

# Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo

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## ABSTRACT

The study aimed to know the strategies used by teachers at S.M.A. Negeri 1 Palopo to teach speaking skills. This thesis employed Qualitative Method. The writer applied the purposive sampling technique to obtain the samples of the study. In getting data, the writer examined two English teachers in S.M.A. Negeri 1 Palopo. The writer also used observation-checklist, semi-structured interviews, and reports to get the data. The result of this study showed that teacher 1 used discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. While teacher 2 used conversation, modeling, role-play, brainstorming, writing, questioning, reading, explaining, and playing ice hockey. Both teachers use various strategies in teaching speaking.

**Keywords:** Teacher's Strategies, English Language Teaching, Speaking Skills

## INTRODUCTION

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching-learning process is to make students get knowledge and ability to understand the knowledge. To achieve the purpose of teaching, the teacher is a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge (Iksan & Dirham, 2018). Besides that, the role of the teacher is also very important to make the learning process run well. One of the most important skills that teachers should have in teaching and learning process is the ability to use various teaching strategies. Teachers should be able to use some kinds of teaching strategies that enable students to learn in order to obtain the expected results. If teachers cannot use a proper teaching strategy, teaching and learning process would not run effectively.

In learning English, the objective is to enable students to master language skills, one of them is speaking. Richards & Renandya (2000) stated that we use speaking to give instruction or to get things done. It means, when a student wants to convey his goal, it is necessary to speak in order that the purpose is delivered properly. Vocabulary, grammar, and pronunciation must be mastered in speaking. It is needed to make students fluent and accurate in speaking. 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. To achieve it, English teachers may apply different kinds of teaching strategies in the teaching and learning process. The strategies used should be based on students' needs and interests. Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Regarding this issue, several studies have been conducted by scholars including Anjani Putra (2013) who studied the teacher's strategies in teaching

speaking to students at the secondary level, found that the strategies of teaching speaking that the teacher used were cooperative activities, creative task, role play, and drilling. Then, AdiNugroho (2015) who investigated the teacher's strategies in teaching speaking at L.P.K. Padma Widyanata, he concluded that the teacher used encouraging students to speak, giving motivation and making aware of scripts as the strategies to teach speaking. Furthermore, Erik Yuda Pratama & Yani Awaliyah(2015) also studied the Teacher's Strategies in Teaching Speaking to Young Learners, and found that the strategies the teachers used are role play, watching a video, jazz chant, digital storytelling, games, and repetition. The teacher faced several barriers in teaching speaking in the classroom, such as reluctant students, missing pronunciation, and lack of vocabulary, but the lecturer could overcome those barriers by using various techniques like implementing media and designing the lesson using topical-based-syllabus. Based on the narration above, the writer concluded how important teachers' strategies in teaching especially in teaching speaking. Therefore, the writer initiated to conduct the study regarding this issue.

## **METHODS**

### ***Study Design***

This study used a qualitative method as a fundamental aspect of the study. In line with that, this study will be conducted to investigate the teachers' strategies in teaching speaking at S.M.A. Negeri1 Palopo. Moreover, this study will be employed to find out how the teacher uses the strategies in teaching speaking at S.M.A. Negeri 1Palopo. Furthermore, the case-study study will be conducted in this study in order to find a deep investigation of the techniques used by the teacher when teaching speaking.

### ***Location***

This study was conducted at S.M.A. Negeri1 Palopo. This School is located at Jl. Andi Pangerang, Palopo city.

### ***The subject of the study***

The writer has applied the purposive sampling technique in getting data because the sample data sources need special consideration. In getting data writer has observed two English Teachers in S.M.A. Negeri 1 Palopo.

### ***Instruments of the Study***

In conducting this study, there were some instruments used. They are observation checklist, semi structures interviewed, and documentation.

### ***Observation Checklist***

The teacher observed by the writer using the observation checklist. In this case, the writer was observed whatever done by the English teacher related to the teaching strategies in teaching speaking in the classroom. It was used to investigate the speaking teaching strategies used by the teacher in teaching.

### ***Semi-Structured Interviewed***

This instrument was used to gain spoken data from the participants on what teacher's strategies used by the teacher in teaching speaking and how the teacher uses the teaching strategies. This instrument consists of 15 questions but the question can be

more than it during the interview later. The interview was done with the English teacher. The interview will be done after finished the teaching and learning process.

#### *Documentation*

Documentation as a provident of study results like the camera to take the picture to complete this study.

#### ***Technique of Collecting Data***

To collect the data, the writer used direct observation and observation checklist, semi-structured interview, and documentation as the instruments. Further, in conducting the study the following steps will be done:

1. This study chose two English teachers in S.M.A. Negeri 1Palopo.
2. Preparing the observation checklist and interview guideline as to the study instrument;
3. Observing the class activities in six meetings. Each meeting will take two hours of lessons, and each hour's lesson takes 40 minutes and all the teaching process will be video recorded.
4. Collect the data from syllabus and R.P.P.
5. Preparing the documents
6. Analyzing the obtained data from observation, interview, and documents;
7. Interpreting the findings from those instruments; and
8. Drawing a conclusion based on the obtained data.

#### ***Technique of Data analysis***

In this study, the writer used a qualitative data analysis technique. To analyze the data, the writer followed the steps proposed by Huberman in Presley (2012). The data analysis in this study will be broken down into three stages; they are Data Reduction, Display, the data, and Drawing the conclusion.

##### *Data Reduction*

The observational checklist is checked out as the way to investigate that all of the study problems will be answered. Data from observation is about teaching strategies in teaching speaking skills and the writer will transcript the video of observation to know clearly the result of the writer.

##### *Display the data*

In this section, the writer started to prepare the data that will be displayed in the study and make interpretations.

##### *Drawing the conclusion*

In the last section in analyzing data, the writer made the conclusion as the result of the study. Referring to the data analysis, the writer will analyze the speaking teaching strategies using the theory proposed by Kayi, H. (2006).

## **RESULTS**

### ***Findings***

#### ***Base on General Findings on Teachers' Strategies in Teaching Speaking***

No	Strategies in Teaching Speaking	Teacher 1	Teacher 2
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1	Discussion	√	√
2	Simulation	-	√
3	Role-play	√	√
4	Brainstorming	√	√
5	Storytelling	√	√
6	Information Gap	-	-
7	Interviews	√	√
8	Story completion	-	-
9	Reporting	√	√
10	Playing Card	-	-
11	DescribingPicture	√	√
12	Find the Differences	-	-
13	Picture Narrating	-	-
14	Learning project	√	-
15	Playing Ice Ball		√

Based on the table above can be understood that both teachers use their own strategies in teaching speaking. Teacher 1 used 9 strategies. The first is a discussion where the students can give their opinion with their friends and it can practice their speaking skill. The second is role play where they practice speaking based on the character that they play. The third is brainstorming where the teacher 1 used it to lose the students' bored by using picture or media to explain the main topic. The fourth is storytelling where the students should tell about the one-story and exactly it can practice their skill. The fifth is the interview, the teacher 1 used it by giving the question one by one and then the students should answer it. These activities directly can practice their skill. The sixth is reporting where the students should report one news and then they should present in front of the class. This activity also can practice their speaking skill. The seventh is describing a picture where the teacher 1 asked the students to describe the picture based on their own words so that can practice and improve their speaking skill. The last is a learning project that becomes the main strategy where the students are asked to make something and then it can be used to practice their speaking skill.

The teacher 2 used discussion, simulation, role-play, brainstorming, storytelling, interview, reporting, describing the picture and playing ice ball. The first is a discussion where this activity can practice their speaking by using many words to speak. The second is a simulation where the students have practised the speaking skill by using their words or sentences. The third is role play where they speak based on their character on the story. In other words, the role can practice their speaking skill. The fourth is

brainstorming where the teacher 2 used it by using an interesting picture to explain the main topic of the material. The fifth is storytelling where the students should tell one story based on their own words. The sixth is the interview where the teacher 2 gave questions to the students especially for the oral test. It can know their real knowledge. The seventh is reporting where the students should report news and then they practice their skill by using it. The eighth is describing a picture where the students should describe the picture by using their own words and then it can practice their speaking skill. The last is playing ice ball and it is the main strategy for the teacher 2. The applying of ice ball is the activities that can practice the students' skill by using the ball from the paper, and on the paper, there are some topics that must be explained by them.

### ***Teacher's strategies in teaching speaking***

#### ***Teacher 1***

The first question that is given by the writer about the discussion method in the classroom because most of the teachers used it when she or he taught in the classroom. Here the teacher 1 answered the writer's question about it. He or she did it to get the spirit of the students. He or she gave a complete opinion about this strategy.

*"Yes, I usually discussion model but it is not all of the material because that is based on the material which will be taught. So, if the material about asking and giving opinion exactly we should use discussion model" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the interview above, it can be understood that the teacher 1 used the discussion model in the classroom but based on the topic material that will be taught. From the result also can be gotten if the topic in the classroom for example about asking and giving opinion exactly he or she applied the discussion model. In other words, she or he applied it so that all of the ideas from the students can arise. Finally, they can practice their speaking skill.

*"I usually apply a role model in a specific topic so that my students can speak based on the characteristic. In other words, they can give full attention based on the characteristic" (teacher 1 on October 17<sup>th</sup>, 2019)*

Teacher 1 also gave a comment from the research's question. He or she usually applied role model so that the students can practice their speaking skill based on the character. This is very important because if they knew the character based on the topic in one story, exactly, they can give full attention. In other words, all skills they got can be applied.

The next question that was given by the writer about the applying of Brainstorming in the classroom. This part is very important because it is the main point of the teacher's strategy.

*"Yes, before teaching process of speaking I usually use brainstorming to lose bored situation my students in teaching and learning process because in studying English must enjoy" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 1 used Brainstorming in teaching speaking. He or she used it in order that can lose the students' bored. This thing is important because in studying English especially speaking the condition of a class must be enjoyed. All of it in order that they can comprehend the material completely.



The next part when the material of the English into a specific discussion. It means that there is another way to comprehend it. For example, if the topic of the speaking skill is the text. Therefore, the writer gave again the question about it.

*"If I explain the narrative text, I have the students to tell their daily activity. So, they tell in front of their friends" (Teacher 1 on October 17<sup>th</sup>, 2019)*

From the result above can be understood that the teacher 1 if explain the material of the narrative text, he or she asks for the students to make daily activity. After that, they should tell them in front of their friends. This is very good because it can improve their skill and ability. The most important part based on their daily activity they can also practice their braveness. It is the main part to practice the skill in speaking. If they have big braveness, exactly they can speak well.

The writer continued her questions. This part about applying the interview section in the classroom. It can be known that interview also is one of the main parts of speaking skill. If they can make an interview, they can speak English well.

*"If the interview technique I usually use it but not for all of the material. Just in the material that must use interview" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the result above the teacher 1 usually used the interview technique but not for all the material. He or she used it just on the material that should use the interview. Based on it they can practice their speaking skill because interview needs some questions.

The next part the writer wanted to know about the next material that usually is taught by teacher 1. For example, the material that has relation with the speaking skill like a news item. This topic made the writer is curious. Therefore, she asked about it to the teacher 1.

*"Yes, when I teach the material of news item, I ask for to the students to seek the magazine or newspaper and then they present in front of the class to be informed to their friends" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 1 asked for the students to seek the magazine or newspaper and then they should present in front of the class. In other words, they should seek one topic in the magazine or newspaper; they can choose which one they wanted. After that based on one topic, they should make a summary or conclusion and then they should present in front of the class.

The next discussion their presentation in front of the class can practice their ability and skill to speak with many people. Besides that, it also can practice their braveness in speaking. In other words, if there is braveness, exactly there is ability in speaking.

After that, the writer gave again the question about the next material for teacher 1. Here the teacher 1 discussed the descriptive text in speaking skill.

*"I give the picture to my students and then they should describe that picture" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 1 in teaching speaking skill to the students, he or she gave the picture. After that, they should describe that

picture. This is another material in teaching speaking in the classroom after narrative, interview and presentation. Based on the picture exactly there are many vocabularies that will be arisen. Then those vocabularies can be used for them to describe the picture and this thing can be called one of the ways to improve speaking skill.

The next discussion exactly how the students applied the teachers' strategy so that they can improve their speaking skill. The main point of the strategy that is applied by the teacher is how they can speak well without a problem. The main problem of speaking exactly the vocabulary. It means that there is just a good way in order that the vocabulary is not difficult again for them.

One of the ways that are applied by teacher 1 is in the classroom he or she asked for the students to tell the event one by one based on the time. Here he or she used again the picture to apply it. A picture is one of the ways that is offered by him or her. Based on the picture exactly there are many vocabularies that can be arisen without they should think harder. They just seek the meaning vocabulary on the dictionary and then they can make sentence based on it.

*"Yes, after giving the picture to the students I ask for them to tell what happens with the picture and how the characteristic on the picture" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the result above can be gotten that the teacher 1 in the classroom gave the picture to the students. This is very important because there are many vocabularies that can be gotten from the picture. This is also one of the ways that are used by the teacher 1 in teaching speaking skill. The students should tell the events based on the picture and how also the characteristics.

The next question is about the main point of this research. The writer asked about the strategy that is used by teacher 1 in teaching speaking in the classroom. Here the strategy that is used in the classroom in teaching English especially teaching speaking.

*"There are some strategies that I use in teaching speaking. The first is a learning project. It is about projects like making English speech and then they show it. The second they make a project such as a report and then they should present it" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that there are two strategies that are used by teacher 1. The first strategy is the best learning project. For this strategy, the students are asked to make an English speech. After that, they should tell or present their speech in front of the class. Exactly this activity can practice their speaking skill because they should be brave to speak by using their speech. Besides that, after presenting the speech their friends can give one or more questions. Based on these questions they can also practice again their speaking skill.

The second strategy by teacher 1 is making the project like a report and then they should present in front of the class. This strategy also can practice their speaking skill because based on their report they can speak in much time. In this par, their friends also can give some questions. Based on it, they can practice their speaking skill.

For the last question, the writer asked about the reason why the teacher 1 used both of those strategies. Exactly he or she had the main reason to use them.

*"Actually, there are many strategies that can be used but the first thing that must be considered is the condition of the class and the condition of the students because the time that is given by curriculum is very little. So, just project form that I apply in the classroom" (Teacher 1 on October 17<sup>th</sup>, 2019)*

Based on the last question above can be understood that the teacher 1 used best learning project because they considered the condition of the class and the condition of the students. Besides, that time problem is the main cause so that teacher 1 used it. The time that is given by the curriculum is very little in order that he or she just applied the best learning project.

### Teacher 2

In teaching speaking in the classroom, teacher 2 exactly also used the strategy. Therefore, the writer also interviewed him or her about it. Same with the teacher 1, the writer gave some questions to get a result about the strategy that is used by the teacher 2 in teaching speaking skill.

The first question that is asked by the writer is the applying of discussion method. How the applying of discussion method during teaching and learning process of speaking in the classroom.

*"Yes, if the material about exposition text I use discussion. For applying by giving them a topic and then I ask them to observe it. The mean students are asked for to be discussed for their group and exactly every group presents the result from what they have discussed" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood the teacher 2 used the discussion method in teaching speaking in the classroom. This method can practice their speaking skill by producing many vocabularies and then they can use them to speak in front of the class. Besides that, in applying the discussion method the teacher 2 gave the topic and they are given into some groups. After that, based on their group, they should observe the content of the topic. Then every student presented the result on by one as a vice of the group.

*"Besides that, if the topic of the material, they should bring all of the tools from their home like the tools that can support their role" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 2 used the role model. This model can be used if the topic of drama. They can play a role and should bring all of the tools that can support their role. The drama also is a good way of teaching speaking because they are active to speak. There are many activities, topic, and vocabularies. All of it can improve their speaking skill.

*"I especially like to use the drama because there are many dialogues. So, that is easier than debate method" (Teacher 2 on October 17<sup>th</sup>, 2019)*



The more explanation the teacher 2 prefers drama than debate method. This thing can happen because in drama there are many dialogues. In the dialogue, there are many vocabularies and they can use it to speak with their friends. This method exactly is effective because they are active in speaking. If they are active in speaking, they can improve their speaking skill. Different from the debate, they should seek vocabulary and then they used it to speak. This is difficult for them because they need a dictionary to seek the meaning of vocabulary.

After that, the writer continued for the main point of the research. The question about the main strategy in teaching speaking. She asked complete with the definition, example, and the applying.

*"Exactly brainstorming is used as an introduction. We give simple way in order that the students have attended to the material that will be taught by us so that they can study maximal in the class" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 2 used brainstorming in teaching speaking as an introduction. This is strategy is used in order that the students have attended with the material that will be taught in the classroom. By using it they can practice their speaking skill. Therefore, if they have attended for their material, they can study maximal.

The next question from the writer about the topic of the teaching process in the classroom. What is the topic and how the applying of this topic especially in teaching speaking?

*"Yes, in the recount material I usually ask for the students to tell their unforgettable experience in front of their friends. This activity is very effective to practise their speaking skill" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the answer to the question can be gotten the information that the teacher 2 if explain the recount material, he or she asked for the students to tell their unforgettable experience. After that based on it, they should tell in front of their friends. Then their friends can ask one or more questions. They tell it in 5 until 6 minutes is enough to practice their speaking skill.

The next question is about applying an interview in the classroom. The writer wanted to know if the teacher 2 used it.

*"For the interview, I usually use it in an examination for speaking. The score is for an individual. Here we can look the ability of every student to deliver their argument in speaking form. Exactly interview become measurement to see their ability in speaking" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 2 used the interview just for examination. The students are given the questions one by one and then they should answer it. The scoring is individual. Besides that, the interview also can determine their ability because they should answer the question from their teacher directly without writing the answer in the paper. Exactly it will be seen the real ability from the students.

The next question about the content of the speaking skill. The topic of the material in the classroom. The writer wanted to know about the using of magazine or newspaper that has been they read.

*"Yes, if the material of speaking is about a news item, I usually ask them to take from the news in the newspaper and then they deliver by using their own language based what they have read" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 2 asked for the students to seek the news from the newspaper. They can choose one topic and then they should develop the topic became one news. After that, they should deliver the report of a news item in front of the class. Then their friends can give one or more questions.

The next question about the picture that is used by teacher 2 in the classroom. It can be known that picture is one of the media that is usually used by the teacher to teach English especially in teaching speaking.

*"The picture can be used for the first class especially for class X because the material of the X class is easy. So, I ask them to bring the picture in the classroom and then they should describe it based on their knowledge" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 2 used the picture just for the first class like class X. In the picture, there are many vocabularies that can be produced. The students can use it as content to practice their speaking skill.

*"For the next explanation, if there is textbook that has picture especially on the descriptive material, I ask the students to explain it" (Teacher 2 on October 17<sup>th</sup>, 2019)*

For this opportunity, the teacher 2 asked for the students to explain the picture on their textbook. It means that they can practice again their ability in speaking. The picture became the key because it can produce many vocabularies.

The next question again for the main point about the strategy in teaching speaking. The writer here gave a complete question about it. The most important part of how the applying of the strategy.

*"Talking about the strategy based on the ability of the students and can make them enjoy studying. For example, playing ice ball by describing something. Like I throw the ball to A then A describes on the ball and the A throws to the B and then also describe it and so on. The purposes to make students are happy in studying English. So, back again all of should be based on the condition of the class. If the students have high ability, we can use also high strategy while for the class who have the low ability we can give based on their ability. The main point we don't force one strategy because all of based on the condition of the class and students. Besides that, I ever use debate method. From it, the students can practice their speaking skill because every student can help each other because they are divided into some groups" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the teacher 2 used another strategy in teaching speaking. The strategy is playing ice ball. Where one student if get the ball, they should explain the word on the ball. After that, the ball is given to another student and then they should also explain it and so on until the last students.

The key to the applying of this strategy is the condition of the class and the students. everybody has the purpose to make the students joyful and happy in studying English especially in studying speaking. If they are joyful and happy, they will understand and comprehend the material easily.

After that, the writer gave the question about the reason for the teacher 2 so that he or she used the strategy in teaching speaking skill. This is the last question from teacher 2.

*"Because the name is speaking, we hope there is feedback from the students. So, as a teacher just give direction and observe them in the classroom" (Teacher 2 on October 17<sup>th</sup>, 2019)*

Based on the result above can be understood that the reason so that the teacher 2 used all the strategies. The key is there is feedback from the students. The most important part is the teacher in the classroom just gave the direction and observed them in the classroom.

Beside that in this era, the students should act if they study in the classroom. The mean the teacher did not explain in a long time but just explain the main point. The more the students should be active in sharing the explanation from their teacher. This is can be called by the students' centre.

Therefore, the writer made the main point of the findings of this research. This table shows the strategy that is applied by the teacher in teaching speaking skill in the classroom.

Table 4.1 Teachers' Strategies in Teaching Speaking

No	Teachers	Strategies
1	Teacher 1	Brainstorming, Discussion, Roleplay, Storytelling, Interview, Reporting, Describing Picture, Learning Project
2	Teacher 2	Brainstorming, Discussion, Simulation, Storytelling, Interview, Reporting, Describing Picture, Role Play, Playing Ice Ball

## DISCUSSION

In teaching speaking skill in the classroom teacher 1 used two strategies. The first strategy is brainstorming. He or she used it to lose the students' bored in the classroom. The first thing that must be lost from the students is a boring situation. If there is a boring situation in the classroom, exactly they will be lazy in studying. It means that the teacher 1 use the brainstorming to lose their bored. He or she applied it by mapping the main point of the material and use the unique way like using the picture or diagram in order that the students will be comforted in studying.

Beside that teacher 1 also use brainstorming in order that the students can enjoy the teaching and learning process. The key here is enjoying. The mean if they enjoy the process of learning in the classroom, exactly they will be attending in studying. So, brainstorming here have the purpose to lose the students' bored and then they can enjoy the learning process.

The second strategy that is applied by the teacher 1 is a learning project. The applying of this strategy by asking the students to make two something. The first is the students should make English speech. After that, they should practice their ability in speaking by using their speech. They key they should comprehend about their speech because later they should present in front of their friends. Exactly this strategy will make them study hard because there are many friends of them that they will listen about. Later, after they have been finished in presenting their speech, one or two of their friends will give some questions. Exactly they should answer the question from their friends. In answering the questions, they can practice their speaking skill answered the question without seeing the speech. By using the speech, teacher 1 can see the ability of the students.

The second one in applying learning project the students should make some reports like news. Later the students should make some reports and then they should report it also in front of the class. They should report it one by one and the teacher or their friends can also give some questions. The key to practising their speaking skill they should answer the question without seeing the report. It means that before presenting the report they should practice at home in order that they can show the maximal effort in practising their speaking skill.

Teacher 2 also applied two main strategies in teaching speaking. The first strategy that is applied by the teacher 2 also same with teacher 1 is brainstorming. The differences from the teacher 1 are from the purpose. The teacher 2 applied the brainstorming in order that the students have full attention to the material in the classroom. Beside that brainstorming is applied by using simple way in picture or diagram. In other words, they can see all the complete materials just with the picture or diagram.

After they have full attention, exactly they can understand the material completely. They can know the content, the example or the applying of one topic that is explained by their teachers. So, brainstorming here is applied to make them have full attention to the material that is taught by their teacher.

The second strategy that is applied by the teacher 2 is playing ice ball. The event that makes them are enjoyable is from the applying of playing ice ball. The teacher 2 provided ball and on the ball, there are some words or sentences. After that, teacher 2 threw the ball to student 1. Then the student 1 has to explain the word or sentence on the ball. In explaining it he or she has to need time at about 5 minutes. This time is taught by teacher 2 is enough to practice their speaking skill.

After the student 1 is finish in explaining the topic, student 1 can throw the ball to the student 2. After that the student 2 also the topic on the ball until on the last student they should explain the topic on the ball.

Teacher 2 also applied the students with many activities in order that they can improve their skill by themselves.

Besides that, the teacher 2 just observed and gave the correction if in practising the speaking skill the students make some mistake. The first mistake that usually is done by the students is pronunciation in speaking. If this thing happens, teacher 2 can give the

correction in order that they did not make the same mistake. The second mistake that usually is done by the students are they did not know the meaning of vocabulary in English. Teacher 2 also can help them in seeking the meaning of vocabulary in English. So, by using playing ice ball the students can practice and improve their speaking skill with enjoying the game and many activities.

Based on the strategies above that are used by the teacher there are some strategies that are not used by the teacher in teaching speaking. The teacher 1 did not use simulation, information gap, story completion, playing card, find differences, picture narrating and playing ice ball. He or she did not use those strategies because has applied own strategies like the explanation above neither general nor specific. The teacher 2 did not use information gap, playing card, find differences, picture narrating and learning project. Same with the teacher 1, the teacher 2 did not use those strategies because has applied own strategies neither general nor specific.

## CONCLUSION

In teaching speaking skill in the classroom, there are two teachers who applied their own strategies. The teacher 1 applied to brainstorm and learning project as the main strategies. Both strategies are used for the students so that they are active with the activities in the classroom. If they are active with the activities in the classroom, they can practice and improve their speaking skill. Besides that, there are supporting strategies that are used for example Discussion, Roleplay, Storytelling, Interview, Reporting and Describing Picture. All of the strategies that are used by the teacher 1 in teaching speaking.

Teacher 2 also applied two strategies in teaching speaking skill. The first is also brainstorming and the second is playing ice ball. By using both strategies especially playing ice ball the students are active in activities. These activities can practice and improve their speaking skill because in the playing ice ball there is some topic that makes them active to speak in English. Besides that, there are also supporting strategies that are used like Discussion, Simulation, Storytelling, Interview, Reporting, Describing Picture and Roleplay. All of the strategies that are used by the teacher 2 in teaching speaking. been presented in a seminar or conference, you can also mention them in this section.

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