



Teachers' Teaching Speaking Strategies at Junior High School

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Abstract

This study aims to describe the teacher's strategy in teaching speaking skills to the students of SMP Dharma Pancasila Medan. This is done to find out what the teacher uses in teaching speaking skills to special class students at SMP Dharma Pancasila Medan, the strategies used by the teacher, as well as the problems and solutions faced in the implementation of teaching and learning. The method used in this study is a qualitative method. The research subjects were teachers at SMP Dharma Pancasila Medan. Data was collected through a questionnaire with an English teacher. The results showed that the strategy used by the teacher was only a question and answer strategy.

Keywords: , English teacher; speaking skills; teacher's strategies

Introduction

Teaching means giving or transferring information and making someone understand what the teacher has instructed. In teaching, the teacher guides students to find out about new information. This can be relevant to Brown (2007:7) that teaching is showing or serving someone to find a way to do something, giving direction, guiding in learning something, conveying information. In teaching speaking, teachers face many difficulties, therefore teachers have tricks and reasonable ways to improve students' speaking skills. In order to improve speaking skills, teachers must demonstrate skills well. In line with Gerlach and Ely in Istanto (2017:4), the teaching strategy chosen was due to the provision of teaching methods in learning. That is, teachers want methods to teach students. Teaching speaking is a major concern in some programs, thanks to the desire to assess English.

Seeing this reality, teaching methods cannot be rejected as one of the things that affect teaching outcomes. The methods commonly used to achieve writing and speaking skills will be very different because the goals of each skill are not the same. The main one relates to the power to provide written communication, while the second focuses on language assembly (Anjaniputra, 2013:1). In addition, English teaching methods must be made to support individual skills to realize the expected results. Regarding speaking teaching strategies, ironically, supports skills whereas the researcher found in middle school, most junior high school students cannot speak English. In addition, people who graduated from high school did not have adequate West Germanic language skills so that teaching English in the Dutch East Indies was not successful (Cahyono and Widiati, 2011:2).

Therefore, an outline of teaching methods will be examined. In line with Fisher in Wahyuni and Yulianti (2016:16), speaking is an association-level interaction made by one person with another to gather information, share, and exchange ideas with the victim's language. Economical communication is that the purpose of learning to speak. In teaching speaking, the teacher must use and provide additional opportunities for students to apply speaking. This suggests building additional student confidence. To optimize the application of teaching methods, lecturers must remember the difficulties faced by students before applying them. The teacher suggests finding out student problems separately. Speaking from time to time, and therefore compulsory study indefinitely, while written communication becomes permanent and legible. Where to organize, organize, and convey their auditory communication, the writer spends more time reviewing, reviewing, and writing words (Ginusti, 2014:15) so that they can communicate and communicate equally. Be a reward throughout the activity. In contrast to writing, narratives don't have to be forced to use numbers massively in succession for increments because they increase a lot of diplomacy like stress, intonation, pitch, volume, pause.

From the number of clause problems, the narrative tends to have shorter clauses than the author. Before discussing teaching methods, it is useful to look at the principles of the speaking method planned by Brown (2007:331) There are many methods for speaking skills, including: (1) those that apply principles and accuracy, depending on your goals. (2) providing such a motivational method; (3) encourage the use of authentic language in very substantial contexts; (4) applicable feedback and corrections; (5) benefit from the relationship between speaking and listening; (6) provide opportunities for students to start speaking and encourage speaking strategies. No matter the strategy to be used, teachers must take these principles into account. This can be needed to realize education. Speaking is one of the humanities of speaking as a communication interaction with someone, and it is

very difficult to master it (Untari, 2017:14). From the above data, it undoubtedly causes problems in teaching and learning speaking skills. Cortical region constraints will affect students' speaking interest.

Therefore, strategy teachers are needed only to maintain these categories but also to support, support, and disinterest students in the lessons being taught. Although it is an easy thing for a structure to try, he must be aware of the right strategy to implement according to the number of scholars. There are many methods that can be used by lecturers but not all of these methods can be applied and can be applied to the number of students.

However, some students have difficulty in learning to speak by acting inappropriately in expressing ideas, choosing words, and having the courage to speak. Being a teacher does not need to imagine individuals, because external teachers carry out their identities in developing their own information skills and applying them (Loughran, 2010:1). Supported by Agnyoto (2012:4), interaction and expression of ideas are problems that students show in action because they feel insecure about their level of English. They become models for their students. Thus, the feelings and behavior of teachers are mainly expected to be imitated by their students in the school room. Therefore, the teacher must be the very reason for his students towards the goals to be achieved because perfection depends on them. According to the author of the manuscript (2017:54), the lecturer's idea to make developments is based on the wishes of scholars in obtaining. In addition, with this statement Harmer (2007:102) said that teachers need to try to equate their actions with students in teaching and learning activities. Thus, the statement above shows the need to consider the wishes of the ulama in choosing to present the material.

On the other hand, teaching students with special needs requires a different strategy. There are many types of disabilities in the classroom, one of which is visual impairment. Newman (2004:12) emphasizes that students with learning disabilities need more help, stimulation, and encouragement to improve skills than other students. It can be concluded that teaching English to students with special needs is different from teaching capable students because they have diverse abilities and learning needs. These differences can be seen from the teaching activities that must be developed by the teacher. Speaking is symbolized as a way for people to express their feelings to others. Through speaking, humans are able to be aware of every aspect of life. They preserve and contribute to their opinions, thoughts, and

emotions.

Method

The type of this research is descriptive qualitative research. This study focuses on the teacher's strategy in teaching speaking skills in SMP Dharma Pancasila. Speaking is one of all kinds of productive skills besides writing. Nunan emphasized that speaking can be a productive aural/oral skill. It consists in making systematic verbal utterances to convey that meaning. Talking can become a daily routine to talk to people. As emphasized by Thornbury (2005:1) that speaking can be from the standard of living so we choose to take it without consideration. In line with Richard and Renandya (2002), learners learn English to develop their language in speaking. Speak for various functions in particular to explain one thing, to complain about one thing, to direct someone, or to make a polite request. Based on the above speaking, scientists will conclude that speaking is the ability to use language, the ability to share concepts, data, suggestions, and feelings to others orally that is used in the standard of living.

Tohirin (2012:3) argues that qualitative research is research to understand the phenomena experienced by research subjects such as behavior, perception, motivation, and action. There are several characteristics of qualitative research, namely: qualitative research has a natural setting as the direct data source and the researcher as the key instrument. Qualitative research is descriptive; the data collected is in the form of words and pictures, not numbers (Sugiyono, 2008: 8-13).

The qualitative method is considered relevant in this study for two main reasons: (1) the researcher only explored the teaching strategies in speaking skills by the teacher and did not attempt to develop these strategies, and (2) the researcher also observed the phenomena found in the teaching. English for blind students regarding class activities. So the researcher emphasizes efforts to find out the teacher's strategy in teaching speaking skills. Qualitative researchers' functions sort of follow the line of investigative tools, but they often want to conduct interviews. This study uses one of the data collection techniques. The technique used is an interview. Interviews were addressed to teachers in this study. For teachers, interviews were intended to enrich the researcher's understanding of the data obtained in order to clarify what was still 'fuzzy' related to speaking skills in class. To get to the problem or clarify the initial topic, a researcher must conduct data. According to Mukhtar (2007:88), there are two data collection techniques in qualitative research as the basis for field research, namely: classroom observation and interviews. However, as a researcher, one of the data collection techniques is

interviews. Interviews were conducted based on the principles introduced by Gall, et. Al. (2007:239), which includes (1) informal conversational interviews, (2) a general interview guide approach, and (3) standard open interviews. Interviews were conducted by telephone. In this study, the researcher used the data analysis process proposed by Yin (2016: 187). According to Yin (2016), there are five stages in analyzing qualitative data: compiling, disassembling, reassembling (and compiling), interpreting, and concluding. So it is helpful to know concerning the aim of speaking for themselves. According to Kill and Anderson in Hazairin Hasan and that i.S.P Nation categorical (2009) there are eight objectives of learning to speak:

- A. to attain and expand students' linguistic competency
- B. to extend their confidence in victimization spoken English
- C. To develop their ability to research and assess oral performance
- D. To sharpen their strategic competency in face-to-face interactions
- e. To convey their message to others.
- F. Learners will use communication methods, dictionaries or before inputs to hide gaps in their productive information.
- G. There are several opportunities to earn.
- H. Learners cite things that are most acquainted to them

Result

This chapter contains the findings and discussion of research conducted at SMP Dharma Pancasila Medan. This chapter describes the strategies used by teachers and the problems of teachers in implementing the strategies. From the data collected, the researcher found that the strategies used by teachers when teaching speaking were: According to the data we obtained from SMP Dharma Pancasila Medan, an eighth grade English teacher at SMP Dharma Pancasila Medan in (interview on October 29, 2021), he said "Teacher strategy, listen and repeat. First I teach them to repeat something and then they repeat it." According to the data we got from the eighth grade English teacher of SMP Dharma Pancasila Medan in (interview on October 29, 2021), he said, "Then I give them exercises which they then practice with their friends in front of the class". M as an eighth grade English teacher at SMP Dharma Pancasila Medan in (interview on October 29, 2021), he said "The strategy is that I like to play role/roleplay because they each have their own responsibilities." From Mrs. M, students have low motivation to learn English,

especially speaking. Then students are ashamed to speak English in class because they are afraid that their grammar is not good. Students are also ashamed because if they don't answer correctly their friends will laugh at it. They think that grammar is the most difficult subject. They don't know grammar well enough to make them embarrassed and afraid to speak English. Students also don't think too long about grammar when they succeed in the most difficult subject. They don't know grammar well enough to make them shy and afraid to speak English. Students also don't think too long about grammar when they succeed in sentences. Next are students with less vocabulary. Our research found vocabulary deficiency as the cause of students' speaking problems. That is because the students rarely read or practice their English. Second, students are too lazy to open the dictionary.

English teacher questionnaire report in speaking teaching strategies.

Name	Isniar Dayanti	Hanna	Herlina Siallagan	Henri Silalahi S.pd
Educational Institution	Junior High School	Junior High School	Junior High School	Junior High School
1. What kinds of strategies teachers commonly use in teaching speaking ?	Scientific	Public speaking	The strategy that the teacher uses is question and answer (interview) in teaching talk to students.	speaking and conversation skills
2. What are the Dominant Strategies Used by Teachers in Teaching Speaking Skills ?	Scientific approach	Read and listen a lot	the dominant strategy is question and answer but that is not full in English language	ask students in English
3. How Q&A is Applied in	Intensively	give assignments	answer strategy was used by the	teaching speaking on every topic of the lesson

Each Topic Taught?		at the end of the material	teacher in teaching speaking for each topic	
4. What are the media used in teaching speaking?	Infocus, books, powerpoint, etc.	books, laptops, speakers	books, internet, teaching and learning using the google classroom application	internet,whatsapp , google classroom
5. What is the function of media in speaking teaching strategies	To improve the students achievement in mastering the English language.	to facilitate students in learning	the internet as a learning medium, so online learning runs smoothly	help teachers in the teaching and learning process
6. Why do teachers use these strategies in teaching?	On order to help the student to master their English.	so that it is easier for students to understand the material being taught	improve students' understanding of themselves ask questions during the learning process.	encourage students to be more active in asking questions
7. Are there other methods that you can apply to your students	Direct method	there is by often listening to conversations so that students are	use textbooks and give assignments	cooperation or groups can apply students to be more active in strategic speaking. Besides that, students can also

besides using media or tools to teach speaking strategies?		more trained in speaking		explain what is on their mind.
8. why speaking teaching strategies should be taught in schools?	Because it can help the students to build their own language to communicate	so that it is easier for students to understand what they are going to talk about through the guidance of the teacher	teacher assesses students' speaking ability	so that students are skilled in speaking and increase their vocabulary
9. is there a negative impact on students when they do not learn speaking strategies at school?	Yes, of course.	there is because they will find it difficult to speak without knowing the strategy to speak	lack of vocabulary, lack of speaking practice	time to study is limited, vocabulary does not increase
10. Has the speaking strategy	Yes, it has.	So far it is still well	yes, they can receive well	yes, can be accepted

learned been well received by the students you teach?		received by students		
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Name	Merina Hutagaol S.Pd	Lily Handayani	Marguna Kristanto	Darmayani
Education al Institution	Junior High School	Junior High School	Junior High School	Junior High School
1. What kinds of strategies teachers commonly use in teaching speaking ?	teaching and learning activities of teachers should also assist students in improving their speaking skills and abilities. Because many facts show that not all students are brave and willing to speak in front of the class, it is because students are not yet skilled at speaking due to lack of practice. A teacher must determine the right technique or method in teaching speaking to improve students' speaking	the right learning strategy so that it can take place effectively and efficiently	Usually what we provide is like creating a fun teaching and learning atmosphere, such as stimulating them or inviting them by communicating between friends, in the form of short conversations , and making it easier for students to understand the teaching	students communicate verbally

	skills considering that teaching speaking is one of the efforts to improve students' oral language skills.		material explained in class.	
2. What are the Dominant Strategies Used by Teachers in Teaching Speaking Skills ?	The strategies used by the teacher are discussions, simulations, and communication games.	directed to improve students' ability to communicate using English properly and correctly. By mastering speaking skills, students will be able to express	namely: 1. Creating a fun teaching and learning atmosphere. 2. Stimulate students to want to learn 3. to free imagination and creativity. they are thinking	read, listen, and speak English
3. How Q&A is Applied in Each Topic Taught?	Making innovation	question and answer sentences are still applied in the classroom, to support the teaching and learning process and also to find out how well	question and answer will be applied in student assignments	Question and answer sentences are very important for a teacher in teaching, to make students think and besides that, to relieve students' boredom of the material being

		students understand the material we teach in class, and usually we apply questions and answers after we finish explaining the material or it can also be before closing the teaching and learning process in the classroom		explained, it also tests students' understanding abilities in listening to the material that has been explained by the teacher.
4. What are the media used in teaching speaking?	The English teachers also use various teaching media namely human, printed, visual media and multimedia. However, the English teachers mostly use the question-answer display as teaching	Talking about media	Media that can be used in learning to speak are telephones, loudspeakers, reading materials, pictures, radio, tape	provide media images, classroom applications

	technique and printed media as the teaching media.		recorders, television programs, etc.	
5. What is the function of media in speaking teaching strategies	The function of learning media for students: (a) Improve learning and learner motivation, (b) Provide and improve learner learning variations, (c) Provide subject matter structure and facilitate learners to learn, (d) Provide the core information, subjects systematically so as to facilitate learning in learning,	to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning	Media is a tool that must be provided by every teacher to teach and in addition to facilitating the way of teaching it also makes it easier for students to understand each lesson that is explained to them so that the value is very large in supporting learning so that students can get good grades.	support the efforts to implement the teaching and learning process which leads to the achievement of learning objectives
6. Why do teachers use these strategies in teaching?	Finding out strategies help students' identify gaps in their existing knowledge and understanding of key health, safety and resilience and wellbeing concepts, and work	By using learning strategies the teacher will more easily determine information and manage	namely so that more students master vocabulary, improve speech, develop talent, and	help students' speaking activities

	collaboratively to gather information through self-directed investigation.	step by step learning that will be carried out effectively. Learning will be centered on the student.	can dare to speak in public or dare to express their opinion about something	
7. Are there other methods that you can apply to your students besides using media or tools to teach speaking strategies ?	In order to deliver material	In general, every teacher or teacher generally uses such a method or teaching, because it is easier to use and students are better able to understand in learning to speak, maybe there are other ways but for now such strategies are mostly	giving tasks such as playing plays, holding interviews	other methods such as speaking in front of the class or presentation , storytelling in front of the class or drama.

		used in every school		
8. why speaking teaching strategies should be taught in schools?	The strategies in teaching this speaking skill cannot be denied as a factor influencing the teaching and learning outcome. Teachers' teaching strategies is very important since it can help the students to speak English well.	By using learning strategies the teacher will more easily determine information and manage step by step learning that will be carried out effectively. Learning will be centered on the student.	because communication is a tool used by humans in conveying anything, so in order to learn speaking strategies so that our students know more vocabulary and can develop self-confidence in speaking in public or in front of school.	so that can communicate with their environment .
9. is there a negative impact on students when they do not learn speaking strategies at school?	causes of student learning difficulties in learning speaking skills come from factors of motive/motivation, study habits, mastery of linguistic components, mastery of content components, mental attitudes, relationship/interacti	Negative impact	The impact is a lack of self-control in speaking because of shyness, undeveloped, and low imagination	Of course, students are not able to speak in public, and their vocabulary is very poor

	<p>on between teachers and students, learning methods, media learning, and the relationship/interaction between students and students. most factor The dominant cause of students' learning difficulties is mental attitude</p>			
<p>10. Has the speaking strategy learned been well received by the students you teach?</p>	<p>Yes, it has</p>	<p>to find out we can test the student, with the value that comes out then we know he accepts or not, but from the results we teach most students in our school are accepted and understood well.</p>	<p>Yes, well received</p>	<p>Yes, well received</p>

Name	Herlina simbolon	Nurmina Sinaga
Educational Institution	Junior High School	Junior High Shool
1. What kinds of strategies teachers commonly use in teaching speaking ?	used by a teacher there are usually several parts, namely: 1. Attract Students' Attention 2. Reviewing Relearning 3. Humorous and Not Rigid 4. Explaining Learning Objectives 10. Giving Rating	Speaking and reading
2. What are the Dominant Strategies Used by Teachers in Teaching	such as during sports activities, playing chess and so on, which can improve abilities student talk	including: question and answer using English

Speaking Skills ?		
3. How Q&A is Applied in Each Topic Taught?	Questions and answers are applied to improve the quality of student learning in understanding the material that has been taught as consideration for continuing the next material	question and answer is a good strategy because There is not much time to learn to speak and it doesn't focus on just talking, on the other hand, it doesn't get rid of students' boredom or boredom
4. What are the media used in teaching speaking?	The media used include: 1.Audio Media 2.Visual Media 3. whiteboard 4.picture 5.tape recorder 6.sound system	including: media tools such as mobile phones, infocus, speakers, whiteboards and pictures or videos.
5. What is the function of media in speaking teaching strategies	Media is an important tool for a teacher, in order to facilitate the teaching and learning process and make it easier for a student to understand or learn the material	namely to make it easier for teachers to teach and make it easier for students to learn.

	being taught or learned at school.	
6. Why do teachers use these strategies in teaching?	each teacher uses a different learning strategy with the core to help students develop a mindset or insight, increase vocabulary, and be able to speak in public or be confident.	so that students are able to speak in English well.
7. Are there other methods that you can apply to your students besides using media or tools to teach speaking strategies?	Yes, there are, such as reading books, telling stories, listening, and learning from pictures or videos	exist by listening, and reading books.
8. why speaking teaching strategies should be taught in schools?	namely so that students can or can improve communication well in each environment and improve good speaking.	so that students are able to communicate well and increase courage in public speaking.
9. is there a negative impact on	namely the impact will make students	lack of vocabulary, lack of speaking practice so that

students when they do not learn speaking strategies at school?	less confident, lack of vocabulary	students speak to people, they use almost all of them speak Indonesian.
10. Has the speaking strategy learned been well received by the students you teach?	Yes, acceptable	yes, it has.

Discussion

Interviews were conducted on October 29, 2021. Researchers conducted interviews with teachers. The researcher asked fifteen questions about the teaching and learning process, speaking to the English teacher. All the questions are related to the strategies used by the teacher in the classroom during the teaching and learning process. The teaching strategies used by teachers in teaching speaking skills are very useful and help students, and these strategies are very interesting to apply to improve speaking skills. Students have many opportunities to practice speaking and have an active involvement in speaking. Good language learners speak English fluently, but sometimes they find some problems with speaking, so they use certain strategies to solve their problems. After the researcher investigated the teacher's strategy in teaching speaking, the researcher finally got some data. Therefore, the themes found from the interviews are as follows:

1. The Dominant Strategy that the Teacher Uses in Teaching Speaking Skills

When the researcher asked about what strategy is dominantly applied in teaching, The teacher responded that the dominant strategy is question and answer, but that it is not entirely in English, so the teacher used the more dominant Indonesian Implementation.

2. Q&A Strategy

Teachers teach students. Teachers provide and develop appropriate strategies for teaching. Problems in learning to speak to students are related to their background knowledge, which is very minimal in vocabulary and limited in study time. In the end, the teacher only uses question and answer strategies, and discussions that are most suitable for them during the learning process.

3. Student Response to Activities and Strategies Applied in Teaching Speaking Skills

From the results of the interviews, researchers can identify interactions with the implementation of teaching strategies used by teachers. From the results of the interviews, it can be concluded (see Appendix 2 of the interview guide) that students are enthusiastic about learning to speak. Students pay attention to the teacher's explanation and they enjoy every class activity. Thus, with a positive response, students will have good classroom interactions in teaching and learning activities such as correcting mistakes and making understanding of the lesson.

4. Media Used in Teaching Speaking

Class interactions are defined as interactions between teachers and students in the classroom that enhance the development of language skills. Based on interviews conducted by researchers, the media helps teachers in carrying out teaching and learning activities in the classroom. This makes it easier for teachers to convey knowledge during learning to speak. However, before using the media, the teacher must know whether the media is useful or not and the teacher must choose the media to be used in teaching speaking based on the material needs to achieve the learning objectives. Meanwhile, schools have limited infrastructure, technology, and other problems, so teachers only use textbooks or materials from the internet.

5. The Media Helps Teachers in the Teaching and Learning Process

Based on interviews with teachers, teachers said that they often use question and answer strategies in teaching speaking. Then, the teacher will use textbooks or the internet as media.

6. How do teachers deal with problematic students?

Based on interviews with English teachers, the researcher found that there were problematic students that the teacher got. The difficulty of the teacher teaching and already explaining the material to be discussed, the students answered yes, but the students did not understand what was explained by the teacher but when the teacher was asked questions or questions they could not answer.

7. Teachers Encourage Students to Show Their Creativity

One way to encourage students to speak is to ask questions and translate the meanings of words. The teacher applies and directs. This will encourage students to express their creativity to produce English sentences.

8. Teacher Support in Learning Speaking for students

Students want the teacher to help them. Effective communication is essential to support students. interest, provide encouragement, listen carefully, and ask the leading unit area to know all ways to provide support. Once students encounter difficulties, the teacher will hear what the student area unit is experiencing and can ask effective questions to facilitate students in establishing acceptable solutions.

9. The teacher assesses the students' speaking ability

Learning how to teach and assessing speaking skills is perhaps one of the greatest challenges for teachers. Teachers should pay attention to aspects such as: fluency, pronunciation, vocabulary, accuracy, interaction, and communication. However, from the interview, the teacher said that he judged the students not based on the students' speaking ability, but rather the teacher judged based on the teacher's observations of the students' performance in class and how the students responded during the teaching and learning process.

10. Problems Faced by Teachers in Achieving Students' Speaking Competence

Sometimes teachers have problems or obstacles in managing the class. Teachers have difficulty in managing the class because each student has different characteristics. Based on interviews, we found that some of the obstacles faced by teachers were difficulties in controlling the class. So that the teaching and learning process does not run well.

11. The teacher's approach makes students participate and be enthusiastic in class

In almost every class, there are at least one or two students who are reluctant to follow what is going on. This is especially the case in compulsory language classes, such as when teachers teach English in class. On the other hand, based on interviews, the teacher said that peer assistance was a way to approach students to engage in class activities.

12. Questions and Answers are applied to every topic of the English subject taught.

Based on interviews with English teachers, we found that the question and answer strategy was used by teachers in teaching speaking for each topic they taught. The use of strategies is considered important because strategies will increase the likelihood that students can learn more and knowledge will be better stored in their minds. Thus, the teacher only uses question and answer as a good strategy because the time for learning to speak is not much and does not focus on speaking only.

13. Teaching Speaking in the teaching and learning process

The strategy that the teacher uses is question and answer (interview) in teaching speaking to blind students. Teaching speaking by the teacher is combined in one class at different levels and the learning process is only carried out in two weeks of one meeting and the questions are given by the teacher about their daily activities so that the question and answer strategy is very suitable to be used. The purpose of the teacher using this strategy is to increase students' understanding of what he or she is asking during the learning process.

Conclusions

This study is currently practicing strategies carried out by teachers in teaching speaking skills to students of SMP Dharma Pancasila Medan. This is also done to find out the student's response to the implementation of speaking learning carried out by the teacher in the classroom. Regarding the strategy of learning speaking skills, the obstacles faced in teaching speaking, and ways to solve the problems faced by the teacher in teaching students which were collected through interviews, it was stated that using a question and answer strategy in speaking skills to students. Then, he said that he often used books or materials from the internet to make it easier for students to learn and understand the material given. The main obstacle that comes from the students is the lack of words, which are short to teach them and the lack of improvement in the school. However, the teacher does not have a solution to the problem. Therefore, the teaching process cannot be achieved according to the desired target. Based on the research findings, discussion, and conclusions of this study, the researcher proposes several suggestions for English teachers and future researchers. First, it is suggested that teachers use other strategies in teaching according to the characteristics and level of proficiency of students. Second, the teacher must provide interactive materials that involve students to be active by using various media or learning aids available in teaching speaking. Therefore, teachers can apply strategies that require students to speak actively such as storytelling and role playing. The last suggestion, the researcher only conducts interviews with one teacher so that this research may only capture the activities and strategies carried out by the teacher in a limited time. Researchers

suggest adding other instruments such as observations and field notes to collect more data.

In the way used by English teachers in teaching speaking, every English teacher has their own way of teaching. English teachers must carry out various plans, methods, approaches or a series of activities designed to realize instructional or teaching goals, as planned by the idea of Syaiful Bahri Djamarah (2010) which explains the basic ways of teaching and learning to speak, namely: characteristics and establishes specifications and qualifications for the expected changes in student behavior and temperament, selecting a system of learning approaches, selecting and deciding on teaching procedures, methods and techniques, and setting norms and minimum success thresholds or success criteria and standards. In order to see and describe the specifications and qualifications for the expected changes in students' behavior and temperament, the main problem that English teachers do to demonstrate speaking skills is to arrange some material from different ways in which and from the source, they must match learning materials provided. plans and information. When showing the number of students' actions in learning to speak, they mention completely different material so that the qualifications that students must achieve are also different. To build a learning approach system, English language academics continue to use a student-centered approach to teaching speaking, as a result of victimization this approach can offer students the opportunity to continue in speaking English. To select and verify teaching procedures, methods, and techniques, English teachers use a completely different procedural way of teaching speaking by looking at their techniques, especially role playing; tell a story; and answering questions, this is often done with different techniques simultaneously looking at the strategies they use. In setting norms and minimum success thresholds or criteria and standards of success, most English teachers continuously verify the quality criteria for students' success in speaking, but not all students are able to achieve success targets which are supported by teacher expectations, so teachers continue to measure student learning. The results are mainly in speaking if students do not reach the target, then the teacher and students will provide feedback in various ways where in teaching talk about the teaching methods applied.

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