TEACHERS' STRATEGIES IN TEACHING SPEAKING

THESIS

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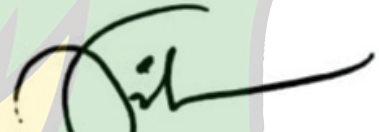for Bachelor Degree of Education in English Language Teaching

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Teachers' Strategies in Teaching Speaking

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

Fera Farika

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ABSTRACT

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Speaking is one of the four skills that students must master when learning English. However, students often faced problems when they learn English speaking. Therefore, the teachers need to find out the teaching strategies to overcome students' problems in speaking. This research aims to find out students' problems in speaking English and also investigate the strategies used by teachers to overcome the problems that occur. This research is qualitative research. The samples of this research were 3 English teachers who taught eighth-grade students at MTsN 2 Pidie Jaya and SMPN Ulumul Qur'an Pidie Jaya. The data was collected by doing interview. The result of this research concluded that the students' problems in speaking are lack of vocabulary and lack of self-confidence. The study results also revealed that teachers employed various strategies when teaching speaking to overcome problems. These strategies included pictures describing, role-playing, drilling, and interview.
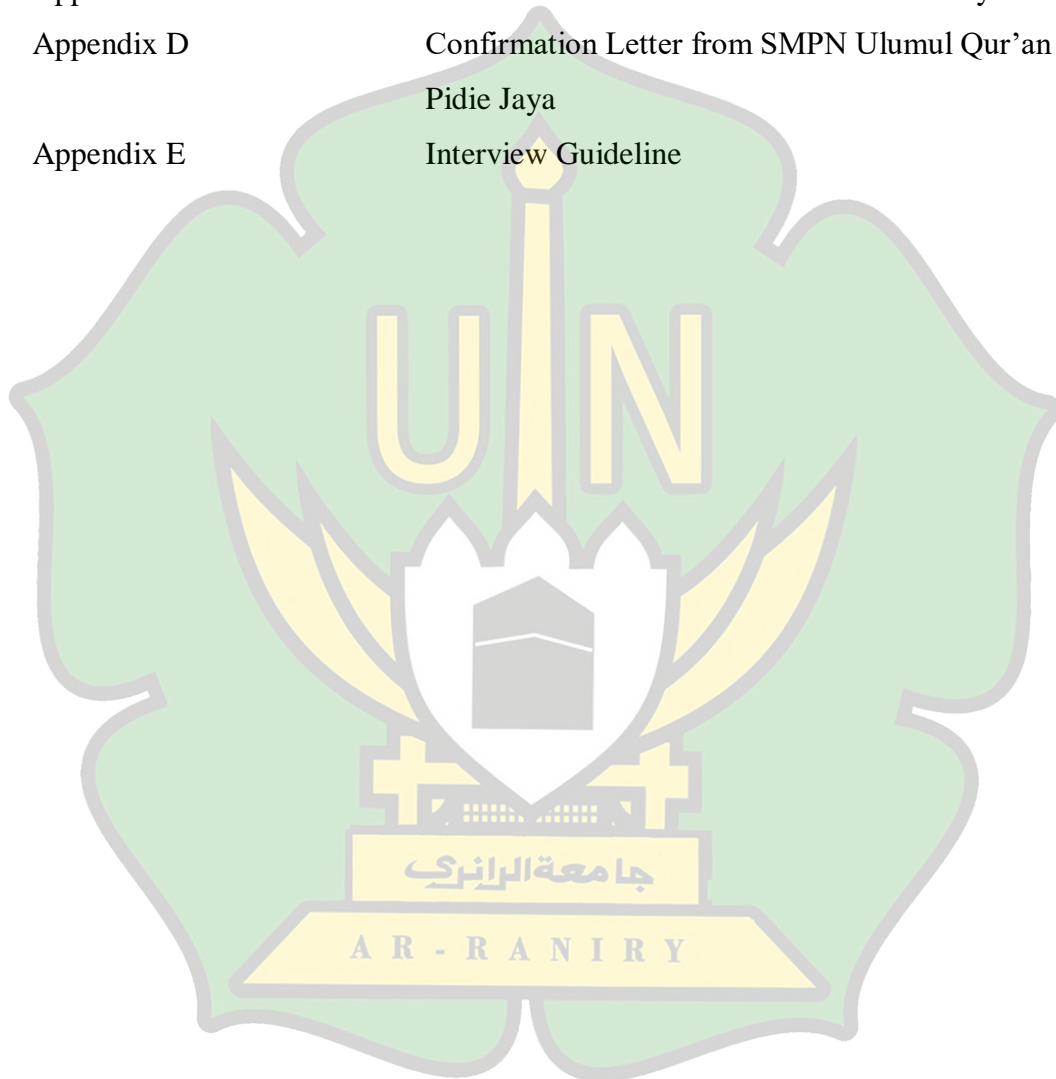
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CHAPTER I

INTRODUCTION

This introductory chapter describes the reason for conducting the research. It discusses the background of the study, research questions, aims of the study, its significance, and terminologies.

A. Background of Study

Language is a very important communication tool. Language makes it easier for humans to communicate with each other. In the current era of globalization, the world requires a universal language of teaching that strives to facilitate connections among countries worldwide. English is a worldwide language that is widely spoken in various significant countries throughout the world. And also English is a common language studied in various educational installations. Since the late 19th century, English has been referred to as a lingua franca. Currently, English is a foreign language that is widely used in publishing books, articles, and internet websites.

When learning English, it is important to develop four basic skills: listening, speaking, reading, and writing. Among these skills, speaking receives the most attention because it is central to language use (Wulandari, 2020). Speaking involves expressing ideas, knowledge, thoughts, and feelings through oral speech in interactions with others. According to Brown (2004), speaking is an interactive process that involves producing, receiving, and processing information

orally to build meaning. It is considered a foundational skill in language learning and is therefore vital to learn in school.

Teaching speaking is a fundamental part of English language teaching. The teaching of speaking receives great attention in many language programs because it requires increasing fluency, especially in English. Teachers sometimes face some challenges when teaching speaking skills. One of the challenges is that students feel embarrassed and afraid (Dalem, 2017). Students are very minimal in speaking or participating in conversations discussed by the teacher. Students worry about making mistakes or being criticized. Apart from that, students are also worried about the responses of other students. Students feel embarrassed because they are worried that their friends will laugh and feel embarrassed. After all, they are inappropriate for speaking English (Ratnasari, 2020). Apart from that, another challenge in learning speaking skills is students' lack of mastery of vocabulary. Therefore, teaching strategies are one of the factors that influence student learning outcomes. In addition, to achieve the expected results, English language skills teaching strategies must be adapted to each student's learning skills (Anjaniputra, 2013).

Teaching is a way of conveying information about a topic that students will learn. Teachers as facilitators who deliver material to students must be creative in choosing materials and strategies so that students can easily understand the teaching material (Soen, Dania, and Suparmi, 2021). According to Tumanggor, Heriansyah, and Inayah (2018), apart from teachers having full

control over the class, another aspect that greatly affects the teaching and learning process is the strategy used by the teacher.

Strategy is one of the factors that influence the quality of the teaching and learning process. In meeting students' educational needs, teachers have a role in delivering effective teaching strategies (Cole, 2008). Guevara, Leon, Diaz, Zapata, Luy-Montejo, and Lira (2020) define teaching strategies as a series of learning processes or activities to achieve learning goals. Because teaching strategies have an important role in helping students achieve learning goals, teachers should design and determine teaching strategies that will be used in the teaching and learning process so that students can achieve learning goals. Teachers should choose methods and strategies that suit different materials and numbers of students. Another thing, teachers try to create a good learning atmosphere. Then, students will experience the learning process in accordance with the material and learning strategies presented by the teacher. Robert and Pane (2020) conducted a study titled "Teachers' Strategies in Teaching English Speaking to Young Learners." The study identified various strategies that teachers can utilize to teach speaking, such as cooperative activities, role-play, creative tasks, storytelling, discussions, and drilling. Speaking is a pivotal skill in learning a foreign language. The strategies employed by teachers in the teaching and learning process make learning engaging and help students improve their speaking skills more efficiently and enjoyably. Therefore, teachers should be innovative in creating learning strategies for teaching speaking, enabling students to enhance their speaking

skills. Based on the background, the researcher aims to explore the strategies used by teachers to address students' speaking skill problems.

B. Research Question

After reviewing the relevant literature, the research question is formulated as follows:

What strategies are used by teachers in teaching speaking to overcome students' problems?

C. Aim of Study

Based on the research question above, the aim of this research is to find out the strategies used by the teachers in teaching speaking to overcome students' problems.

D. Significance of Study

This research has theoretical significance and practical significance.

1. Theoretical significance.

It is hoped that this study can contribute to the researcher and readers. The findings of this study will offer a comprehensive overview of the strategies teachers employ to teach speaking. The researcher hopes that this study will serve as a valuable reference for future research on teacher strategies for teaching speaking.

2. Practical significance.

This research is useful for teachers to explore and prove many strategies that can be used to hone students' speaking skills. This also encourages teachers to develop their creativity in the teaching and learning process so that students are interested in what the teacher teaches.

E. Terminologies

To clarify the keywords used in this research, the definition of terminology related to this research is explained below:

1. Teachers' strategy

Strategy is a way that teachers must own and employ during the learning process for learning activities to function smoothly and for learning objectives to be met. Additionally, strategy is defined as a pattern, of purposes, policies, programmers, actions, decisions, or resource allocations that define what an organization is, what it does, and why it does (Bryson, 2004). The goal of having a strategy in the learning process is to minimize the problems that students confront, so that learning activities can run smoothly and efficiently, and students are more active in engaging, particularly in the learning process.

It can be inferred that a learning strategy is a plan or technique that must be owned by the teacher in the learning process in order for learning activities to function smoothly and effectively. Brainstorming, drilling, storytelling, motivating, small group discussion, and other strategies for learning can be used to teach speaking.

2. Speaking

According to Cameron (2001), speaking is the active use of language to convey meaning. Furthermore speaking is a skill that everyone should have because it helps us to engage with others. Speaking is also used to share ideas, thoughts, emotions, and feelings with others. Speaking is a skill that involves coordinating a variety of articulated sounds to transmit information, expressions, thoughts, and feelings.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will present the theoretical framework that relates to the topic. It provides a review of the concept of speaking, teacher's strategy, importance of teaching speaking, and strategies in teaching speaking.

A. Concept of Speaking

1. Definition of Speaking

Speaking is the most fundamental method of communication and must be mastered by all. Speaking is a skill that everyone should have because it allows us to engage with one another. Not only that but by speaking, we can learn about many events and conditions that occur in the world. Linguists have defined speaking as having a broad scope. However, speaking can be understood as a fundamental and crucial kind of communication. According to Nunan (2003), speaking is a skill that everyone should have and is an efficient technique to transmit the meaning of information orally. Therefore, speaking can be considered a vital ability because it is the most effective way for people to get information.

Brown (2004) explains that one of the talents to form words in language exercises is speaking. Brown believes that speaking is a word-producing talent because the objective of speaking is to express thoughts through sound. It is hard for someone to communicate with others unless they have a goal in mind. This indicates that when someone wants to covey something important, they must

communicate by speaking. In line with Brown's comment, Thornbury (2005) also emphasized that speaking is a part of everyday life and that everyone must learn this talent because communication between one another will undoubtedly be formed in social life. So, speaking abilities are an ability that may be considered a vital skill and must be had and developed by everyone because speaking allows us to convey information, thoughts, and feelings to each other.

Based on the reasoning above, it is possible to conclude that speaking is a skill that uses language as a means of communication. Furthermore, speaking can be understood as an action in which they make words through sound. Aside from that, speaking is one of the abilities that everyone should be able to acquire because it allows us to engage and communicate with one another, allowing speaking to become a part of everyday life. We can exchange thoughts, facts, and ideas by talking to each other. Everyone must now improve their speaking skills.

And there are various components to speaking that the speaker must pay attention to. Speakers must pay attention to and comprehend the components of speaking because the level of one's understanding of the components of speaking determines one's performance in speaking. Fluency, comprehension, grammar, vocabulary, and pronunciation are the components that speakers must pay attention to become good and dependable speakers.

2. Function of Speaking

People have specific reasons for wanting to speak with each other in spoken language. Every speaking exercise has three distinct goals, each requiring a different teaching strategy (Brown and Yule, 1983). Speaking is used for three

purposes: interaction, transaction, and performance. In other words, the primary role of speaking is to interact with social connections while also carrying out everyday activities in the form of dialogue.

a. Speaking as interaction

Speaking as interaction explains the purpose of conversation and the type of interaction that fulfills the primary social role. To make others feel comfortable and polite, people will welcome, converse for a time, exchange anecdotes, and so on when they first meet. The speakers and their desired self-presentation to one another are the main topics of this function.

b. Speaking as a transaction

Transactional speaking describes situations where the emphasis is on what is said or done. The main focus is on what can be understood precisely and with clarity rather than on individuals and their social interactions. Two varieties of transactional speaking exist. First, scenarios like asking someone for directions, in which the speaker emphasizes what has been accomplished. Secondly, the goal is to acquire a good or service.

c. Speaking as a performance

Speaking as a performance denotes open speech, such as speeches that make public declarations and lectures. That is, as announcements and public speeches demonstrate, speaking as a performance is more analogous to a monologue than a dialogue.

3. The Components of Speaking

Harmer (2007a) describes speaking as a complicated skill since it includes components such as pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Richards and Schmidt (2002) defined pronunciation as producing specific sounds. Learning to pronounce sounds correctly involves repeating them and making adjustments as necessary. Mastering good pronunciation is crucial as poor pronunciation can hinder communication by making it difficult for the listener to understand the speaker.

b. Grammar

A set of guidelines known as grammar describes how we should use a language. Nunan (2003) asserts that grammar is a rule that establishes the appropriate word order within a phrase. According to Swan (2005), grammar can assist individuals in understanding meaning and relevant sentence construction. Speakers and writers can communicate more effectively and make their messages understandable to others by using proper grammar.

c. Vocabulary

Vocabulary is a crucial component of speaking since someone cannot say something without it. According to Pollard (2008), vocabulary is the foundation for language learning. Learning vocabulary is not only learning words but also

understanding their meaning and how they are organized and used in everyday situations.

    d. Fluency

According to Hornby, Gatenby, and Wakefield (2005), fluency is the capacity to speak a language with ease and proficiency. A speaker's ability to find the proper words, use language confidently and swiftly, and make mistakes without hesitation can be determined by their level of fluency. Fluency can be defined as speaking clearly and without errors.

    e. Comprehension

Comprehension entails understanding and interpreting what is spoken. According to Hornby (1995), comprehension is the capacity for understanding with practice to enhance or assess a person's grasp of a language. In speaking, comprehension refers to how well students grasp the topic being discussed. Good communication is a result of having a solid knowledge of the content.

4. Teaching Speaking

Teaching speaking is difficult because English is not the mother tongue in Indonesia. People have some difficulties in learning English speaking because their environment is not in English. People only speak English during class time. Typically, learning another language involves learning its dictionary, grammar, and sound system. While focusing on linguistic forms is crucial in learning a foreign language, the primary purpose of English courses is to develop practical

communication skills in English. After the lesson, students should be able to converse successfully in English within and outside the classroom.

The aim of teaching and learning English speaking in Indonesia is to foster the development of comprehensive communication skills. As a result, educators ought to assign speaking assignments and provide students with chances to interact socially in the target language. Harmer (2007a) argues that assigning speaking activities to students is beneficial for encouraging them to use multiple languages in their comments.

a. Rehearsal

The teacher encourages open discussion, providing students with an opportunity to practice speaking up outside of the classroom. To determine how students speaking abilities can be enhanced outside of the classroom, the teacher asks them to practice. From here, students can advance their communication abilities outside of the classroom.

b. Feedback

In speaking exercises, students try to use all the language they know to give feedback to the teacher and other students. This helps teachers see how well their students are doing and identify any language issues they may be having. Students can also see how easily they can recognize different forms of speech and what they can do to get better. These activities can help students feel more confident and happy, and with a caring teacher's guidance, they can be motivated to keep learning.

c. Engagement

Good speaking activities can be highly motivating. If all students completely participate, and the teacher has well-organized the activity and can provide sympathetic and meaningful feedback, they will be quite satisfied with the activity. Many speaking activities (role-playing, storytelling, playing cards, etc.) are intrinsically joyful.

5. **Students' Problems in Speaking**

It is not easy to learn English, and students confront various problems in the process of learning English. A problem is a situation or condition that is difficult to deal with but must be overcome and managed (Putri & Nurjati, 2023). Students have a range of obstacles when learning speaking in schools, which impede the learning process. Students encountered linguistic and psychological challenges when speaking English (Robah & Anggrisia, 2023). Linguistic problems included confusion in tense usage, a lack of grammar understanding, and difficulty in selecting appropriate vocabulary. Psychological issues encompassed feeling of nervousness, lack of confidence, fear making mistakes, and the fear of being laughed at. In addition, Muluk, Habiburrahim, Zulfikar, and Akmal (2021) found that students' lacked self-confidence, and lack of vocabulary were among the challenges in speaking. According to Mislina (2023), the problems faced by students in learning speaking are:

a. Lack of vocabulary

One common problem that students face is a lack of vocabulary. This problem spans beginner to advanced levels and hampers their ability to

speak fluently. Insufficient vocabulary can impact students' academic performance and ability to interact effectively. This often leads to students struggling to comprehend their teacher's instructions, resulting in the need for further explanation in their native language. Additionally, a limited vocabulary impedes students' ability to actively participate in class discussions. Students with a limited vocabulary may lack confidence when interacting and struggle to comprehend and respond to dialogue efficiently. Conversely, students with a rich vocabulary are better equipped to understand and engage in conversations, respond quickly, and effectively express their thoughts on various topics. Without a sufficient vocabulary, students face challenges in communicating and articulating their thoughts spoken and in writing.

b. Students' self-confidence

The second problem concerns students' self-confidence. Strong speaking abilities, coupled with self-confidence, are incredibly influential. This enables students' opinions to be understood and to have an impact on those who hear them (Anam, 2020). Various factors contribute to students' lack of self-confidence. Ratnasari (2020) explained that students lack confidence because they feel their English is poor, so they remain silent. According to Souisa and Gaite (2020), lack of self-confidence can be attributed to the fear of being judged by others, difficulty organizing messages, and the fear of making mistakes. Similarly, the lack of vocabulary poses a challenge for students and contributes to their lack of

confidence. This aligns with Sudrajat and Apriliani's (2022) explanation that a limited vocabulary undermines students' confidence in speaking. This issue of self-confidence arises not only due to students' introverted nature but also when students are already proficient in English (Mislina, 2023).

c. Students' pronunciation is unclear

The third problem is that students' pronunciation is unclear, particularly at the beginner and intermediate levels. Since English is considered a foreign language, students struggle with pronunciation because English letters are pronounced differently from Indonesian letters. According to Pratama and Awaliyah (2016), students often mispronounce words because English is not their native language, and the pronunciation rules are different. When learning English, students have difficulty articulating and pronouncing certain sounds and words. As a result, they feel unsure about how to pronounce certain words and may only say them as best as they can.

d. Grammar

The next problem students' face in learning speaking is grammar. Grammar is one of the language systems that must be taught to language learners, hence teaching grammar to young learners is difficult. When speaking, grammar is not always necessary, but it is fundamental to convey and describe correctly (Ibrahim, 2016). Some people may argue that grammar is unimportant, but they are mistaken. Of course, it is possible to speak without obeying any grammar rules and merely using

vocabulary. However, studying grammar is critical for progressing to higher levels of the language. On the other side, students may find the term grammar terrifying. Therefore, grammar is not explained clearly, it is just that the teacher still gives examples of the use of correct grammar, so it can be said that students learn by doing. Teaching grammar to young learners poses a challenge as it is a crucial aspect of language acquisition. Although some may argue that grammar is unnecessary, it is essential for accurate communication and description. While it is possible to communicate without adhering to grammatical rules, a solid understanding of grammar is necessary to progress to higher language levels. However, students may find the concept of "grammar" intimidating. Despite this, teachers can provide examples of proper grammar usage, allowing students to learn through practice even without a detailed explanation of grammar rules. Furthermore, memorizing patterns and getting used to them are essential for learning grammar. Students with low comprehension levels become bored and pessimistic as a result of these conditions.

B. Teacher's Strategy

A teacher is someone who helps others gain knowledge, skills, and values. According to Republic of Indonesia Law No. 14, Dewan Perwakilan Rakyat Indonesia (2005), a professional educator is someone whose primary responsibility is to educate, teach, target, train, assess, and evaluate young students in formal education and explain sub-chapters. A teacher is a professional who plans and directs the teaching and learning process. Additionally, a teacher

can influence behavioral change in cognitive, psychomotor, and affective dimensions.

A strategy is a set of actions or plans aimed at achieving a specific goal (Ma'rufah, 2017). According to Harmer (2007b), a strategy is an action taken by a teacher to achieve one or more of their teaching and learning goals. Strategies are specific activities carried out in the classroom that align with the strategy and approach.

Teachers' strategies for enhancing students' speaking abilities are crucial for helping students overcome their speaking issues. English teachers should enhance effective English language teaching and learning practices to increase students' interest in the courses (Dwinalida & Setiaji, 2020). According to Maulidar, Gani, and Samad (2019), speaking teaching strategies prepare students to communicate effectively and efficiently. Teachers can utilize a range of tactics to improve their students' speaking skills. The many methods or approaches employed by teachers in the teaching-learning process are referred to as teaching strategies.

Kayi (2006) employed a variety of teachers' strategies in teaching, consisting of role play, simulation, picture describing, finding the difference, picture narrating, information gap, brainstorming, interview, story completion, reporting, play cards, discussion, and storytelling. Brown (2001) add information gaps as well as drilling.

1. Role plays and Simulations

Role playing is a strategy where students take on different roles and discuss topics with each other (Bhatti, 2021). Simulation is quite similar to role-play, however, what distinguishes simulation from role-playing is that simulation is more intricate. Students can bring items to class to create a realistic setting in simulations. Furthermore, Harmer (2007b) claims that simulations and role plays boost students' self-confidence since they require them to interact with others. Role-playing games and simulations have numerous benefits. For starters, it can motivate students since it is engaging. Second, it can boost the self-confidence of shy students because they will have various roles and will not have to speak for themselves in role play and simulation activities, which means they will not have to carry the same responsibilities.

2. Picture describing

Picture describing is an easy strategy for teaching spoken material (Pratiwi & Ayu, 2020). Students are asked to explain a picture. Students can focus on pictures to generate thoughts (Arsyad, 2005). There are at least three reasons why visuals are effective learning tools. First, visuals can capture students' attention. Second, visuals illustrate general grammatical concepts that can be taught and practiced in class. Third, visuals can prompt a variety of speaking duties. Furthermore, Harmer (2007b) claims that when students describe a visual, they can readily construct a tale. In addition, using picture describing strategy can improve students' pronunciation, vocabulary retention, and overall language confidence (Sarmila, Murtiningsih, Pebriano, Aflahah, Samsuri, Farid, &

Kurniaji, 2023). Thus, using the picture describing strategy can encourage students to improve their speaking skills.

3. Finding the difference

This strategy is almost identical to the picture describing. This strategy allows students to work in pairs, each pair receiving nearly identical images. Then, students will look for differences in the given picture and explain them in front of the class. This strategy can help students develop their imagination and creativity while improving their speaking skills (Kayi, 2006).

4. Picture narrating

Kayi (2006) defines picture narration as the use of sequential images by teachers to present subjects. Students are then asked to explain the events depicted in the photos. For example, the teacher might show a series of pictures depicting daily routines, such as getting ready for school, and ask the students to create a story based on the images.

5. Information gap

An information gap is an activity in which students exchange or share information based on the resources or materials they have collected (Rosalinah & Khilda, 2019). One enjoyable method of improving student's speaking skills is through information gaps. Students can share information, either in groups or individually, making this strategy relatively easy to implement. The information gap makes students more active and initiative in creating or producing an oral text. In addition, this activity improves students' abilities in grammar (Nurmala,

2017). However, this strategy requires students to have strong speaking abilities. The information gap makes students more active and initiative in creating or producing an oral text. In addition, this activity improves students' abilities in grammar.

6. Brainstorming

In accordance with Kayi (2006), brainstorming is an activity in which students freely and quickly develop ideas. Students can utilize brainstorming strategy to freely share their ideas. To promote the sharing of new ideas, brainstorming sessions should not be used to penalize students for the thoughts they express. In addition, brainstorming can improve students' fluency, accuracy covering grammar, vocabulary, pronunciation and comprehension (Octarina, Rizal, & Zasrianita, 2021)

7. Interview

Interview is interactive exchanges between interviewees and interviewers, forming an ongoing process of meaning-making. As noted by Hasriani (2019), an interview is a communication method that revolves around asking and answering questions. Interviews are especially beneficial for language learning as they prompt students to think critically. Using interview strategy in teaching speaking can increase students' confidence in speaking English (Asraf, 2021). In an interview, the teacher poses questions, and the students attentively listen before providing their responses.

8. Story completion

According to Kayi (2006), story completion is an engaging and enjoyable method for encouraging students to freely express themselves and contribute to a narrative. In this activity, the teacher starts telling a story but pauses after a few phrases, then asks each student to continue the narrative where the previous student left off. This allows students to create new characters, events, and descriptions.

9. Reporting

A report is only an account of an event or information about something from a newspaper, radio, or television source. A reporting strategy for teaching speaking might be as simple as asking students to read a newspaper or magazine before class. Students are then required to report what they discovered while reading the newspaper in class.

10. Playing cards

According to Kayi (2006), when using card games, teachers divide their class into groups of four students. Every group member selects a card, and the teacher prepares multiple open-ended questions regarding the various themes on the card. Students can pose questions to their fellow group members and provide quick responses.

11. Drilling

Drilling is simple fine-tuning for articulation. Drilling is listening to a model provided by the teacher, a tape, or another student and repeating what they

hear. Pronunciation can be enhanced by the practice of drilling. Drilling helps students pay attention to new material offered by the teacher, emphasize words, phrases, or sayings in their thoughts, transfer new information from working memory to long-term memory, and serve as a learning tool, according to Thornbury (2005). Additionally, drilling can boost students' willingness to study English by expanding their vocabulary and helping them comprehend the language better (Mislina, 2023).

12. Discussion

In large classrooms, group discussions are useful for improving speaking skills. Discussion is a group-based approach for discussing a topic or situation. According to Kayi (2006), this strategy seeks to reach conclusions, share thoughts about a topic, or identify solutions through group conversation. This is in line with Hadfield (2000), who claims that during discussions, students can inform each other about their thoughts, feelings, and experiences in more depth and complexity. In discussion strategy, the teacher may separate students into groups for group projects at times. This raises the number of students who talk in a short amount of time while simultaneously lowering the barrier for students who do not want to speak in front of the class. Group members can be chosen by the teacher or by the students themselves, but groups should be swapped after each discussion activity so that students can work with a variety of people and learn to be open to new views. Teachers can use this discussion activity to train students' self-confidence in expressing opinions, increase vocabulary, and hone speaking skills through conversational habits (Mislina, 2023).

13. Storytelling

A great approach to blend education and fun is through storytelling. According to As (2016), teachers can foster an environment where students can learn English while having fun by using storytelling. Students can either write their own story or simply explain one they have heard from someone else to share with their classmates. Story telling trains students' self-confidence to dare to appear in front of people (Muthahar & Fatonah, 2021). Storytelling encourages imaginative thinking. It also helps students describe the story's idea, growth, and ending, as well as the characters and setting. Students can also deliver jokes or tell riddles. For example, at the start of each class session, the teacher may ask a few students to give a short riddle or joke as an introduction. In this manner, the teacher will not only train students speaking skills but will also gain the attention of the class. By giving abstract concepts concrete form, stories may bring them to life. We cannot always provide direct experience with psychological concepts to kids, but stories can provide a nearly equivalent experience. A narrative has a more profound meaning than a simple illustration. A story informs about an event, a specific person, and something that happened to them. The story, according to Schank (1990), must develop after a surprise or failure of expectations.

The researcher might deduce from the definition above that teacher strategies must be focused, intriguing, and draw students' attention. These strategies are used when students are unable to express themselves because they lack the necessary resources. Both students and English teachers must develop an

effective teaching and learning procedure for speaking and meeting teaching and learning objectives.

C. Previous Studies

Numerous studies have explored the teaching strategies that teachers employ to enhance students speaking skills. The first study by Tumanggor, Heriansyah, and Inayah (2018), entitled "Investigating the Teacher's Strategies in EFL Speaking Class" aimed to examine the strategies teachers use and the rationale behind their usage. The study identified four main strategies: role play, discussion, games, and storytelling. It was found that group discussion and games were the most frequently employed strategies.

The second is from Mulyanti and Nadrun (2021) entitled "Teachers' Strategies in Teaching Speaking at High School", the researchers aimed to identify the strategies used by English teachers at SMAN 5 Palu for teaching speaking. The study focused on the English teachers at SMAN 5 Palu and found that teachers used four main strategies: role play, interview, describing pictures, and storytelling. Among these strategies, role play was found to be the most frequently used, as it actively engaged a large number of students in the learning process.

The third is from Sari and Zainil (2020), entitled "Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang", the researchers found that the strategies employed by the teacher included discussion, simulation, and communication games. These strategies had a positive impact on the students, leading to increased participation, more positive attitudes, and higher motivation.

Among the three strategies, students favored the communication game, as they believed it improved their speaking skills, boosted their motivation to speak, and made the learning process more enjoyable.

In another study, Khairuzzanila (2021) discovered the strategies suitable for use by the teacher at secondary level in SMA Negeri 1 Peukan Pidie are student discussion and storytelling. By using these strategies, teacher will be easier in teaching and student easy to understand what the teacher will be given. Meanwhile, without the strategies, students will get bored and difficult to get the lesson.

Felani, Arwemi, and Yustina (2022), they analyzed the strategies used by teachers in teaching speaking at SMP N 31 Padang. The study identified four main strategies: role play, brainstorming, storytelling, and discussion. The most commonly used strategy at SMP N 31 Padang was role play. The study found that implementing the role-play strategy made students more active and enthusiastic in learning to speak English with their peers.

Anjaniputra (2013) conducted a study entitled "Teacher's Strategies in Teaching to Students at Secondary Level." The study aimed to describe teachers' strategies for teaching speaking to students and identify students' responses to these strategies. Observation and interviews were used for data collection. The results showed that the strategies used by teachers included cooperative activities, role-playing, creative tasks, and drilling. Additionally, students responded positively to these strategies.

Previous studies have shown that there are many ways to teach students speaking skills. Each strategy has distinct qualities, yet all attempt to teach speaking abilities. As can be seen, these studies are identical to what the researcher would conduct. However, researcher not only examine the strategies teachers use when teaching speaking but also the problems teachers face when teaching speaking.
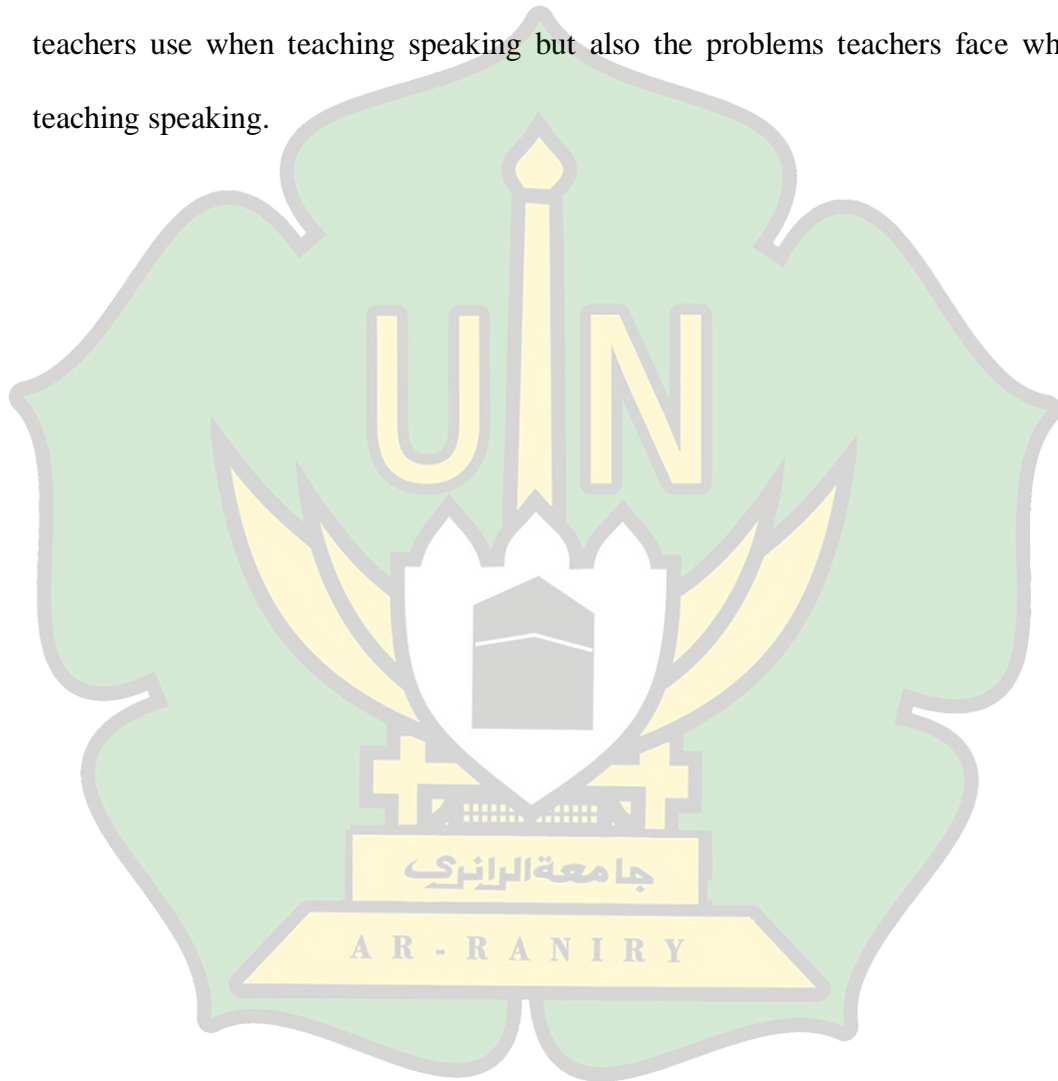
CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an explanation of aspects related to research methodology which covers some points including research design, research participants, the technique of data collection, and the technique of data analysis.

A. Research Design

According to Ary, Jacobs, and Sorensen (2010), research design is a planned, method, and periodic approach to comprehend learning and evaluate educational activity. The purpose of this study is to look into the strategies that teachers employ when teaching speaking to help students solve their speaking problems. The researcher employed qualitative research methods in this study. Hancock, Windridge, and Ockleford (2009) state that qualitative research aims to expand on our knowledge of how social phenomena come to be as they are. Moreover, qualitative research investigates how individuals feel or perceive things to attempt to address research issues (Hancock et al., 2009).

A planned, methodical, and periodic approach to comprehending learning and evaluating educational materials is called research design (Ary et al., 2010). The purpose of this study is to examine the strategies teachers use when teaching speaking to students to help them overcome problems. Qualitative research was used in this research. in the words of qualitative research, Hancock, Windridge, and Ockleford (2009), aims to expand upon our comprehension of the processes that lead to the formation of social reality. Additionally, by investigating how

individuals feel or interpret things, qualitative research aims to address study questions (Hancock et al., 2009).

So, it can be seen that qualitative research is to describe a social phenomenon in words. The purpose of qualitative research is to describe the current conditions. In simple terms, in this fact-finding investigation, conclusions are acceptable but do not establish causality.

B. Research Participants

The researcher conducted a study on teacher strategies in the teaching and learning process, focusing on English teachers who teach eighth grade at MTsN 2 Pidie Jaya and SMPN Ulumul Qur'an Pidie Jaya. The study used total sampling to select the sample, as all members of the population were included. Total sampling is employed when the population is less than 100, according to Sugiyono (2017), and since the population in this study was less than 100, this method was deemed appropriate.

C. Technique of Data Collection

In this study, the researcher collected the data using interview. The interview is a discourse that aims to collect information in the form of a description of the relationship of the subject to be interviewed. Schostak (2006) mentions that an interview is an extended conversation to get in-depth information about a particular topic or subject and through which phenomena can occur.

In this study, the researcher conducted a semi-structured interview with English teachers at MTsN 2 Pidie Jaya and SMPN Ulumul Qur'an. An interview

was conducted to obtain accurate responses and information about strategies used by the teacher in teaching speaking to overcome students' problems. The function of the interview in this research was to verify the data and ensure that the data is valid. Before conducting the interview, the researcher compiled several questions, and the questions that the researcher compiled were open questions because the researcher wanted to get more detailed data. Additionally, the researcher recorded the interview. Creswell (2007) and Given (2008) stated that making audio recordings when interviewing participants has a variety of advantages. Among them, recording the interview enables the researcher to thoroughly examine the interviewee's claims. Furthermore, recording the participant's speech ensures the dependability of the data because the complete data is preserved. As a result, audio-recorded participant interviews increase researcher's confidence that they are accurately capturing the interviewee's objectives. Because the researcher wanted the interview to be conducted comfortably to obtain unlimited information regarding teachers' responses, the interview was conducted using Indonesian.

D. Technique of Data Analysis

The qualitative method is a type of research that does not involve calculations or statistical procedures. Data analysis in qualitative research can be time-consuming and challenging. It involves researcher systematically searching for and organizing data to enhance their understanding and present their results to others. According to Maleong (2010), data analysis involves managing and organizing data into patterns, categories, and basic units. In this study, the researcher analyzed qualitative data through interview. Miles and Huberman

(1994), provide the concept of data analysis. There are some components that build the data analysis model:

1. Data reduction

Data reduction is an ongoing process in qualitative research projects, focusing on simplifying, abstracting, and transforming raw data from written records. This process involves summarizing, coding, searching for themes, and creating clusters, partitions, and memos.

2. Data display

The second stage involves displaying the data. After selecting and summarizing the data, the researcher must present the information obtained. Most qualitative data is presented in text form, but according to Miles and Huberman (1988), researchers can also present data in matrices, tables, diagrams, graphs, descriptive statistics, and networks.

3. Conclusion drawing and verification

Based on the presented data, the researcher can create a summary. In the process of concluding, the researcher can include additional arguments to support the findings from the presented data. At this stage, the researcher drew conclusions based on the displayed data related to the English teacher's strategy for teaching speaking.

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher covers the data gathered from interviews in this chapter, which is divided into two sections. The first section, findings, presents the interview data, while the second section explains the data presented in the findings section.

A. Findings

To answer the research questions in this study, researcher used interview to the obtain data. This interview was conducted with three teachers who teach eighth grade at two schools in Pidie Jaya, which are MTsN 2 Pidie Jaya and SMPN Ulumul Qur'an Pidie Jaya. This research was conducted from May 07th to May 15th 2024. Based on the results of interview, researcher found that each teacher had her own teaching strategy. Below researcher will explain the strategies used by teachers in teaching speaking. The first teacher from MTsN 2 Pidie Jaya with the initials S is coded with T1, the second teacher also from MTsN 2 Pidie Jaya with the initials T is coded with T2, and the third teacher from SMPN Ulumul Qur'an Pidie Jaya with the initials I is coded with T3.

Teachers Strategies in Teaching Speaking to Overcome Students' Problems

In detail, the data analysis is organized into two themes based on the research questions that need to be clarified. The themes are students' problems in learning speaking and teachers' strategies in teaching speaking.

1. **Students' Problems in Learning Speaking**

The results of this research were based on data obtained from interview with teachers. This research investigated students' problems when when they learn speaking. The problems are lack of vocabulary and lack of self-confident.

a. **Lack of Vocabulary**

The first problem students' faced when learn speaking was lack of vocabulary. As stated by interviewees:

> Students' vocabulary mastery is still lacking, they have difficulty expressing things in English. [T1]
>
> When I asked questions they have difficulty answering in English because students lack vocabulary. [T2]
>
> When I give a topic to each student, sometimes there are English vocabulary words that they don't know. [T3]

Vocabulary mastery is very important for students. Vocabulary mastery greatly influences students' speaking abilities. Without vocabulary, students will have difficulty in speaking. As explained by interviewees lack of vocabulary mastery made students not know what to say when they speak English and also cause students to have difficulty in understanding what teachers say.

b. **Lack of Self-confidence**

Apart from students' lack of vocabulary, another problem was students' lack of self-confidence.

The problem is the students are shy, afraid of making mistakes...... [T1]

The problem is the students feel embarrassed or lack confidence when speaking English. They are afraid that if they say something wrong, their friends will make fun of them. [T2]

There are some students who are embarrassed to speak. [T3]

Student self-confidence is very important in improving students' speaking skill. Self-confidence played a crucial role in boosting students' enthusiasm, courage, and motivation. Therefore, high self-confidence can lead to improved performance in speaking skills. Conversely, a lack of confidence in their English speaking abilities can result in poor performance.

2. The Strategies Used by Teachers in Teaching Speaking

Based on the data from interview, teachers used speaking teaching strategies to overcome problems that occur during the learning process. The researcher has discovered several strategies that teachers use when teaching speaking.

a. Role Play

Role play is one of the creative strategies that can be used in teaching speaking. Based on the interview's results, T1 and T3 used the role play strategy when teaching speaking. T1 stated:

The strategy I usually used was role play, because based on my observation when implementing this strategy, students tend to be more active and confident in speaking English. In the role-play strategy, I divide students into several groups, and then they create a narrative and dialogues to present in front of the class.

In line with T1, T3 also stated that:

When teaching speaking, sometimes I asked them for dialogue or it also known as role play strategy. I used this strategy because it helps me in assessed their speaking achievement. I divided the students into several

groups, then I assigned them to create dialogues with various predetermined topics, and then they presented them in front of the class.

Role play strategy was the strategy used by T1 and T3 in teaching speaking. T1 revealed that this strategy helps students more active and participated in classroom. Furthermore T3 used this strategy to help her to assessed students speaking achievement. This role-play strategy helps students to be more motivated and enthusiastic in learning speaking and made students more creative. Students will become more confident because they have to present their work in front of the class.

b. **Picture Describing**

Based on the interview results, T1 implemented picture describing in teaching speaking. As stated by T1:

> The strategy that I often use when teaching speaking was picture describing. Students become enthusiastic in class and willing to speak especially when they describe pictures or describe their classmates. I usually bring pictures to attract students' attention. Then from the pictures, I asked them to name the characteristics of the pictures. Sometimes, I also ask students to name the characteristics of their classmates.

T1 chose picture describing as a strategy in teaching speaking. This strategy was able to attract students' attention and made them more enthusiastic in learning speaking. Using the picture describing strategy can improve students' vocabulary mastery when describing pictures, students can express their opinions about the pictures in this activity. The use of picture-describing strategy can attract students' attention. Students look at the picture and then explain the

characteristics of the picture. Using this strategy can make students think creatively and gain self-confidence.

c. **Drilling**

Based on the data, T2 and T3 chose drilling strategy in teaching speaking to accommodate students in learning. As said by T2:

> To improve students' speaking skills and their ability in pronunciation, I usually use a drilling strategy. Usually, I say one sentence that is repeated several times, and after that, I ask them to say the negative and interrogative sentences from the sentence I said.

In line with T2, T3 also stated:

> I usually used drilling strategy in teaching speaking, based on my observation, students more confident in speaking when I used this strategy. First, I show a video or I speak in front of the class, and then they repeat what I said.

Drilling was the strategy used by T2 and T3. According to them, drilling strategy can build students' speaking skills. By the teacher saying sentences several times, which are then repeated by the students, students can add new vocabulary. This drilling strategy can also increase students' self-confidence.

d. **Interview**

T2 also used interview strategy when teaching speaking, she used this strategy to find out more about the extent of students' development in speaking, in the interview she said:

> In teaching speaking, I frequently employed interview strategy to discover more about the abilities of students were in speaking English. I ask students several questions, for example I ask their hopes for the future, and

also at the end of the learning process, and I always ask their responses to the material that has been studied.

Based on the results of the interview, T2 used interview as a strategy for teaching speaking in class. The teacher asked questions about what they have learned, and students have the opportunity to answer questions based on their own knowledge. This strategy was able to build students' critical and creative thinking abilities and also can build students' confidence, students can speak freely and they can express their opinions freely and creatively.

B. Discussion

The aim of this research was to investigate the strategies used by teachers to overcome students' problem in speaking. This section presents a discussion of the researcher's findings. After the researcher conducted research, the researcher found that students faced several problems when learn speaking. The challenge is uneven student involvement in the classroom. A minority of students exhibit enthusiasm when engaging in educational activities. Lack of vocabulary knowledge and students' insecurity or shyness, along with their fear of pronouncing words incorrectly in English, are further barriers. To overcome the problems that occur, the teachers used some strategies when teaching speaking. That was found that the strategies they used were: picture describing, role play, drilling, and interview.

The use of the picture describing strategy in teaching speaking involves students actively in the teaching and learning process. A picture can inspire students to describe what they observe. Solahudin (2009) found that picture

describing helps students develop their imagination and create stories in English. Students can express their feelings and ideas based on the pictures they describe. The picture describing strategy can make students hone their speaking skills by focusing on observing and describing pictures. The use of picture describing in teaching speaking can also improve students' vocabulary mastery. Apart from that, this strategy can make learning more interactive and interesting for students.

In practice, T1 before entering class has prepared pictures as learning media that are appropriate to the learning topic. Before starting to apply the picture describing strategy, she gave a brief explanation regarding the topic to be studied. Then she gave students time to look at the picture carefully before describing it. Students will take turns describing the picture using vocabulary and sentence structures they have mastered. After that, T1 will provide feedback on the students' ability to describe images. With good implementation, picture describing can be an effective strategy in improving students' speaking skills.

The next strategy is role-playing strategy. The use of role play strategy allows students to interact in situations they may experience in everyday life. This strategy is very effective because it involves students actively speaking in conditions that are almost similar to real life. In other words, role-playing is an example of learning through practice where students are actively involved in activities where they can imagine themselves in certain situations outside the classroom and sometimes play someone's role and use language depending on the environment (Jannah, Salija, & Basri, 2020). The use of role play strategies can expand students' vocabulary because students play roles in various situations that

they act out. Apart from that, role play strategies can increase students' motivation because they have to be active in the roles they play. Thus, the use of role play strategies in teaching speaking is effective in improving students' speaking skills.

In practice in class, teachers divided students into several groups. Each group creates a dialogue based on the topic they are studying which they will then present in front of the class. This role play strategy is very useful for knowing students' pronunciation levels and their vocabulary mastery. And it is hoped that the application of role play strategies can make students understand the topics they are studying.

The drilling strategy is a method of teaching speaking that emphasizes practice repeatedly. Students can improve their pronunciation and expand their vocabulary by using the drilling strategy. According Mislina (2023), drilling can improve students' vocabulary, allowing them to understand English better, and it can boost students' motivation to learn English. The teacher can be the instructor or they can use audio to carry out the drilling strategy. Once the teacher says a phrase or sentence, the students must repeat it back alongside the teacher. By employing this drilling strategy, students are able to expand their vocabulary, focus on specific word intonation, and learn proper pronunciation.

The interview strategy can help students think creatively. Using interview strategy can help students develop critical thinking and confidence when speaking English because students have to answer questions directly in English when the teacher asks them. According to Asraf (2021), using interview strategy can boots

students' confidence in speaking. In addition, the interview strategy effectively enhanced EFL students' speaking skills, enabling them to participate more actively in learning activities and boosting their confidence when communicating in English (Idham, Baagbah, Mugair, Feng, & Al Husseiny, 2024). The teacher can ask several questions related to the material being taught. In this way, teacher can assess students' understanding of the material and support them in using English during the learning process.
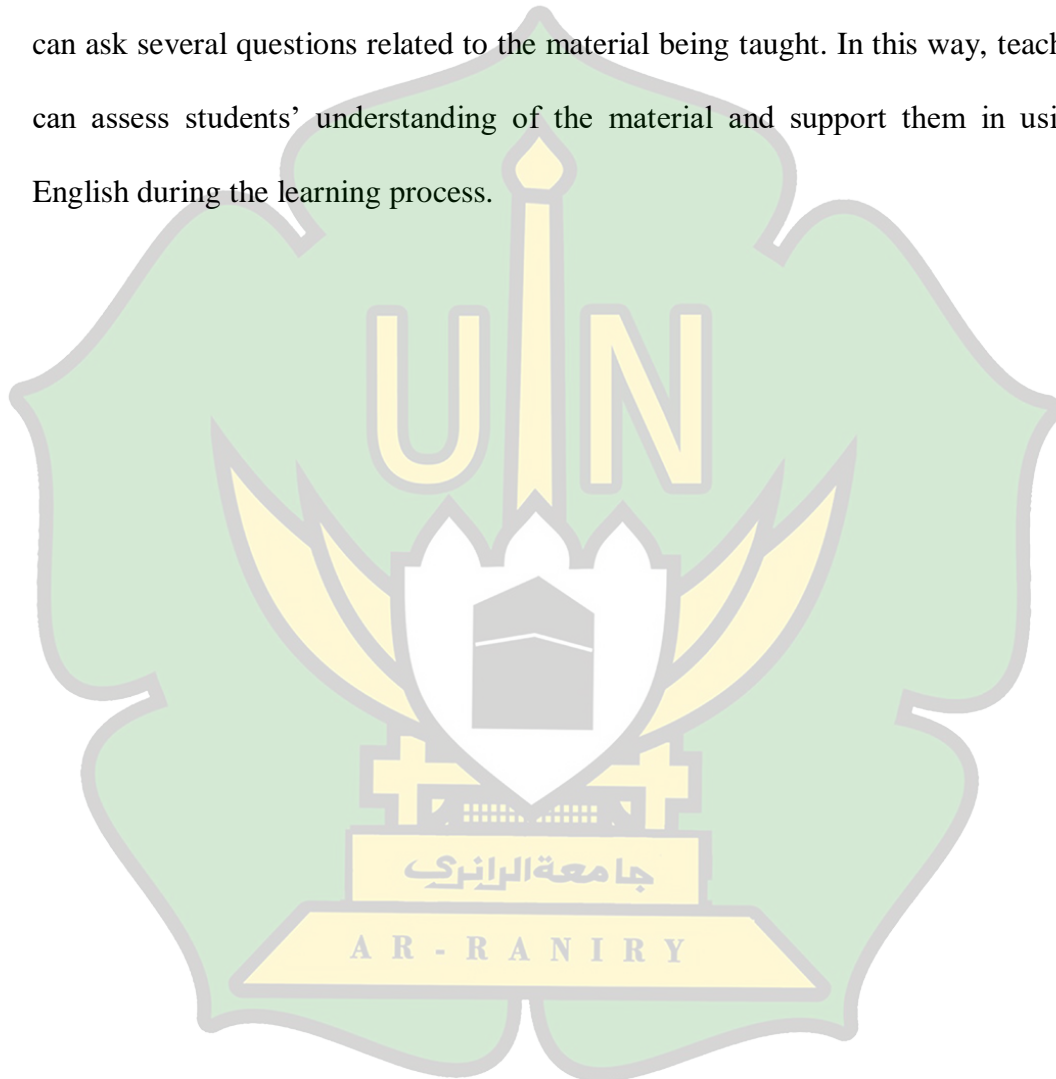
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher explains the conclusions and suggestions related to the strategies used by teachers in teaching speaking. The conclusions contain the essential points of the research which are formulated based on the research findings and discussion, while the suggestions are addressed to English teachers, students, and future researchers.

A. Conclusions

This research focuses on the strategies used by teachers in teaching speaking to overcome students' problems. Based on research findings, students' faced several problems when learning speaking, including lack of vocabulary and lack of self-confidence. To overcome students' problems that occur, teachers used strategies when teaching speaking, there are: picture describing, role play, drilling, and interview.

Using picture describing strategy in teaching speaking involves students actively in learning speaking. The use of picture describing strategy in teaching speaking involves students actively in learning to speak. Students can improve their vocabulary mastery by using picture describing strategy. The use of pictures in speaking learning strategy can develop students' imagination and students can express their ideas through the pictures they describe.

Another effective strategy in teaching speaking is role-play. The use of this role-playing strategy is very useful for training students' self-confidence. Role-

play allows students to interact in situations that they might experience in everyday life. And also this role-playing strategy is very useful for knowing the extent of students' vocabulary mastery.

Drilling strategy is a method of teaching speaking that emphasizes repeated practice. The use of drill strategies can train students' vocabulary and pronunciation mastery. Drilling is very useful for making students focus when learning English speaking. Meanwhile, the interview strategy can train students to think creatively. Students answer questions from teachers using English so that students develop critical thinking and increase self-confidence.

The teacher's implementation of the strategy is highly appropriate for the eighth-grade students at SMPN Ulumul Qur'an Pidie Jaya and MTsN 2 Pidie Jaya. It is easier for students to understand and actively participate in learning when these four strategies are used. The use of these four strategies can overcome students' problems in learning speaking.

B. Suggestions

Based on the research results presented in the previous chapter, the researcher provides several suggestions. The researcher hopes that these suggestions will be useful for English teachers, for students, and for future researchers.

1. For English teachers

In particular, teaching English is not an easy task. To keep students engaged and prevent them from becoming easily bored in class, teachers need to

determine the best teaching strategy. To encourage students to speak English and to ensure that they don't feel embarrassed to do so, teachers must also help them develop their self-confidence.

2. For students

Speaking English is not easy. Students should always practice speaking in English. Additionally, students should participate actively in class, seem confident when speaking in English, and not be timid or afraid.

3. For future researchers

The scope of this research is restricted to the strategies that teachers employ to teach speaking. The benefits and drawbacks of the strategies teachers employ in teaching speaking can be investigated in more detail. It is therefore anticipated that this research will serve as a helpful resource for other researchers who might be interested in carrying out the same investigation in the future.
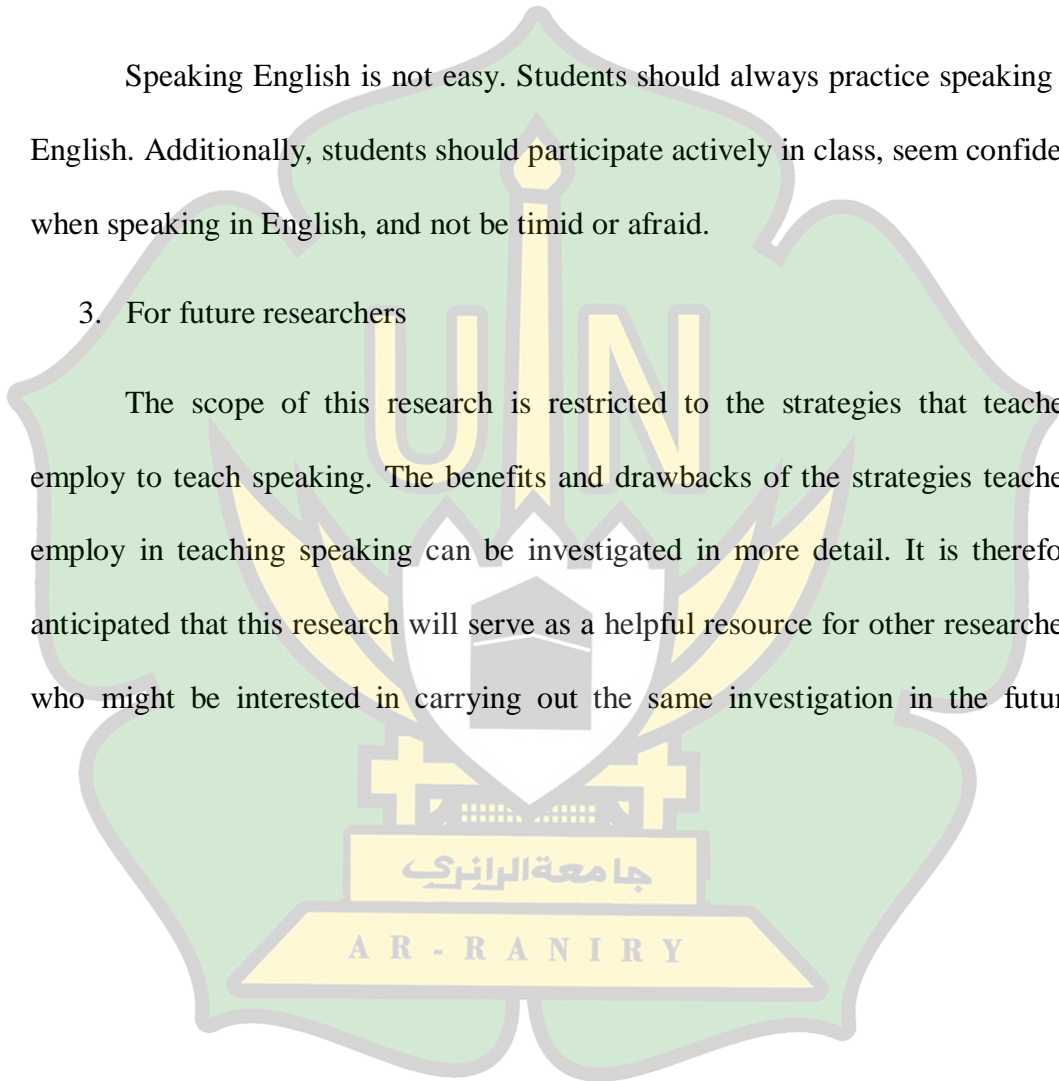
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APPENDICES

Appendix A: Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2049/Un.08/FTK/Kp.07.6/02/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU :
Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-6654/Un.08/FTK/Kp.07.6/06/2023

KEDUA :
Menunjuk Saudara :

1. Prof. Dr. Luthfi Auni, M.A — Sebagai Pembimbing pertama
2. Fithriyah, S.Ag., M.Pd — Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama : Fera Farika
NIM : 190203070
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teachers' Strategy In Teaching Speaking

KETIGA :
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT :
Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA :
Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM :
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 15 Februari 2024
Dekan,

Safrul Muluk

Tembusan :
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B: Recommendation Letter from the *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-3528/Un.08/FTK/TL.00/5/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

 1. Kepala MTsN 2 Pidie Jaya
 2. Kepala SMPN Ulumul Qur'an Pidie Jaya

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **FERA FARIKA / 190203070**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Tungkop

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teachers' Strategies in Teaching Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 03 Mei 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 06 Juni 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter from MTsN 2 Pidie Jaya

KEMENTERIAN AGAMA RI
KANTOR KEMENTERIAN AGAMA KAB.PIDIE JAYA
MADRASAH TSANAWIYAH NEGERI 2 PIDIE JAYA
Jl Tgk. Chik Pante Geulima Meureudu Telp. (0653) 51174

NSM	1	2	1	1	1	1	1	8	0	0	0	1

SURAT KETERANGAN PENELITIAN

Nomor : B.173 /Mts.01.20/I/PP.00.5 / 05 /2024

Kepala Madrasah Tsanawiyah Negeri (MTsN) 2 Pidie Jaya Kabupaten Pidie Jaya dengan ini menerangkan :

Nama   : **Fera Farika**
NIM   : 190203070
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar yang namanya tersebut diatas telah mengadakan Penelitian / mengumpulkan data pada MTsN 2 Pidie Jaya Kab. Pidie Jaya pada tanggal 07 s.d 08 Mei 2024 dalam rangka penyusunan skripsi dengan judul : *"Teachers' Strategies in Teaching Speaking"*

Demikian Surat Keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan seperlunya.

Meureudu, 08 Mei 2024
Kepala,

Dr. Erianti, S. Ag. M. Pd
NIP. 197306261999052003

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Appendix D: Confirmation Letter from SMPN Ulumul Qur'an Pidie Jaya

PEMERINTAH KABUPATEN PIDIE JAYA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI ULUMUL QUR'AN PIDIE JAYA
Jln. B. Aceh – Medan Komplek Kantor Bupati Desa Reungkom Kecamatan Meureudu Kabupaten Pidie Jaya
Email : smpuqpijay@gmail.com Kode Pos 24186

SURAT KETERANGAN
Nomor : 421.3/062/smpnuq/ 2024

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP)
Negeri Ulumul Qur'an Pidie Jaya Menerangkan bahwa :

Nama	:	FERA FERIKA
Nim	:	190203070
Fakultas	:	UIN AR-Raniri B. Aceh
Jurusan	:	Tarbiyah dan Keguruan
Judul Skripsi	:	TEACHERS' STRATEGIES IN TEACHING SPEAKING

Yang bersangkutan telah melakukan Penelitian di Sekolah Menengah Pertama
(SMP) Negeri Ulumul Qur'an Pidie Jaya Pada Tanggal 13 Mei 2024 s/d 15 Mei
2024 .

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana
mestinya.

Meureudu, 30 Mei 2024
Kepala SMP N Ulumul Qur'an Pidie Jaya

MULIADI, S.Pd, M.M
Nip. 19810307 200604 1 006

Appendix E: Interview Guideline

1. What problems do students often face when learning speaking?
2. Do you use any particular teaching strategies when teaching speaking?
3. What strategies do you often use?
4. How do you implement these teaching strategies?
5. When you use the strategies, are students motivated in speaking English?

AUTOBIOGRAPHY

1. Name : Fera Farika
2. Place/Date of Birth : Banda Aceh/ 04th January 2001
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Adress : Tungkop, Darussalam, Aceh Besar
7. Email : 190203070@student.ar-raniry.ac.id
8. Occupation : Student
9. Parents
   a. Father's Name : Mustafa, AG
   b. Mother's Name : Yusalmi
   c. Father's Occupation : PNS
   d. Mother's Occupation : Housewife
   e. Address : Rhieng Mancang, Meureudu, Pidie Jaya
10. Educational Background
    a. Elementary School : SD MNS Kota Meureudu
    b. Junior High School : MTsN 2 Pidie Jaya
    c. Senior High School : SMAS Darussa'adah
    d. University : UIN Ar-Raniry Banda Aceh