

**STUDENTS' PERCEPTION ON THE STRATEGIES USED BY TEACHERS IN  
TEACHING SPEAKING SKILLS TO THE ELEVENTH GRADE OF SMK  
MUHAMMADIYAH 1 PALU**

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**Abstract**

This study aims to find out the perception of Grade XI students on the strategies used by teachers in teaching English speaking skills at SMK Muhammadiyah 1 Palu. The method used in this study is qualitative descriptive with data collection techniques in the form of questionnaires and interviews. The subjects in this study were students of Grade XI TKJ B and an English teacher. The results showed that most students had a positive perception of the strategies used by teachers such as role-play, group discussions, and pair-talking exercises. The students felt that the strategies implemented were in accordance with their learning needs, and stated that teachers' strategies helped improve their vocabulary. In addition, the use of media such as videos and applications is also considered to support learning although the use of songs is considered less effective. Findings from interviews with teachers supported the results of the questionnaire, in which the teacher stated that he used a variety of strategies and media to motivate students and create a safe and comfortable learning environment. English teachers also faced the challenges in teaching students from various majors who have different English language needs. This study concludes that the strategies used by teachers have a positive impact on students' motivation and speaking ability. Therefore, choosing a strategy that suits the needs of students is essential in improving the effectiveness of teaching English speaking.

**Keywords: Student perception, learning strategies, speaking skills, English teaching.**

**BACKGROUND**

English proficiency is an essential skill in today's era of globalization. It is not only used as a global language for everyday communication but also serves as the primary language in various fields such as business, technology, science, and education. Mastering English enables individuals to access global information, interact with people from diverse cultures, and enhance career opportunities and personal development. Therefore, strong English language skills encompassing speaking, writing, listening, and reading are crucial in

building competitiveness in an increasingly interconnected world.

Speaking is the most important skill for second and foreign language learners to be mastered. Speaking is one of the important parts in teaching language because it includes one of four basic language skills. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand.

To achieve the goals, teachers usually employ many strategies. To find a suitable strategy in teaching is not easy, Teachers should think about how the strategy will be implement, is it appropriate to students' needs or not. Each student presents unique challenges and opportunities, making it crucial for teachers to evaluate potential strategies before implementation.

Based on the preliminary observations, the researcher is interested to find out the students' perceptions or responses to the strategies used by the teacher in teaching speaking. Therefore, the researcher will investigate what strategies are used by the teacher at the school. From this, the researcher will identify whether the students feel that these strategies are suitable for them based on their perceptions. By understanding students' perceptions, the researcher aims to identify both the preferred teaching strategies among students and the most effective ways for them to learn. Additionally, this study seeks to determine if there is any correlation between what students prefer and what actually works best for their cognitive development.

## **LITERATURE REVIEW**

### ***Devinition of Speaking***

Within the domain of language acquisition, the skill of speaking is widely regarded as being of paramount importance and considerable complexity. It is widely acknowledged as a primary means of communication, playing a significant role in the articulation of ideas, thoughts, and emotions. Tamala & Wulandari (2021) stated that speaking is a way for everyone to produce utterances that are spoken directly to others, enabling the creation of communication

through verbal expression. It involves not only the ability to produce sounds and words but also the capacity to organize thoughts coherently and convey messages effectively. Aspects of speaking skill include pronunciation, fluency, vocabulary usage, and grammatical accuracy, all of which contribute to successful interaction. Additionally, the ability to listen and respond appropriately to feedback is crucial, as it ensures that the message is understood by the interlocutor. Mastering these aspects allows individuals to communicate confidently in various social, academic, and professional settings.

Ilham et al. (2017) argued that speaking is defined as the production of language for the purpose of communication with others within a group or society. It serves as a manifestation of an individual's language competence. The act of speaking demands the capacity to articulate thoughts, ideas, and emotions lucidly and persuasively in diverse settings, encompassing casual discourse and formal deliberations. Through speaking, individuals demonstrate their command over a variety of linguistic elements, including vocabulary, grammar, pronunciation, and fluency, all of which reflect their linguistic proficiency. Furthermore, the ability to engage in meaningful interactions, exchange information, and build relationships is predicated on the possession of effective speaking skills, rendering it an essential aspect of communication in both personal and professional settings. In this regard, Putri (2024) emphasized that speaking occurs at the joint construction of the text stage of the oral cycle, where learners collaboratively build and practice spoken texts with guidance from the teacher

before moving to independent construction. This process supports learners in developing their speaking abilities through interaction, modeling, and guided practice, which are crucial for achieving communicative competence

### ***Speaking skill***

In the contemporary global context, where communication demands are increasing, particularly in the context of English as an international language, it is imperative for language learners to cultivate robust speaking skills to thrive in a variety of settings. According to Rao (2019), in this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills. The teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms. This is possible for the teachers when they change their methods and materials and by using the latest techniques of teaching speaking skills.

Subhayni et al. (2017) argue that speaking skills encompass not only the ability to pronounce sounds or words, but also the capacity to convey ideas meticulously crafted to align with the interests and needs of the interlocutor. They underscore that speaking serves a

deliberate purpose, functioning as a medium for communication, entertainment, or to persuade listeners. Consequently, it is imperative for learners to develop the capacity to articulate their thoughts and emotions through language acquisition. Speech proficiency is regarded as an essential skill for children to master in order to facilitate effective communication, and it must be nurtured from an early age. Speech skills, therefore, assume a pivotal role in the development of language abilities and the establishment of effective communication.

According to Furqon et al. (2019), speaking skill is one of the productive language skills that serves to express ideas, thoughts, and feelings orally to the interlocutor. It is essential for effective communication, enabling individuals to share their perspectives, ask questions, and engage in meaningful conversations. Mastery of speaking skills not only enhances personal interactions but also plays a crucial role in professional settings, where clear and confident communication is often the key to success. Furthermore, practicing speaking helps improve fluency, pronunciation, and the ability to think on one's feet, making it a vital aspect of language learning.

### ***Devinition of Strategies***

In the process of teaching and learning, the application of effective strategies is crucial to achieving educational goals and enhancing student outcomes. Strategies are defined as structured plans that guide both teachers and learners in navigating the learning process. According to Ahmad (2023), strategy is an effort to achieve success and success in achieving goals. Learning

strategies can be interpreted as plans that contain a series of activities designed to achieve certain educational goals. A learning strategy is an action plan (series of activities) including the use of methods and utilization of various resources or strengths in learning which are prepared to achieve learning objectives. Furthermore, Putri (2023) stated that a strategy is a plan designed to achieve a specific goal. To ensure that learning activities are effective and efficient, both teachers and students should actively participate in the strategic activities during the teaching and learning process. This involvement is essential to foster an environment where the objectives of the lesson can be successfully met, promoting a more engaging and collaborative learning experience.

In relation to this, Mulyasa (2015) explains that a learning strategy is a method or approach used by a teacher to guide and carry out the learning process, with a strong emphasis on student learning. He highlights that in this process, the teacher assumes the role of a facilitator, whose primary responsibility is to assist and empower students to actively seek and acquire knowledge. This approach encourages students to take charge of their learning, fostering independence and critical thinking skills while the teacher provides support and direction as needed. The ultimate goal is to create a dynamic and student-centered learning environment that promotes deeper understanding and engagement.

According to Wulansari & Uyun (2017), teaching strategies can be defined as a way of thinking, a perspective, and an attitude of a teacher in carrying out their profession to understand the problems that arise during the learning process. These strategies are crucial

because they significantly influence the efficiency and effectiveness of learning English, as well as help improve students' confidence, mentality, behavior, and language skills. Speaking is a highly complex process that involves many factors, not only external ones but also internal aspects within the individual. Therefore, teaching this skill presents a particular challenge for teachers

### ***Definition of Perception***

It is imperative to comprehend the perceptions of students in order to assess the efficacy of pedagogical methodologies and learning experiences. Perception has been demonstrated to play a pivotal role in shaping how individuals interpret and respond to educational environments and instructional methods. According to Sarkol (2016), perception is a cognitive process that occurs within the human mind. It is not a random occurrence, but rather a process that takes time to develop as individuals reflect on specific events and experiences. In order for a perception to form, one must first have an experience that allows the perception to emerge. This process involves the mind interpreting and organizing sensory information, resulting in a personal understanding or interpretation of the world around us. Perception is therefore influenced by both past experiences and the context in which an individual finds him or herself.

Qiong (2017) argues that perception is a cognitive process that involves interpreting sensory information or the ways in which individuals think about things. This process enables people to make sense of their surroundings and form their understanding of the world based on the sensory data they receive. Furthermore, according to Cherry (2014),

perception is defined as the sensory experience of the world around us. It encompasses not only the comprehension of the stimuli we encounter but also the actions and responses we exhibit in response to these stimuli. This process enables individuals to interpret and react to their environment based on the sensory information they receive

## METHOD OF THE RESEARCH

The researcher used two types of instruments to collect the data for the research: a questionnaire and open interviews. The questionnaire is designed to gather data on the students' perceptions, while the open interviews provide insights into the students' experiences and opinions regarding the teacher's strategies in improving speaking skills

In this research, the data were collected through two instruments: a questionnaire administered to the students and an interview was conducted with the teachers. The techniques of data analysis for each instrument are described as follows:

### 1. Questionnaire Data Analysis

The data from the questionnaire, which is distributed to the students, were analyzed using qualitative methods. Each student's responses were calculated to determine the percentage of each answer. Descriptive statistics such as percentages, mean scores, and frequency tables were used to interpret the students' perceptions of the strategies used by teachers in teaching speaking skills. The formula used is:

$$\text{Percentage(\%)} = \frac{\text{Number of respondents}}{\text{Total number of respondents}} \times 100$$

The results were presented in the form of tables and charts to make the findings clearer and more understandable.

### 2. Interview Data Analysis

The data collected from the teachers through interviews were analyzed using a thematic analysis method. The steps include: Concurrently, the data obtained from the teacher interview were analyzed using a qualitative approach through thematic analysis. Subsequent to the interview, the researcher transcribed the recorded conversation into a written text. The researcher then undertakes a thorough review of the transcript in its entirety in order to gain a comprehensive understanding of its content. It is imperative to identify significant concepts pertaining to the methodologies employed in the instruction of spoken language proficiency, in addition to the obstacles encountered by the educator. The ideas then be grouped into categories based on their similarities. Following the organization of the data into categories, the researcher proceeded to the development of broader themes. These themes represent the teacher's teaching strategies, the reasons for the use of these strategies, and the obstacles encountered during the teaching process. Finally, the themes were interpreted and connected to the research questions in order to provide a deeper understanding that complements the findings from the student questionnaires.

## FINDINGS AND DISCUSSION

The questionnaire given to students will be presented here. Each question will be displayed in the form of a table, then continued with the results of the research.

### *Findings*

findings and discussion of this study, which aims to identify the students' perception of the strategies used by teacher in teaching speaking skills. The data presented in this chapter are the results of the questionnaire conducted by students and the responses to the questions they answered and interview conducted by researcher and teacher.

Every student was given 20 numbers of question. This section shows the results of the questionnaire that answered by students. The execution of the research was accompanied by a number of obstacles. Firstly, not all students completed the questionnaire using the Form platform a number of students opted to work on paper, while 16 students utilized Form and 13 students chose to work with paper

Table 1: Questionnaire to students

no	sttment	yes	no
1	My teacher uses group discussion strategy in teaching speaking.(Guru saya menggunakan strategi diskusi kelompok dalam mengajar berbicara)	22	7
2	My teacher gives students the opportunity to do oral presentations in class.	26	3

	(Guru saya memberikan kesempatan kepada siswa untuk melakukan presentasi lisan di kelas)		
3	My teacher uses visual media such as videos in teaching speaking.(Guru saya menggunakan media visual seperti video dalam mengajar berbicara)	12	3
4	My teacher uses role play in speaking activities. (Guru saya menggunakan permainan peran dalam kegiatan berbicara)	23	6
5	My teacher gives pair-speaking practice activities. (Guru saya memberikan latihan berbicara berpasangan)	18	16
6	My teacher creates a comfortable classroom environment for speaking practice. (Guru saya menciptakan suasana kelas yang nyaman untuk latihan berbicara)	22	7
7	My teacher creates a comfortable classroom environment for speaking practice. (Guru saya menciptakan suasana kelas yang nyaman	25	4

	untuk latihan berbicara)		
8	My teacher gives speaking practices with interesting topics. (Guru saya memberikan latihan berbicara dengan topik-topik yang menarik)	13	18
9	My teacher gives speaking practices with interesting topics. (Guru saya memberikan latihan berbicara dengan topik-topik yang menarik)	24	5
10	My teacher uses question and answer method to train speaking skills. (Guru saya menggunakan metode tanya jawab untuk melatih keterampilan berbicara)	23	6
11	I feel confident speaking English in class because of my teacher's strategies. (Saya merasa percaya diri berbicara dalam bahasa Inggris di kelas karena strategi guru saya)	17	12
12	My teacher's strategies help me improve my English vocabulary. (Strategi guru saya membantu saya meningkatkan kosakata bahasa Inggris)	25	4
13	The strategies used by my teacher make me	19	10

	more active in speaking English. (Strategi yang digunakan guru saya membuat saya lebih aktif berbicara dalam bahasa Inggris)		
14	My teacher uses technology such as apps or voice recordings to support speaking. (Guru saya menggunakan teknologi seperti aplikasi atau rekaman suara untuk mendukung keterampilan berbicara)	15	14
15	My teacher gives speaking assignments to do at home or outside the class. (Guru saya memberikan tugas berbicara untuk dikerjakan di rumah atau di luar kelas)	23	6
16	My teacher asks students to act as speakers in real-life situations. (Guru saya meminta siswa untuk berperan sebagai pembicara dalam situasi nyata)	19	10
17	I feel my speaking skills improve because of my teacher's strategies. (Saya merasa keterampilan berbicara saya meningkat karena strategi guru saya)	22	7
18	My teacher corrects my speaking mistakes	27	2

	in a constructive way. (Guru saya memperbaiki kesalahan berbicara saya dengan cara yang membangun)		
19	I am more motivated to speak English because of the strategies used in teaching. (Saya lebih termotivasi untuk berbicara dalam bahasa Inggris karena strategi yang digunakan dalam pengajaran)	24	5
20	The speaking strategies used by my teacher suit my learning needs. (Strategi berbicara yang digunakan guru saya sesuai dengan kebutuhan belajar saya)	26	3

Based on the results of the questionnaire conducted by 29 grade students at SMK Muhammadiyah 1 Palu. the researcher converted the score of each item obtained from the questionnaire results into a percentage using the formula below:

$$\text{Percentage(\%)} = \frac{\text{Number of respondent}}{\text{Total number of respondents}} \times 100$$

Based on the conversion results, the following data were obtained:

1. Based on the questionnaire results, the researcher found that 75.8% of students felt they were

- taught using group discussion strategies.
2. Based on the questionnaire results, the researcher found that 89.6% of students felt they were given the opportunity to do oral presentations.
3. Based on the questionnaire results, the researcher found that 41.3% of students felt they were taught using visual media.
4. Based on the questionnaire results, the researcher found that 79.3% of students felt they were taught using role-playing strategies.
5. Based on the questionnaire results, the researcher found that 62.0% of students felt they were given paired speaking practice.
6. Based on the questionnaire results, the researcher found that 75.8% of students felt they were given feedback on their speaking skills.
7. Based on the questionnaire results, the researcher found that 86.2% of students felt the teacher created a comfortable classroom atmosphere for speaking practice.
8. Based on the questionnaire results, the researcher found that 44.8% of students felt they were taught using songs or music for pronunciation.
9. Based on the questionnaire results, the researcher found that 82.7% of students felt they were given speaking practice with interesting topics.
10. Based on the questionnaire results, the researcher found that 79.3% of students felt they were taught using question-and-answer strategies.

11. Based on the questionnaire results, the researcher found that 58.6% of students felt confident speaking English in class.
12. Based on the questionnaire results, the researcher found that 86.2% of students felt their vocabulary improved due to the teacher's strategy.
13. Based on the questionnaire results, the researcher found that 65.5% of students felt more active in speaking because of the teacher's strategy.
14. Based on the questionnaire results, the researcher found that 51.7% of students felt they were taught using technology.
15. Based on the questionnaire results, the researcher found that 79.3% of students felt they were given speaking assignments to do outside of class.
16. Based on the questionnaire results, the researcher found that 65.5% of students felt they were asked to act as speakers.
17. Based on the questionnaire results, the researcher found that 75.8% of students felt their speaking skills improved because of the teacher's strategy.
18. Based on the questionnaire results, the researcher found that 93.1% of students felt the teacher used constructive methods when correcting their speaking mistakes.
19. Based on the questionnaire results, the researcher found that 82.7% of students felt motivated to speak in English due to the teacher's strategy.
20. Based on the questionnaire results, the researcher found that 89.6% of students felt the

strategies used by the teacher met their needs.

This section explains the results of the interview. On Wednesday, May 28, 2025, the researcher went to the school for the first time to conduct the interview, but it could not be carried out due to an issue with the teacher. Then, the researcher and the teacher agreed to conduct the interview via WhatsApp. The researcher sent the questions, and the teacher responded via voice notes. However, the researcher only received the teacher's response after 11 days. The following is the explanation of the interview results with the teacher.

Table 2 the question of interview

No.	Interview
1	What strategies do you commonly used to teach speaking skills to your students? ( <i>Strategi apa yang biasa Anda gunakan dalam mengajar keterampilan berbicara kepada siswa?</i> )
2	Why do you choose those strategies in teaching speaking? ( <i>Mengapa Anda memilih strategi-strategi tersebut dalam mengajar speaking?</i> )
3	How do you motivate students to speak English during class? ( <i>Bagaimana Anda memotivasi siswa untuk berbicara Bahasa Inggris selama pelajaran?</i> )
4	Do you use any media or technology when teaching speaking? If yes, what kind?

	<i>(Apakah Anda menggunakan media atau teknologi saat mengajar speaking? Jika ya, media apa yang digunakan?)</i>
5	How do you handle students who are shy or afraid to speak in English? <i>(Bagaimana Anda menangani siswa yang malu atau takut berbicara Bahasa Inggris?)</i>
6	Do you use group or pair work in speaking activities? If yes, how effective is it? <i>(Apakah Anda menggunakan kerja kelompok atau pasangan dalam aktivitas speaking? Jika ya, seberapa efektif itu?)</i>
7	How do you assess or evaluate your students' speaking skills? <i>(Bagaimana Anda menilai kemampuan berbicara siswa Anda?)</i>
8	What kind of topics do you usually give for speaking practice? <i>(Topik seperti apa yang biasanya Anda berikan untuk latihan berbicara?)</i>
9	How often do you provide speaking practice in your teaching schedule? <i>(Seberapa sering Anda memberikan latihan berbicara dalam jadwal mengajar Anda?)</i>

1. major since it's seven majors  
Commonly the teacher use roleplay to teaching speaking skills, teacher also uses group discussion and songs section.
2. The reason why the teacher choose roleplay to teaching

- speaking skill because she thinks roleplay can help students for practice in many situations.
3. Telling them the goal first or the aim of teaching or learning then the teacher usually gave a warming up with interesting game, using app or videos the teacher usually gives them rewards for students who speaks English well.
4. Yes, the teacher does. She usually uses videos, pictures, like quizzes
5. The teacher handles them with she is create a safe environment, the teacher uses a positive measurement, also gave them opportunities to practice speaking with low pressure, so they're not afraid.
6. The teacher does. It's very effective because with the students can help each other to practice so they can become more confident to talk in English.
7. The teacher evaluates students speaking skills by using assessment rubric with asses fluency, accuracy and comprehension.
8. The topic that the teacher usually given to students is sport or by their daily activities or based on their major.
9. Frequently, the teacher provides speaking practice in her teaching for 3 times in 3 materials
10. The main challenges for teacher that the teacher have to teach the students by using English specific purposes because it's based on the student's that the teacher has to teach with seven different materials.

## *Discussion*

The researcher found several points that are related or support each other from both sets of responses. Out of 100%, 79.3% of students felt that the teacher had implemented strategies for learning, one of which was the use of the role-play strategy. This aligns with the teacher's answer in the interview, where the teacher stated that the use of role-play aimed to allow students to practice in various situations. This corresponds with the students' responses in the questionnaire, where 58.6% said that practicing helped them build confidence, and 89.6% agreed that the oral practice improved their English-speaking skills. Yuliana et al (2014) conducted an experimental study at a senior high school in West Sumatera, which showed that students taught using role-play achieved higher speaking scores (mean  $\approx$  21.42) than those who learned through information-gap activities (mean  $\approx$  20.48). This finding suggests that role-play helps learners practice language in realistic contexts, making them more confident and fluent. These findings and the previous study show that role-play is not only effective in improving technical aspects of speaking such as fluency and vocabulary but also in building students' confidence and reducing anxiety. This demonstrates that using role-play in speaking lessons can make learning more engaging, meaningful, and closely related to students' real communication needs.

To motivate students, the teacher provided feedback in the form of rewards, and 75.8% of students agreed that they received rewards from the teacher for speaking English well. This also motivated them to achieve better goals. More than half of the students, 51.7%, said that the teacher used media and

technology such as videos, images, and Quizizz, which is consistent with the teacher's statement in the interview.

The teacher created a safe environment in the classroom, and 86.2% of students agreed that they felt safe. This helped increase their confidence and reduced their shyness during practice. From the interview results, it was found that the teacher used pair work strategies. About 62.0% of students felt that this strategy worked well, for example, in increasing their confidence in speaking.

From the teacher's assessment of the students, the teacher identified which strategies could be used to teach them effectively. As many as 89.6% of students felt that the strategies used matched their learning needs. The interview results revealed that the teacher provided topics that were relevant to the students' majors, and the students considered these topics interesting. Additionally, 86.2% of students reported improvement in vocabulary relevant to their field of study.

To improve the students' speaking skills, the teacher frequently provided practice opportunities. About 65.3% of students agreed that they became more active in speaking and that they were able to speak in real-life situations because the teacher gave them more chances to practice. According to the teacher, the challenge of teaching in a vocational school (SMK) is having to tailor the instruction to the students' specific majors. Meanwhile, the students felt that the strategies used by the teacher during the lessons were already appropriate for them.

## CONCLUSION AND SUGGESTION

### Conclusion

From the students' perspective, they felt that they had found suitable strategies because the teacher had adjusted the learning materials according to each major. The students also experienced an increase in confidence as a result of learning with the teacher. In addition, they felt an improvement in vocabulary and speaking skills due to the extensive practice provided. The media used in the learning process also helped them improve their speaking skills; however, the use of songs as a medium was less effective in this learning context. In this study, two strategies were highlighted—role-play and pair work—which students felt were the most effective in helping them improve their speaking abilities

### Suggestion

Second, it is expected for students that will establish effective communication with teaching staff in order to facilitate a more efficacious learning process. The utilization of open communication channels enables students to articulate their needs and articulate the various challenges they encounter during the learning process. Consequently, teachers are enabled to furnish suitable resolutions according to the requirements of each pupil, thereby ensuring the optimal realization of learning objectives.

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