

THE STRATEGIES OF TEACHING SPEAKING IN JUNIOR HIGH SCHOOL

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Abstract

This research was conducted to determine the strategies used by the teachers in teaching speaking skills to students in junior high school. The subjects of this research are an English teacher and eighth-grade students of Junior High School in Balamoa. This research used the descriptive qualitative method. The instruments used were interview guides and observation checklists. The interview guide was used to guide the researcher in giving questions to identify the speaking strategy. Furthermore, the observation checklist was used to observe the teaching and learning process in the classroom. The results show that the strategies mostly used by the teacher were discussion and drilling. In carrying out the strategies, the teacher used songs as a medium to support both strategies. Meanwhile, students' responses to the strategies were positive. They like the strategies, enjoy them, and feel helped in their ability to speak English.

Keywords: Teaching Strategy, Speaking, Skill.

BACKGROUND

English is a very popular language in the world. Many countries use it as a second language or foreign language. One of the countries that use it as a foreign language in Indonesia. In Indonesia, it can be found in every level of education from kindergarten to college. It's used in the education process is expected to help students use English well and then can make them easier to interact with many people in the world and can help them to get a job. Therefore, in Indonesia, it is introduced since childhood to make it easy for them to use it.

Several aspects must be mastered by English learners. According to Sadiku (2015) in learning a language, four aspects are needed, namely listening, reading, speaking, and writing. These aspects play an important role in learning a language, but the speaking aspect is an aspect that is more often needed by many people. According to Dionar & Adnan (2018), the speaking aspect is an aspect that can be one of the right ways to convey feelings, ideas and can build social

relationships with many people directly. It means that in mastering the speaking aspect, we can communicate verbally with many people in everyday life.

Speaking is one of the important skills that should be mastered in learning a language. Through speaking we can communicate or share ideas with many people orally. The ability to speak is one of the abilities that the researchers hope students can master especially in speaking English. Kemendikbud (2012) states that the 2013 curriculum has some basic competence for the students such as to behave, knowledge, and skill in the learning process. Skill is one of the basic competences that should be learned by the students including speaking skills. Moreover, in terms of mastering the speaking skill of learning English, students are expected to be able to pronounce English properly and correctly. So that the learning objectives can be achieved properly.

Speaking skill is not easy to be mastered by the students. According to my preliminary observation, there were many difficulties that they faced when they were trying to speak English such as; difficulty to pronounce word by word and understand the meaning of words. Not only the lack of self-confidence but also the lack of vocabulary that creates them hard to use English. Moreover, their environment also does not support them to use English because of the mother tongue influence. All of these problems become a barrier to mastering English for the students.

Seeing the situation above, the teacher's role is needed in the process of teaching English in the school. Teachers, who are expected to be able to manage the class well, can help the students to understand the material quickly. This requires a good strategy from a teacher in teaching. According to Anggraeni et al (2020), the choice of material and creative strategies by a teacher can support students' understanding of what is being taught. The strategies used by the teacher can affect students' ability to master English, especially speaking skills.

In this research, the researchers chose Junior High School in Balamoa as a place to conduct research. It is located in Balamoa village, Dolo Barat sub-district, Sigi regency. The researchers chose eighth-grade teachers and students as the main focus of this research especially about the teacher's strategy in teaching speaking skills and the student's responses to the strategy. Through information from the teacher and the students, the researchers have learned that there are two strategies that the teacher has given to the eighth-grade students of Junior High School in Balamoa, namely discussion, and drilling strategies. In providing this strategy the teacher uses songs as a medium to help the teacher give the material to the students. Then the researchers saw that the students' responses were good. They showed a positive attitude when following the

learning process. They seem to enjoy it more and can speak English better.

Based on the background above, the researchers conducted research dealing with Teachers' Strategy in Teaching Speaking Skill at the Eighth Grade Students of Junior High School in Balamoa.

The Definition of Speaking

Speaking is the best way to express your ideas or feelings to others. According to Zuhriyah (2017), speaking is the way for many people to express and communicate their opinions to others orally. While Riski et al (2018) state that speaking is the ability to express opinions or ideas verbally so that they can produce verbal speech that is systematic and has a meaning that can be understood by the person they are talking to. Based on the definitions above that speaking is a way for everyone to produce utterances that are spoken directly to others. So that it can produce an activity that is communication.

Aspects of Speaking Skill

Mastery of all of the aspects of a language is very important for everyone. They can produce good language when mastering all of it. Therefore, in speaking English there are several aspects that we must pay attention to. Astutik (2015) states that in general the most important aspects of speaking are grammar, fluency, accuracy, vocabulary, and pronunciation. Those are some aspects that must be considered when speaking English.

1. Grammar

Grammar also becomes the main thing in speaking English. According to Harahap et al (2015), grammar must be known by a speaker in speaking so that the message conveyed can be understood by the listener because the speaker can organize words well. It means when someone masters the grammar of a language they can easily communicate with many people without any misunderstanding because the words

compiled by the speaker become a good sentence and can be understood by the listener. Having good grammar in a language can avoid us from misunderstanding. Therefore, grammar is one of the important aspects to master.

2. Fluency

Fluency is also used as a component to measure one's speaking. According to Kusumawardani & Mardiyani (2018), fluency is the ability to speak fluently and spontaneously without stopping too many times. It means when someone has a good fluency in speaking then they can convey words correctly. The speaker does not think too much about what they will say to others properly and precisely. Therefore, it is very important to increase our fluency in speaking a language.

3. Accuracy

Accuracy is one of the most important components of spoken language. According to Firman & Ul Haq (2012), accuracy is a person's ability to speak that can be understood by the listener with the right grammar and appropriate word selection. So, it does not cause doubt in interaction. Based on the statement above that when the speaker chooses the correct words it makes a listener easy to understand the meaning of the sentences conveyed by the speaker. Then the listener will faster understand the sentence in the communication process.

4. Vocabulary

To be able to speak English, a person needs to master the vocabulary of a language. According to Alqahtani (2015), vocabulary is important to learn because vocabulary is a collection of words that are needed to communicate or express ideas from the speaker to the listener. It means that mastering a lot of vocabulary can facilitate us or students in expressing opinions to others. We realize that every vocabulary has meaning. This can help us interact with many people.

5. Pronunciation

Pronunciation is very useful in a language, especially in English. According to Gilakjani (2016), pronunciation is one of the important aspects of a language because it can be the main source of the listener's understanding of the sounds of words spoken by the speaker. That means when someone can manage the pronunciation correctly, the words they say will be conveyed properly and can produce the right meaning of the word. But if someone does not have the right pronunciation then the words, they say will make the listener confused with the words conveyed. Therefore, pronunciation is very useful in saying a word or sentence in a language.

The Definition of Teaching Strategy

The teaching strategy is a method or technique used by the teacher in the learning process. Zulfian et al. (2018) state that teaching strategies are one of the things that become a concern for teachers to achieve. According to Maulidar et al. (2019), a good teaching strategy in the learning process can determine the success of the teacher in achieving the learning goal. It means that the effectiveness of a lesson depends on the way the teacher provides material to students. Cooperation between teachers and students in interacting in the classroom can create effective learning. While Sari and Zainil (2020) state that in the teaching and learning process, teachers and students must do it well to achieve effective and efficient learning. It is clear that when the teacher provides appropriate strategies to students and students give good responses to the strategies that the teacher provides, it can produce expected learning.

Strategies for Teaching Speaking

Teaching speaking English to students is not easy. A teacher must choose a strategy according to the needs of students in teaching speaking. Saragih et al. (2019) state that teachers can use different strategies to

achieve goals in the teaching and learning process. Teachers can use various strategies in teaching speaking English to students. According to Kayi (2006), several strategies can be used in teaching speaking, such as the following:

1. Discussion

Discussion is a method that is often used by teachers at school. In this activity, the teacher will choose a topic to discuss in discussions between students. There is a session explaining the material and a session giving opinions on what has been conveyed. According to Hadriana (2008), a discussion is an activity that can create a safe and active learning environment for students to participate in the learning process. Students can interact and can communicate directly with the interlocutor through this activity. It is very clear through discussion students can have the opportunity to express their opinion about something. Therefore, these activities can help students to improve their speaking skills.

2. Storytelling

Through storytelling, students can briefly summarize the stories or stories they have heard before. Through storytelling, students can also create their own stories in their own words and tell them to their friends. According to Zuhriyah (2017), storytelling is an activity carried out by a storyteller to retell a story to others in his/her language. It clearly explains to us the use of the storytelling strategy to make students think creatively in uttering words, besides that it can also help students remember word by word in English.

3. Picture Describing

In teaching English, a teacher must be smart in choosing teaching strategies. One of the teaching strategies that is often used is a picture or describing a picture. The use of pictures in teaching speaking skills can help students remember what to say. According to Nurdini (2018), the use of pictures can make communicative learning more creative and pictures can be a visual aid that becomes

material and can produce language. It means that the use of picture strategies can help teachers provide understanding to students in learning English.

4. Role Play

Roleplay is a learning strategy that makes students talk while playing roles. In this game, students get information from the teacher. The teacher will give instructions to students on how to pretend in various social roles. Roleplay is one of the strategies that can make students talk. According to Syafitri (2018), role play is one way to improve students' speaking ability. It is clear that when students want to improve their speaking skills, they will be helped by using this strategy. So that it makes students more active in speaking.

5. Simulation

The simulation is similar to role-play. Simulations are more complicated than role play. In the simulation activities, students are asked to take the demonstration material. This demonstration material is used in simulation activities, for example, students are asked to become a singer, so students must carry a microphone to the class. Hardianty et al. (2013) state that this activity can give advantages to entertain and increase students' confidence in speaking in front of the class. It means this strategy is very helpful for students in learning English.

6. Drilling

The next strategy is drilling. According to Larosa et al. (2020), drilling is a strategy that emphasizes the repetition of oral practice that can demonstrate students' foreign language skills. In the drilling activity, the students would repeat what is heard from the model, namely the teacher or native speaker. Of course, this strategy can help students in improving their English pronunciation. When they find it difficult to pronounce words in English, they can use this strategy to deal with the problem by repeating it over and over again. The repetition of pronunciation that is often done in this activity will make it easier for

students' tongues to pronounce words in English.

7. Conversation

A conversation is a communication activity carried out by two or more people. Romadlon (2016) stated that the practice of conversation in various contexts and situations can facilitate students' communication skills in English. It is very good for students in improving their speaking skills. In addition, through this strategy students also learn social interaction with many people in various situations. Therefore, the conversation can also be another option in choosing teaching strategies for students, especially to build their speaking skills in English.

METHOD OF THE RESEARCH

This is descriptive qualitative research. The researchers chose descriptive research because they wanted to describe the kinds of strategies used by the teacher in teaching speaking skills and the researchers wanted to find out the responses given by the students on the teacher's strategy in teaching speaking at the eighth grade of Junior High School in Balamoa.

The researchers use two techniques to collect data. There were interviews and observations. The interview became the first technique in this research. It was given to the English teacher and the students at the school. This interview contained some questions that the researchers gave to the English teacher. The researchers asked about the strategy that the teacher used in the learning process especially in teaching speaking skills. After that, the researchers interviewed several students due to their opinions on the strategy that they got from the teacher in the speaking class. The researchers hope that the technique can be conducted well for all of the subjects in this research.

In conducting the interview technique, the researchers used a supporting instrument namely an interview guide. The interview guide was given to the teacher and the

students. The researchers asked several questions to the teacher, including what specific strategy that the teacher chose in teaching speaking, what the advantages and disadvantages of that strategy are, and why the teacher chose the strategy and how it was applied in teaching. Meanwhile, the questions that were given to the students in the interview include, what did they think about learning speaking skills in English, did students like the kinds of strategy that the teacher used in teaching speaking skills, did they help by the strategy in learning speaking skills. All of the questions above would be given to the teacher and the students in the interview.

While the second technique in this research is observation. The researchers did it in two ways namely virtual or non-virtual depending on the situation at school. The observation activity aims to observe the teacher strategy in the teaching process and to observe the students' responses in the learning process at the eighth grade of Junior High School in Balamoa. To help the use of the observation techniques, the researchers would use an instrument namely an observation checklist. The observation checklist consisted of some topics. The topics that were given such as the conditions of the teacher and the students in the school then the researchers would look at how the teacher used the strategy in teaching speaking and how students respond to the strategy. They are all the techniques and instruments used by researchers to collect valid data and to answer the questions in this research.

Qualitative data analysis is the process of systematically searching and arranging materials that enable the researchers to present what has been discovered to others. In this research, the researchers used descriptive qualitative. The qualitative data were derived from an interview and class observation. Rijaldi (2018) argues that qualitative data analysis can be done in four steps, namely data collection, data reduction,

data display, and drawing conclusion/verification. Based on the explanation above, this research was analyzed through the following procedures:

The first step was data collection. In collecting the data, the researchers did interviews and observation. In the interview, the researchers gave some questions for the English teacher and the students related to what strategy that the teacher used and how the students responded to the strategy that the teacher chose in the teaching and learning process. While observing activity, the researchers did it in the classroom or virtual depending on the condition of the school or the teacher's suggestion. This activity aims to confirm the information that the researchers got from the previous interview.

The second step was data reduction. In this step, the researchers simplify the data that has been collected from the previous step. The third step was data display. Data that has been reduced from the previous step would be presented at this step in the form of structured information and the fourth step was to conclude/verify. This was the last step that the researchers did to analyze the data. The researchers would make all of the information into one unit and conclude it

FINDING AND DISCUSSION

Result of Interviews

• The Result of Teacher Interview

In collecting the data from the teacher, the researchers conducted the interviews by mobile phone. It was due to the COVID-19 situation, and the government policy to comply with health protocols and social distancing. The current situation reminds the researchers and the English teacher to communicate better via mobile phones without meeting each other. This was done to reduce the spread of COVID-19. Even though the interview between the researchers and the teacher was conducted via mobile phone, the researchers were able to get any information from the teacher.

In opening the question in this research, the researchers began to ask questions about whether the teacher used certain strategies in teaching English to the eighth-grade students of Junior High School in Balamoa and the teacher answered yes, I used various strategies. Then the next question given by the researchers was what kind of strategy did you use in teaching English, especially teaching speaking skills in the eighth-grade students of Junior High School in Balamoa. She also replied that she used discussion and drilling strategies given through songs to teach speaking skills to the students. After that, the researchers asked about the advantages and disadvantages of the chosen strategy. Then she replied that the advantage of the discussion strategy was that the teacher could know about the choices of songs that students favored while the disadvantage of the discussion strategy was difficult to determine the assessment for all the students because they had their own choices of songs. Then, for the drilling strategy, the advantage was that students are helped in pronouncing words in a language because they were often repeated, but the disadvantage was that students cannot be creative because they only repeat the pronunciation, they hear without trying to pronounce it.

The next question was how the teacher implemented the strategies in the eighth grade. She also replied that the first step she took was to share English songs through the WhatsApp group of the students. It aims to invite students to discuss which songs would be chosen by them. For example, in this discussion, the teacher gives ten songs to discuss with students. After the discussion, the teacher asked students to choose three songs of the ten songs given so that they could choose which songs they like and easy to pronounce. After that, the songs that have been selected would be played to students in the classroom using small speakers.

Before the researchers guided the students to pronounce word by word in that

song, she would first play the songs on speaker for them and give them a chance to listen to them. After that, she would guide the students in their pronunciation so that they produce more precise pronunciation. By repeating the pronunciation of the word, students would be helped in pronouncing it. In this case, the teacher would recite word by word in the song. After that, the students would repeat the pronunciation. Finally, when they feel they can follow the pronunciation, they practice it in front of the classroom.

After that, the researchers asked the reason for choosing the strategy then the researchers got an answer that the main reason makes the teacher use the discussion and drilling strategy specifically in the use of songs was because of her experience since seventh grade. At that time, the students that she taught in the eighth grade were still in seventh grade. They were given a conversation strategy by the teacher but the students did not seem to enjoy and they also seemed stiff in carrying out the strategy. In addition, the pandemic was also another reason that makes her choose new strategies. Therefore, she decided to change the conversation into a discussion and drilling strategy assisted by songs in teaching English speaking.

Then the researchers asked the opinion of the English teacher about the use of this strategy in teaching whether this strategy was effective in teaching speaking skills in the eighth grade or not. She answered that this strategy was quite effective. Then the researchers asked whether or not there were any other strategies used in teaching English, especially speaking skills. She replied that she only used songs as a medium in discussions and drilling strategies. Then the researchers asked the English teacher about her opinion on the students' responses about the strategy given. For this question, she likewise answered that the use of discussion and drilling assisted by song was more liked and enjoyed by students. After that, the

researchers asked whether the English teacher ever had failed in using these strategies when teaching speaking. The teacher answered she had. For example, when she asks students to record their voices and send them to her, the students have difficulty conveying the results. Then the researchers asked about the expectations of the English teacher regarding the use of these strategies in teaching speaking in the eighth grade. She also hopes to be more optimal in teaching English and always prioritizes student comfort. Hopefully, the use of discussion and drilling strategies are given through songs can make English easier for the students to pronounce.

• **The Interview Result from Students**

After conducting the first interview with the English teacher, the second step was the researchers conducted interviews with students. This interview was conducted directly on students of Junior High School in Balamoa. The researchers interviewed them one by one. Even though the students looked shy in giving answers to the researchers, the researchers were still grateful because all the students answered all the questions given by the researchers. Explanation of the data results from the interview is written based on what was found by the researchers. The interview results obtained would facilitate researchers in analyzing the data.

In starting the question, the researchers asked whether they liked or did not like learning English, and all students answered that they like learning English. When they stated that they all liked it, the researchers asked them about their reasons for learning English. They gave answers that were quite varied. Some of them answered because they liked to learn English, they learned English with friends, English was a good and interesting lesson, English was their favorite subject and one of them said that she likes to see people who can speak English. In the next question, the researchers asked whether they like learning to speak in English or not.

They also answered that they like learning to speak in English. Then the researchers asked their reasons why they liked speaking lessons in English and they answered that they wanted to be able to speak in English.

After that, the researchers asked about how your teacher taught speaking in class, whether your teacher used pictures, storytelling, or used conversation. They all answered that their teacher used songs. Then the researchers asked whether there were any other strategies besides the strategies currently used by the teacher in teaching speaking in the eighth grade. Some answered 'no' while some answered 'yes'. But the other strategy they got when they were in seventh grade was using conversation. But now when they were in eighth grade, their teacher only focuses on discussion and drilling strategy by using songs in teaching English to them. Then the researchers asked them about whether they liked or not the strategy chosen by their teacher and all of them answered that they like it. Some gave reasons that they liked the use of songs to support the discussion and drilling strategy because singing was fun, singing was a hobby, they could speak English, and some said they liked listening to English songs.

The next question was to ask them whether they ever found it difficult to learn English, especially when they were asked to speak in English. All students answered that they had difficulty especially in speaking. In their difficulty, the teacher always helps them. The teacher does not only help them but also guides them in solving their problems in speaking English. They were also happy with how the teacher helped them solve their problems. Finally, the students also stated that they hoped the teachers' strategy could be improved in the future.

Result of Observation

The researchers carried out observations in the eighth grade of Junior High School in Balamoa. The researchers want to see directly what strategy that the English teacher uses when teaching speaking skills and how

the responses are shown by students to the strategy. The results of the observations could be seen in the table below:

Table of Observation Checklist

English Teacher's Activities	Yes	No
<i>The teacher uses certain strategies in teaching English at the eighth grade of Junior High School in Balamoa</i>	✓	
<i>Strategies chosen by teacher has advantages</i>	✓	
<i>Strategies chosen by teacher has disadvantages</i>	✓	
<i>The use of those strategies is effective in Teaching Speaking Skill in Eighth Grade.</i>	✓	
<i>Teacher gives alternative strategy</i>		✓
Students' Activities	Yes	No
<i>Students like learning English</i>	✓	
<i>Students like to learn Speaking in English</i>	✓	
<i>Students like the strategy used by teacher in teaching English especially Teaching Speaking.</i>	✓	
<i>Students can adapt to the strategy chosen by the teacher.</i>	✓	
<i>Students difficulties in learning English especially when they are asked to speak is solved by this strategy.</i>	✓	

Discussion

Based on the data the researchers collected through interviews and observations above, the researchers will explain it more clearly according to the focus of the researchers in this research, which is about the teacher's strategy in teaching speaking skills and how students respond to the strategy. Meanwhile, the data collected through interviews and observations can also answer the questions in this research, "What kinds of strategy were used by the teacher in teaching speaking skills to students of Junior High School in Balamoa?" and "How do the students respond to the strategy used by the teacher in teaching speaking of Junior High School in Balamoa?". Next is the results that

the researchers got after conducting interviews and observations.

In conducting the research, the researchers used two techniques in collecting the data; interview and observation. The first activity was to interview the teacher and the eighth-grade students of Junior High School in Balamoa. In giving interview questions to the teacher and the students, the researchers used an interview guide to assist the researchers in delivering questions to the subjects in this research. In giving interviews to the sample of this research, the researchers started by giving an interview to the English teacher. The English teacher was the first subject that the researchers interviewed. The purpose of this interview is to find out the kinds of strategies the teacher uses in teaching English in the eighth grade.

From the interview, the researchers obtained data that the English teacher of Junior High School in Balamoa used strategies in teaching English, especially speaking skills. This was evident from the statement conveyed by the English teacher in the interview session that was conducted by the researchers. The English teacher of Junior High School in Balamoa explained that she used strategies in teaching English in the eighth grade, namely discussion and drilling strategies which were assisted by the use of songs as a supporting tool in implementing these strategies. The selected strategies have their respective advantages and disadvantages. Starting from the first strategy, namely discussion, the advantage of discussion in terms of using songs, that it was easier for the teacher to know about the choice of songs that students like, but the disadvantage of discussion in terms of using songs was difficult to assess. The different choices of songs between the students make it the teacher difficult to determine the assessment. There were long, short, simple, and complete songs. Although it was difficult to assess, the main focus of the teacher in teaching speaking was about the

accuracy of words that the students can pronounce, the understanding of the meaning of the word, and the good pronunciation that was produced by the students. Meanwhile, the drilling strategy also has advantages, it was that students were more assisted in pronouncing words that were difficult to pronounce by being repeated by the teacher or native speaker and followed by the pronunciation and the disadvantage was that drilling can make students not creative in pronouncing words.

The first steps taken by the teacher in implementing these strategies were to conduct a discussion strategy with students. Usually, this discussion was carried out by teachers and students in WhatsApp groups. In their discussion, they discussed the songs that students liked and considered easy for them to follow the pronunciation, for example, there were ten songs that the teacher gave to students through the WhatsApp group and the teacher would ask them to take three songs from the ten songs. After the teacher and students choose a song, the teacher makes an appointment with the students about when the right time to practice the song that they chose from WhatsApp. After that, when the teacher and students have met, they would immediately use the song in the learning and teaching process. The song that has been selected would be played to students using small speakers by repeating or drilling. In this step, students would be assisted with strategy drilling in pronouncing the words in the song. Students would first listen to the pronunciation and then follow it repeatedly. Meanwhile, the English teacher also helps and guides them in pronouncing the words in the song.

In terms of choosing these teaching strategies, the teacher has several reasons, namely the teacher said that discussions and drilling strategies supported by the use of songs can be more easily carried out during a pandemic like now. The teaching and learning process between the teacher and the

students can be done anywhere and anytime by using a song as a medium in carrying out these strategies. The COVID-19 pandemic and current government regulations limit everyone's activities. Everyone was advised to comply with health protocols and government regulations. Therefore, the teacher decided to use this strategy because it was easier for students to learn it at home.

Based on the statement given by the teacher that the use of the strategy above was better in teaching English to students, especially in speaking skills. This was shown through the positive attitude given by the students towards these strategies. Students enjoy the strategies more. In addition, students were also more relaxed in following the lessons. When the teacher asked them to speak one by one in front of the classroom they dared to do so. Of course, it was very good for the development of their ability to speak in English.

Before applying the discussion and drilling strategies, the teacher also gave another strategy to students, namely conversation. However, when the teacher gave a conversation to the students, the students did not seem to enjoy the strategy. They look stiff in having a conversation. This strategy was quite effective when carried out directly in the classroom, but considering the current condition of the COVID-19 pandemic, the English teacher decided to turn it into a discussion and drilling strategies which were carried out through the use of songs. From the change in strategy given by the teacher, she saw a good response from the students. Students seem happier and enjoy using the strategy.

However, in terms of teaching-learning in the classroom, it was not always smooth. There were many things that unpredictable can happen in the learning and teaching process. Sometimes the students have difficulty collecting their tasks from the teacher and it makes the teacher cannot assess them. Even though it was like that, it did not become a barrier in the teaching and

learning process of Junior High School in Balamoa. The English teacher still hopes to improve her strategy based on the comfort of the students at the school.

After conducting interviews with the eighth-grade English teacher of Junior High School in Balamoa, the researchers again arranged a time to meet with the eighth-grade students. Interviews with students of Junior High School in Balamoa were conducted directly to students one by one at the school. Junior High School students were required to come to school twice a week. These two days were used by students to come to school to meet teachers non virtually. Besides, the students can use the days to take assignments from the teacher, submit assignments that they have done to the teacher, and also students can also ask the teacher about material from the WhatsApp group that they do not understand. Seeing this, the researchers decided to meet with eighth-grade students on Wednesday, April 21, 2021.

It was a little hard to interview students in this place because they were shy. The researchers gave their understanding and persuaded them, then finally, they agreed to be interviewed one by one. When interviewed, the students also gave varied answers. In the first question, the researchers asked whether they liked English lessons or not. They all replied that they liked English lessons. It turns out that they have several reasons, namely because they study with friends, English lesson was good and interesting, English was their favorite subject, they enjoy learning English because they were happy to see people who can speak English. In addition to learning English, students of Junior High School in Balamoa also like to learn to speak English. This was because they all want to be able to speak English. They were given a discussion and drilling strategies by the teacher through the use of songs.

Students said that they had received another strategy, namely conversation, but at

this time the teacher only focused on discussion and drilling strategies using songs. They also like the use of songs to support their teacher's teaching strategies because some of them say that the song was fun, some like to sing and some even said singing was a hobby. When some of them feel shy to sing, the teacher would ask them to read the words in the song slowly. Students said that in terms of learning English they had difficulties especially when they spoke English. However, they said that their difficulties could be overcome with the guidance given by the teacher. Their teacher guides them patiently and slowly so that they can speak English well. They also feel happy and like the help given by the teacher in solving their problems in English, especially in speaking English. All students hope that in the future the teacher can improve the strategies used in teaching English to them, especially teaching speaking skills in English.

While the second data collection technique was to make observations. This activity was carried out to prove whether or not the statements of teachers and students in interview activities were true. This observation activity was carried out on the day of the student and teacher meeting at the school. As the researchers explained, there were two days a week in this school which were designed by the teacher as a day to share material between teachers and students of Junior High School in Balamoa. In the meetings of teachers and students at school, they did not have discussions inside but outside the classroom. This was due to government regulations that are not allowed to conduct the teaching and learning process in the classroom during the current COVID-19 pandemic. Therefore they did learn outside the classroom. Even though they study outside, they still follow the learning process well.

In the observation, the researchers observed the teaching and learning process carried out by teachers and students. In

delivering material to students, the teacher provides strategies in teaching, namely discussion and drilling. The teacher discusses the choice of songs that have been chosen with students and did drilling to students by playing songs to students and asking them to repeat the pronunciation of words in songs that they have heard. If students have difficulty pronouncing word by word in the song, the teacher would repeat the pronunciation directly for students and help them to pronounce it. So that students can produce the right pronunciation.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data that the researchers got from the interview and observation. The researchers conclude that there are two strategies that the teacher used in teaching speaking skills for the eighth-grade students of Junior High School in Balamoa. They are discussion and drilling. In implementing the strategies, the researchers used songs as a medium to support the use of the strategies. While the responses from the students are positive. They like, enjoy, and feel helped with the use of the strategies.

Suggestion

After seeing the results, the researchers give some suggestions to the teachers, the students, and researchers in the future. For a teacher, the researchers suggest further improving the strategy in teaching English, especially in teaching speaking skills, so that students are more interested in participating in the learning process. In addition, students are also suggested to be more disciplined in following the English learning process to understand the lesson better from the material that has been delivered by the teacher and the researchers hoped that this research can be useful for future researchers as a reference to enrich the next research that discusses teachers' strategy in speaking skill.

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