phrasal,

lexical, or phonologic relationships. it's concerned heaps of effort on work.

- **Responsive:** it is an interaction involving the comprehension of a short conversation like small talk, greetings, and simple comments. It is a kind of short reply to someone asking a question or replies to a comment, giving instructions and directions that sufficient and meaningful.
- **Interactive:** The distinction between responsive and interactive speaking is within the length and quality of the interaction, which typically includes multiple exchanges and/or multiple participants. Interaction can take the two styles of transactional language, which has the aim of exchanging specific information, or social exchanges that have the aim of maintaining a social relationship.
- **Extensive (monologue):** It is an extensive oral production task that embraces speeches, oral representations, and storytelling, throughout that the chance for oral interaction from listeners is either extremely restricted (perhaps to nonverbal responses) or dominated out along

Teaching Strategies

Teaching is an activity where teachers transfer knowledge to the students. Teaching refers to all the processes and activities designed to impart knowledge, skills, and understanding at all levels of education (Ayua, 2017). It is also a process to help a student to develop their knowledge. So, it is the commonplace of formal teacher-student interaction during the learning and teaching process.

In teaching, strategy has an important role to achieve a particular goal, teacher should balance the strategies to the needs of students. According to Zulfian et al. (2018), different teaching strategies mean different ways of helping students to learn. This shows that strategy cannot be ignored in the teaching and learning world.

The term of strategy is widely used in various fields of activities aimed at obtaining success. For this research, the term of teaching strategy means an educational technique, method, or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). Meanwhile, Haidir and Salim, (2014) state that "the strategy can include, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success".

Teaching strategies are collected to fulfill the language learners' desires throughout learning English. There are many teaching strategies, methods, and techniques as follows:

- **Cooperative learning** is one of the teaching strategies used by teachers. It aims to arrange classroom activities into academic and social learning experiences that are called educational approaches. It is arrangement students into teams, and have been represented as "structuring positive reciprocity". This learning can even produce reciprocity between students, therefore learning resources for college students don't seem to be simply lecturers and textbooks however additionally fellow students. In cooperative learning, there is a unit some typical ways that will be used such as cluster investigation, STAD (Student Teams-Achievement Divisions), and Jigsaw.
- **A modeling strategy** is a strategy that demonstrates how the teacher wants their students to learn and to do what teachers' goals. It is learning certain skills or knowledge, there is someone or object that can be imitated. This strategy makes students more active in learning, students become more confident to practice something and have no fear. Students are more active in giving responses, add awareness of responsibility to the task

given and students experience firsthand that skill practiced it.

- Discussion Group is an activity where students have to discuss with their group and they work together to achieve a common set of goals. Students frequently interact and have regular contact. It is one of the activities in speaking class with a simple form such as a discussion to coach the students to speak English.
- The direct method is usually referred to as the natural method and is commonly (but not exclusively) employed in teaching foreign languages, the learners only communicate with the target language. In this method, teaching activities are full in using target language that determines teachers' performance with an audiovisual association between expertise and expression, words and phrases, idioms and meanings, and rules.
- Demonstration means performing an activity so that learners can observe how it is done to help prepare the learners to transfer theory to practical application. This strategy is to help people who learn well by modeling others, promoting self-confidence, providing an opportunity for targeted questions and answers, and allowing attention to be focused on specific details rather than general theories.
- A cognitive strategy is everything about the behavior of students in the learning process related to how students think. Speaking cognitive strategy is a strategy in which we explain what we do and what we think in speaking (Goh, 2007). The behavior of students is to fix their fault, use gesture cues, practice the pronunciation of words, write, read from books or blackboards, and stare at the instructional media.
- Practice and Exercise (drilling) is a practice that includes examining materials that have been learned. Drilling is a repetition of information on a specific topic until it is completely immersed in

the learner's mind expected to help learners understand the information better. This is useful in developing speed and accuracy in remembering facts, generalizations, and concepts.

- Communication strategy, according to Goh (2007) is a plan or way how to solve communication problems. It helps the students to deal with their vocabulary knowledge when they want to talk for example when we want to say something in English but there is one object that we don't know. Using this strategy, the teacher helps the student to develop their speaking skill.
- The question-answer relationship (QAR) is a strategy that helps students understand the different types of questions. This activity will be carried out when students have finished reading and will be given a kind of question to test their ability to understand and how students decipher the answer of the kind of question is being asked. Students could develop their thinking when they want to answer the questions. And before answering the questions, they need to consider an answer. Questioning could help learners to explore a deeper level of thinking, knowing, and understanding.

Role-playing is a playing a role activity. Goh (2007) states that it is an activity where students take part with the character of a person also the age, occupation, gender, and so on. While Oxford English Dictionary defines role-playing as the changing of one's behavior to fulfill a social role. In this activity, students have their lines to read and memorize. Role-playing takes place between two or more people, who act out roles to explore a particular scenario that involves many students.

Teaching Speaking

According to Goh (2007), speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and

development". It shows that speaking is a crucial part that has to be mastered by students in order they can communicate well with others especially for their future in finding a job. By learning these skills students will be confident to communicate or to share their ideas with others and they can go abroad to continue their studies. The goal of teaching is to make sure that the students are competent to speak, therefore the language course is very important. Therefore, the teacher ought to be contemplated with some aspects in planning such activities which may build the scholars easier to be told.

In the process of learning to speak, we should know the aspects or components of speaking itself. There are five speaking skills including pronunciation, fluency, grammar, vocabulary, and comprehension. Comprehension is the understanding of a language as a way of communication wherever 2 or additional individuals speak to every different. Students ought to even have the flexibility to control structure and to use applicable grammatical types in communication. vocabulary could be a part of speaking. Pronunciation is additionally a very important side of speaking ability. It emphasizes additional concerning however the sounds of the speaker were caught by listeners. Fluency is the ability to talk a language swimmingly, effectively, and easily.

The Importance of Speaking

Learning to speak is something needed in this era. English is one of the international languages most people used to get information for those who live in different regions, states, countries, and continents of the world. It also gives the employment getting opportunities and getting success to achieve the desired goals in life. In learning English, speaking is important to support students' ability to use the language.

According to Rao (2019), nowadays, it has become quite common to prove the

candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. Moreover, learning speaking is also useful for the students when they have to settle down well in their professions in the future. It is one of the chances for them to go continue study in abroad so they can a lot of opportunities for work in the future. The important speaking can be seen in people daily activities and business activities.

From the explanation above it is important for students to learn English, so the English teacher has an important role in teaching speaking to the students. The researchers concluded that the strategies are very important in the teaching and learning process. The right strategy can help the students in achieving their goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language.

METHOD OF THE RESEARCH

The researchers used descriptive qualitative research that focuses on teachers' strategies. Descriptive research aims to describe what already exists. In this research, the researchers collected, processed, and analyzed the data to get the conclusion of the research.

The subject of this research was the English teacher of SMA Negeri 5 Palu, consisting of two teachers, RJ (first teacher) and AD (second teacher). The research was conducted at different times and locations. This research focused on the teaching strategies of the teacher.

Data source in the research is the subject where have come from obtainable information. It means that the data source in research was a subject where the data can be obtained. The data source of this research was the information from the teachers. The researchers also took other sources taken from other literature related to the source and the internet.

In this research, the researchers used interviews and questionnaires to collect the data as the instrument. The questionnaire was the first instrument and the interview was the second instrument used by the researchers. The questionnaire was consisting of ten questions and the interview consisted of five questions. The questionnaire was to support the data taken from the interview.

The technique of data collection was the way to get accurate data and the specific information that researchers analyzed and conducted. In this research, the questionnaire and interview were two kinds of instruments that the researchers used to collect the data.

First, the researchers gave questionnaire to the teachers. Before the teachers respond to the questionnaire, the researchers explained how to answer the questionnaire and what information is needed from the questionnaire. After that, the researchers gave about 5 minutes to the teacher to respond or answer it.

Second, the researchers interviewed the teachers at different times and locations. One of the teachers was interviewed online. The interview consisted of five questions related the teaching strategies. It was conducted to catch the information about the teachers' strategies in teaching speaking. Having all the data, the researcher then analyzed them descriptively.

FINDING AND DISCUSSION

Findings of Questionnaire

The result of the questionnaire shows that almost all of the strategies listed are used by the teachers. In teaching, the teachers usually collaborate some strategies so they used more than one strategy in the classroom in the teaching and learning process. It depends on the teacher. It can make the teaching and learning process effective and efficient in transforming and developing the knowledge of the students that have a different learning style. It also

can make the learning process fun and able to develop the abilities of students. The following table presents the result of the questionnaires.

No.	Statement	Teacher 1	Teacher 2
1.	Cooperative Learning	Sometimes	Sometimes
2.	Modeling	Always	Always
3.	Discussion Group	Always	Always
4.	Direct Method	Sometimes	Sometimes
5.	Demonstration	Always	Always
6.	Role Play	Always	Always
7.	Practice and Exercise (drill)	Always	Sometimes
8.	Question and Answer Relation	Always	Always
9.	Contextual Teaching	Always	Seldom
10.	Problem Solving	Sometimes	Sometimes

Findings of Interview

The interview with two English teachers of SMAN 5 Palu to get the accurate data to support this research was conducted on July, 13th, and 14th 2021. The researchers interviewed to get data about teaching strategies in teaching speaking. The results of the interview with two teachers were related to research questions.

The first point was about the teaching strategy used by the teachers. Teaching strategies used by the teacher in teaching speaking were role play, interview, describing the picture, and storytelling.

- **Roleplay**

Roleplay is an activity where students play a role. In this activity, the students are set into groups and they have to act with the role they choose. This activity allows students to practice speaking in a real situation.

Second Teacher's Statement:

"...there is actor/actress who can role as father, mother, and children. Student make a short drama and they have each role to play".

• **Interview**

According to (Hasriani. G, 2019) interview is one of the teaching techniques that can increase students' speaking skills. The interview technique aims to gather students in a conversation and to encourage students to speak. Through interview techniques, someone's oral language skills would be trained because of the interaction between one person and another. This technique will facilitate students to develop their speaking skills because they have pairs to talk or to discuss so they will be motivated to speak and be active in speaking.

• **Storytelling**

Storytelling is the activity of telling stories and people where the person who does storytelling are called storytellers. The story is usually from ancient times, especially to explain natural events or to describe the early history of a place or people. In this method, the teachers focus on student accuracy and comprehension of the story. This method helps the students to use the information and deliver the messages to others.

Second Teacher's Statement:

"...the fluency of students telling the story and then the accuracy of students using connecting words such as preposition and so on and also the comprehension about the story whether they understand the story or not.

• **Describing Picture**

Describing pictures is an activity in which students describe a picture. Students explain a picture in detail and they can explore words and remember vocabulary from the picture they described. Describing a picture accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

First Teacher's Statement:

"...the student trying to describing picture, place or things around them. The example, we can ask the students to describe things close around them which is easy to reach.

The second point is related to the teaching strategy used by the teacher. Teaching strategy has the goal of the teaching-learning process. Every strategy that teachers used to have its purpose. Based on the interview with the teachers about the teaching strategy used by the teacher can be seen below.

Roleplay is used by the teacher to help students to interact with the other and develop a sense of communication outside of the classroom. It can develop students' fluency in the target language, promotes students to speak or interact with others in the classroom increase motivation, and makes the teaching-learning process more enjoyable.

First Teacher's Statement:

"...to measure their ability to communicate. This strategy can help students speaking skills. They can practice their pronunciation, speaking, and practice their listening from the role play and also increase students' vocabulary."

The interview was used by the teachers to improve student communication and to increase student confidence.

First Teacher's Statement:

"...to improve student skill even tough for himself, herself or for the public to confidences"

It is to gather students in a conversation and to encourage students to speak. This activity develops student speaking skills because they have pairs to talk and discuss so they will motivate to speak.

Second Teacher's Statement:

"...to evaluate the students' fluency how fluent the students to convey the language to the interviewees."

Describing pictures used by the teachers is to gain student vocabulary. In this activity, the student can share their opinion and ideas related to the picture. The students discuss the pictures with their groups, then the students were asked to make a short dialogue based on the picture.

First Teacher's Statement:

"Example we can ask the students to describe things close around them which is easy to they reach and the purpose of use this strategy we can enrich the vocabulary and also the insight."

Storytelling used by the teachers is to increase the speaking and listening skills in English and Increase the vocabulary, phrases, and idioms of English. In this activity, the students setting in a group with different stories and will retell the story.

Second Teacher's Statement:

"It is to evaluate the student fluency, the student accuracy, the student comprehensive about the story. So student asks to tell a story example narrative text and then use storytelling strategy we can evaluate the fluency of students telling the story and then the accuracy of students using connecting words such as preposition and so on and also the comprehension about the story whether they understand the story or not."

The third point is concern about challenges faced by the teacher. Based on the interview with the teachers there are some challenges that teachers faced in teaching speaking they are student low motivation, environment, unprovided facilities, lack of vocabularies, and also parents' attention.

Motivation is one of the internal factors influencing students' academic performance among various factors. In motivation, there are emotions, attention, willingness, and others. With motivation, a learner wants to succeed in learning without motivation student will certainly fail to make the

necessary effort. Lack of motivation is a situation where a student does not want to learn due to the difficulty in following the lesson. It is difficult to student learning since the students are not well-motivated.

The environment an important role in influencing the achievement of students. It will be able to have a negative or positive impact on students. The environment that affects learning activities is the family, school, and community environment.

Second Teacher's Statement:

"...influence because in their environment there is no ability to speak English. There is no native speaker. This is one reason why the students have low motivation to learn English..."

The environment will greatly affect the motivation of students in improving their abilities, especially speaking skills where it is one of the abilities that can determine the extent of our knowledge about the application of English itself. This is because when learning a language, the most important thing in language learning is the practice of using the language itself.

The facilities provided by the school were very important in the role of improving the quality of the students. Existing facilities can make the teaching and learning process run well. If there are no facilities like a monitor or speaker the teacher also has difficulties in teaching especially in English.

Vocabulary is very important for people who learn English as a foreign language. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. The students who lack vocabulary will difficult to understand the lesson.

Lack of attention from students' parents is one of the factors that affect students' ability to learn and speak in English. It is one of the reasons for the lack of motivation conveyed by the participant was from the family environment. A house that has a bad

influence on children will be fatal as it causes them to have deficient competence and learning ability.

The fourth point is about factors that influence the teacher use the strategies in teaching speaking. The teaching strategy used by the teachers should be considered with some factors. Based on the interview there are four factors that teachers considered including School curriculum, curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. It is help teacher to teach with course design or syllabus.

Second Teacher's Statement:

"...School curriculum especially syllabus, it should be following the level of student ability so that the curriculum greatly influences student success in a subject.

Students' learning styles: every student has a different style of learning. Some students can understand the material with an explanation but some students need to be given an example and then can understand.

Student English levels, not all students have the same level of ability. Some students can quickly understand an explanation from the teacher and some students do not.

The materials of learning, In the subject, there is some easy and difficult material. this affects students' interest in learning. For example, some students prefer to learn by listening to songs or stories, some students prefer writing material, and others.

First Teacher's Statement:

"Every student of course has a different style in learning. And then the material or lesson that the teacher will teach is also one of the reasons why a teacher should consider using the strategy because in teaching strategy has different goals or different house so teacher have to choose the exact or suitable between material and teaching strategy. The level of student in understanding in English we can conclude that level of students

understanding is different there is low, middle, and high understanding in perfectly".

The second teacher's response in the interview stated that teachers should consider choosing the strategy to be used with several considerations as discussed above. A teacher should know what strategies that suitable for the student so they can study comfortably. This statement is also supported by the results of an interview with the first teacher.

First Teacher's Statement:

"As a teacher, we must have a lot of potential and creativities in choosing methods or strategies which are based on basic competencies or the situation and condition related with, the students. As a teacher we have to see the creativity and could to choose what kind of the method and strategies that suitable based on the material and student condition".

Furthermore, the last point is the effectiveness of teaching strategies in teaching speaking. Based on the interview with the teachers, the strategies that the teachers used helped and encouraged students to speak English.

First Teacher's Statement:

"Yes, it is effective because when we apply these strategies role play, interview and describing picture student can be active, the students can be active to practice to communicate and games they have an interaction to the others."

Discussion

The researchers compared the others' previous findings. Handayani (2019) in her research finds that teachers used are roleplay, drilling, outdoor activity, direct strategy, and give motivation. Those strategies could improve students' speaking abilities because this is the main goal in learning English, which is to use English in everyday life. The similarity of the findings is the teachers use roleplay. Ahmad et al.

(2013) investigated Strategies for Teaching Speaking and Reading Comprehension Skills. He concluded that the teachers applied three kinds of stages in teaching speaking those are pre-reading, whilst reading, and post-reading stages. The findings show there is no similarity with the strategies that the teacher used.

The teaching strategy consists of learning material and procedures that are used to help students to achieve the purpose of learning. Haidir and Salim (2014) state, a learning strategy is a general approach and a series of actions that will be taken and used by the teacher to choose several learning methods that are suitable for learning". By using the strategy, the teaching and learning process will be more successful.

In the research finding conveyed by the researchers above, some components are discussed in the research finding. The components consist of teaching strategies used by the teacher, the reasons why the teachers use the strategies, the challenges faced by the teachers, the factors that influence using teaching strategies, and why teachers should be considering choosing teaching strategies.

Based on the interview with the two English teachers, the researchers found some strategies used by the teachers in teaching speaking are role play, interview, storytelling, and picture describing. (1) Role play is an activity that a student plays a role. According to Bailey & Nunan (2005), roleplay is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender, occupation, and so on). It encourages students' thinking and creativity, students could develop and practice new language and behavioral skills and they can create the motivation and involvement necessary for learning to occur. It is used by the teacher to develop student speaking skills and increase students' vocabulary. (2) Interviews are semi-structured sequences of questions

intended to elicit particular information from the people answering the questions (Bailey & Nunan, 2005). It means that interview is an activity of asking and answering the question. It is used by the teacher to gather students in conversation, encourage the students to speak, and enrich student vocabulary. (3) Storytelling is an activity telling a story. It is used by the teachers to evaluate students' fluency, accuracy, and comprehension. (4) Describing a picture is an activity describing a picture. According to Murni (2020), describing pictures is one of activities in teaching English speaking. It is used by teachers to enrich student vocabulary.

From the interview with the teachers, the researcher found there are five problems are they are low motivation, environmental problems, facilities, lack of vocabulary, and parents' attention. In learning the important thing that students have is motivation because low motivation in learning makes them lazy to learn. The supported environment and parents' attention also influence the student their English level. Learning English especially in speaking vocabulary is the key. Without vocabulary, it is impossible to communicate. According to (Bailey & Nunan, 2005) Speaking consists of producing systematic verbal utterances to convey meaning. It means to convey information, idea or thought there will be communication.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data taken from the interview and the questionnaire, the researchers come to some conclusions. There are four teaching strategies that the teachers used in teaching speaking. They are interviews, storytelling, role play, and describing a picture. Teacher 1 not only uses one strategy to deliver material but always combines it because the students have different levels of understanding of the material. Teacher 2 uses one teaching

strategy only because the teacher considered the material with students' conditions and situations.

Suggestion

Through this research, the researchers would like to give some suggestions. For the teachers, who are suggested to select the appropriate teaching strategies and create various strategies in teaching speaking to be implemented. Therefore, the teaching goals could be achieved. Teachers are also suggested to enrich the way they teach by applying various kinds of interactive activities during implementing various strategies. The teacher as a facilitator in teaching and learning activities should improve students' speaking skills using various strategies to make students follow the lesson, have fun, and enjoy. And last for the reader this research hopefully can be useful for the future researcher to students' speaking skills.

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