

Exploring Teachers' Strategies in Teaching English Speaking Skill (A Case Study at SMP Negeri 12 Malang)

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Abstract

The teaching strategies have a significant impact on the students' understanding in a process of learning. This study aimed to investigate the teachers' strategies and problems faced by the English teachers in applying the strategy especially in teaching English speaking skills at SMP Negeri 12 Malang. The study involved three English teachers as participants of the study. This research design was qualitative research of case study. Based on the end of the result, it was discovered that there were some strategies that the English teachers used in teaching English speaking skills. The strategies that the English teachers used are the active learning method which combines with role-play strategy and the expository learning method which combine it with the drilling strategy. Besides those strategies, the teachers also have another technique to solve any problems in conducted speaking class such as lack of vocabulary, lack of confidence in speaking English and pronunciation problem. To overcome this issue, each of the English teachers has different techniques in solving this problem.

Keywords: Teachers' Strategies, Teaching Speaking Skills

INTRODUCTION

In teaching language it is more often than not known with the terms "dialect aptitudes" and "dialect components". The dialect components are elocution, push, beat and pitch, language structure or structure, and lexicon. Ordinarily Tuning in and perusing are alluded to as responsive capacities, and composing and talking are respected as profitable capacities. To realize the required comes about, the English dialect aptitudes instructing methodology must be balanced agreeing to each skill. In English instructing, talking action must center on how to help understudies to utilize and to communicate in English Richards (2009). Talking is one of the English aptitudes which troublesome for the understudies mostly. For illustration, their lexicon is limited, so talking uproariously may affect their self-confidence. There's no

comfortable environment within the classroom, which makes understudies not center on the course or indeed more.

As stated by Brown (2006) there are a few highlights that make talking a troublesome dialect ability, They cover clustering, repetition, decreased shapes, execution variable, colloquial dialect, rate conveyance, push, cadence, the pitch of English and interaction. To communicate in a foreign language and share the data with other people, a speaker should find the foremost suitable expressions and exact linguistic use. Talking may be a crucial capacity that remote dialect learners need to ace well. So it is the duty of the teachers' to compose the understudies to have great talking aptitudes. Thus it can be said that the learning procedure could be arrange or action plan and the strategy made by the instructor is balanced to the most learning steps to be accomplished and laid out.

Sabri (2007) State that the procedure is aiming as a teacher's exertion in making an environment framework that empowers the instructing prepare so that the learning destinations that have been defined can be accomplished and succeeded. Therefore, instructors are required to have the capacity to organize the different components of learning, so the learning components talked about have interrelated capacities. The strategies which are utilized by the instructor must be in agreement with the condition of students' capacity. Instructors got to make appealing learning strategies that allow students to take part more. Since the instructor is the most body actualizing the learning procedure.

METHOD

This research is about qualitative case study design. A case ponder was chosen since this consider includes a reason to investigate teachers' procedures in instructing English talking aptitudes at SMP Negeri 12 Malang. As expressed by Creswell & Poth (2016) Case think about inquire about could be a subjective approach in which the examiner investigates a real-life, modern bounded framework (a case) over time, through nitty gritty, in-depth information collection. Subsequently, this ponder utilized a subjective case think about. In this think about, the analyst gets information from interviews, perception, and documentation. So that the analyst gets the information from these sources. In this investigate, information sources are inferred from the instructors in SMP Negeri 12 Malang where the analyst needs 3 instructors from the review 7 to 9-grade course.

A inquire about instrument could be a instrument chosen and utilized by the analyst in collecting information. The instrument is closely related to the strategies utilized in investigate. As stated by Sugiyono (2016) "The inquire about instrument could be a information collection device utilized to degree watched common and

social wonders." Hence, in getting the information analyst utilized two sorts of instrument particularly:

1. Observation

In this investigation, the analyst did perception to pick up the information around the exercises amid within the lesson, as for the ways analyst to do perception are: (1) the analyst plan the materials to conduct the perception such as paper, write, and a camera. (2) The analyst connect within the classroom, (3) the analyst watch teachers' techniques in educating English talking aptitudes. The analyst did perception on July 22th 2021 - July 28th 2021. In this case, the analyst watches anything is done by the English instructor related to the teaching techniques in instructing English talking abilities within the classroom.

2. Interviews

In this case, the researcher used a structured interview. In carrying out the interview process, the researcher used an interview guide (list of questions about teaching strategies). The interview used a series of questions to obtain information in response to unexpected interesting or important answers from the planned questions. The interview was carried out with the English teachers after the teaching-learning process have been done. In this part, the researcher used Google form as the media to collect in-depth information the teachers' impressions or thoughts related to the strategy used and the problem faced by the teachers.

RESULTS AND DISCUSSION

A. The final result of this observation is that there are several strategies used by teachers in the learning process according to the material used.

1. Strategies of Teacher One

According to the observation of the analyst, T1 was applying two primary techniques in instructing English talking abilities, the primary methodology was part play. This procedure is exceptionally pivotal in instructing talking since it gives understudies the plausibility to hone communication talking in distinctive social settings and totally different social parts. In expansion, it too grants understudies to be more persuaded and put themselves in another person's region. The moment procedure was dynamic learning. This approach can encourage students' engagement, upgrade significance, and improve inspiration by effectively including understudies inside their classroom and experiential learning situations. Dynamic learning includes moving a few control of the learning environment from the educator to the understudies.

By seeing the conclusion result of the perception stage, the author found that the utilization strategy of dynamic learning by applying role-play strategy. These procedures gave a great impact on students' capacity in talking and it was

demonstrated by the teacher's articulation. The instructor said that this technique can offer assistance the understudies to make strides their talking superior than some time recently. WD's explanation was too demonstrated by investigate that was conducted by Sudibyo, Wibowo, & Muhlasin (2019) from the result of investigation of the investigate, it is demonstrated that the students' score of talking instructed by utilizing role-play is way better.

This result has replied the investigate address that the utilize of role-playing in instructing talking is very successful. The utilize of role-playing can make talking and learning exercises more agreeable and curiously. It's since role-playing makes a difference the modest understudies in talk by giving an opportunity and the understudies with trouble in discussion are freed. In expansion, it is fun and most understudies will concur that satisfaction leads to way better learning. In conclusion, both dynamic learning and role-play could be a great combination technique. This method can develop students' inspiration to memorize, upgrade their talking capacities in interaction with others within the classroom and makes the instructing learning prepare more pleasant.

2. Strategies of Teachers' Two

By the use of an excellent strategy, the teacher needs to pick out a method that can attract students' interest and encourage their involvement. By inspire students' participation, they will not be bored and will be more stimulated in the course of the lesson. In this case, He used some strategies in teaching English speaking skills. The first, AN used expository Learning as the teaching technique by applying drilling methods. Learning Procedures Informative Could be a technique that emphasizes the conveyance of substance verbally handle of a teacher/instructor to learners with the purposeful that learners can ace the subject matter optimally. According to Ulit (2004), interpretive learning is known as coordinate instruction in which the teachers' part is as an data provider. Its implies the instructor gives coordinate instruction learning by clarifying the learning material. Based on those clarifications over, the researcher assumes that the interpretive learning strategy could be a learning strategy that emphasizes the method of conveying fabric verbally from a instructor to a bunch of understudies with the purposeful that understudies can comprehend the fabric ideally. At that point by applying one of the penetrating procedures. This may be utilized for the introduction of modern lexicon and can be valuable for articulation classes. Dialect learners basically rehash what the instructor says or the tape recorder produces.

By seeing the advance in instructing and learning exercises, the analyst takes note that the steps in applying the penetrating strategy are by showing a exchange to

the understudies and it is the students' work to rehash as precisely as they can be based on what their educator said. Hence, the utilize of the penetrating strategy in educating talking could be a great choice in making a difference the students' authority talking English. This articulation was too demonstrated by investigate that was conducted by Aini, Khoyimah, & Santoso (2020), which said that the understudies appeared their advance and they were brave and had the certainty to come before the course and the reiteration bore made understudies more fascinated by the lesson.

Further, Thornbury (2005) said that penetrating can offer assistance the understudies to memorize something that has been learned. What they have learned through boring will be commonplace. It too can control the understudies in hone. So, on the off chance that it is executed in instructing talking, the understudies will have a controlled hone that can direct them to urge distant better; a much better; a higher; a stronger; an improved" > a much better ability in talking. So, it can be said that the more regularly the understudies rehash something, the more grounded the propensity and the more noteworthy the learning.

3. Strategies of Teachers' Three

According to the observation of the researcher, teaching speaking is having a high concern in numerous dialect programs, which is due to the ever-growing require for familiarity of English. Given this reality, educating procedures cannot be denied as a calculate impacting the educating result. In this case, the final educator chooses the methodologies that same as the moment instructor. She utilized informative and boring methods as the methodology in instructing language aptitudes in course 9-H.

In applying this strategy, AER as the instructor in course 9-H utilized a video as the media in instructing English talking aptitudes. Based on the perception comes about, there are a few steps that the educator applies. AER planning the media. Playing the learning recordings that talk about the essentials of discussion in English. She inquired her understudies to rehash the discussion together. She called a few of the understudies arbitrarily and inquired them to hone the discussion. At that point, giving a input and comment around the students' articulation.

Amid the instructing and learning exercises, all the understudies were looked so eager and dynamic in rehashing the discussion. This condition is able to make a charming classroom air and make the students feel more energized to memorize English. Encourage, the analyst takes note that amid the learning exercises most of the understudies were getting positive input and their articulation was expanded. So, it can be said that the clever learning strategy can donate a great effect on the understudies in expanding their temperament and their eagerness in learning English.

A ponder that was conducted by Pradina (2018), which examined the students' discernment on utilize of penetrating strategy in English learning, said that all the

students' discernment were great. They said that the usage of the boring strategy was great since the educator actualized it in a fun way, making the understudies cheerful and not boring when learning English talking. Assist, this inquire about found six discoveries related to students' recognition of the points of interest of the penetrating strategy within prepare of English dialect learning, they are:

1. It makes a difference the understudies articulate the words precisely and accurately.
2. It makes the understudies simple to memorize the lexicon and the meaning of the vocabulary.
3. It increases the students' vocabulary size.
4. It helps the students recall/remember the vocabulary.
5. It improves the students' speaking fluency.
6. It helps the students to be more confident in speaking.

By seeing this advance, it can be said that the boring strategy isn't as it were can improve the students' talking abilities but moreover can construct their inspiration in learning English, particularly in talking expertise capacity. This articulation was demonstrated by investigate which conducted by Taqiyuddin (2011), which claimed that the penetrating strategy has a few preferences, they are:

1. The understudies are more dynamic and pay great consideration since they are included within the handle of learning.
2. The understudies continuously hone saying the words.
3. Improving student's inspiration and aptitude in articulating English words. Based on those clarifications, it can be concluded that penetrating is successful as a way of making a difference understudies to memorize English particularly when educating words that require redundancy for advancement. The more understudies rehash the words, sentences or numbers the more they can rapidly review the meaning of the material. A. Based on the comes about of the meet made by a analyst at SMP Negeri 12 Malang, the analyst found a few issues confronted by instructors in English speaking learning in classes 7 to 9.

1. Lack of Vocabulary Mastery

Based on the meet result, the primary issue confronted by the English educator is students' need of lexicon dominance. As we know, Lexicon is central to English dialect instructing. Without adequate lexicon, the understudies cannot communicate effectively and cannot unequivocal his or her considerations through composed or talked dialect. This articulation was demonstrated by

one of the English instructors who taught in lesson 8-I that's WD. Investigate met the primary instructor on 22 July 09.05-10-25, she replied as takes after:

"Tantangan saat mengajar speaking adalah penguasaan kosakata siswa yang kurang".

"The problem when teaching speaking skills the students' lack of vocabulary mastery"

Lexicon is pivotal due to the truth as the premise of all dialects. It's the crude building pieces that we are ready to utilize to unequivocal our contemplations and concepts, share data, and get it others from all over the world. Lexicon has an critical part in examining English, particularly in learning talking skills. Based on the findings over, it is obvious that one of the challenges that instructors confronted comes from students' is the need of lexicon authority. To overwhelm this issue, it needs an successful way to create the understudies be less demanding to catch the meaning of English lexicon. In arrange to fathom this issue, the teacher incorporates a procedure to assist her understudies in expanding their lexicon dominance. Within the meet area, he replied as follows:

"Untuk mengatasi masalah pada vocabulary siswa, saya melakukan teknik yang bisa melatih siswa untuk menguasai kosa kata"

"To solve this problem, i used a technique that can give them a training in order to help them in mastering their vocabulary"

From the teacher's articulation over, the procedure that the instructor utilized to illuminate her educating issue is by preparing her students' lexicon authority. There are a few ways that can be connected by the educator and one of the procedures is by utilizing recreations such as Pictionary, scrabbled, lexicon bingo, and etc. As we know, the amusement could be a device that gives a cheerful and fun climate for the students', therefore utilizing diversions as the media within the teaching-learning handle is progressing to upgrade students' inspiration additionally offer assistance them in memorized parts of lexicon quickly.

According to Nage (2017), games has several advantages in language learning. Namely:

1. Games help the students to enrich their vocabulary.
2. Games help the students to ease the tension to speak English.
3. Playing game can increase students motivation.
4. Playing games can give appropriate and enthusiastic students' responses in class.
5. Games help to get rid of students' boredom from learning through monotonous textbooks and the style of memorizing.

A game has numerous benefits for dialect learning. It offers understudies a fun-filled and unwinding learning climate. After learning and honing unused

lexicon, understudies have the opportunity to utilize dialect in a non-stressful way. In this manner, this strategy can offer assistance them improve their lexicon dominance quickly.

2. Lack of Confidence in Speaking English

In truth, these two common issues can bring them certainty when they are communicating in English. In SMP 12 Malang, the English instructors who instructed the talking lesson have moreover confronted this issue. Most of their understudies are anxious to talk English before their classmates. This articulation came from the primary instructor who instructed in 8-I course and from the moment instructor who instructed in 7-B class. Based on the meet result that was conducted on 22 July with the primary instructor, her explanation around the issue confronted is as follows:

"Masalah yang saya hadapi ketika mengajar speaking skill adalah adanya siswa yang tidak berani berbicara di depan teman-temannya".

"The problem that I faced in teaching speaking skills comes from my students who are afraid of speaking English in front of their classmates.

The other statement has come from the second teacher. This statement was obtained in the interview section that was conducted by the researcher on 26 July. His statement is as follows:

"ketika mengajar speaking masalah yang saya hadapi adalah kepercayaan diri siswa yang kurang."

"When i'm teaching English speaking skill, the problem is lack of the students' confidence"

From the meet result, it can be seen that English talking learning makes the understudies feel on edge, which can make them have a tall resistance when they attempt to talk in English. Agreeing to Priya's & Shilaja (2016), said that the individuals who don't have sufficient self-confidence in themselves will not succeed in English talking accomplishment. The need of self-confidence can influence the students' accomplishment in English talking abilities. There are so numerous perspectives that cause the understudies feeling in sure in talking English such as need of lexicon, modesty, need of planning, or need of articulation, being snickered at by other companions, and so on.

This articulation moreover was demonstrated by the inquire about which conducted by Nadila, Hengki, & Ratna (2020), which said that variables influencing the understudies need of self-confidence in talking English can be partitioned into a few variables are the understudies feel embarrassed or anxious of classmates' reactions when talking English erroneously, need of English dialect information counting need of articulation, need of lexicon, need of language structure information, scared by classmates' capacity, feeling cumbersome to talk English, being giggled at by

classmates, conjointly the need of understudies planning some time recently English course starts.

To overcome this problem, English teachers need to do a technique or strategy that help their students to increase their confidence. In this case, both of the English teachers of SMP 12 is applying the same strategy to overcome this situation. The first response comes from WD, the English teacher who taught class 8-I. The interview result as follows:

"Untuk mengatasi masalah ini, saya melatih siswa untuk berani aktif berbicara di depan teman temannya"

"To overcome this issue, I trained the student to be active in talking to his or her friends"

While the second respond was come from AN, the teacher who taught class 7-B. His answered is follows:

"Untuk mengatasi rasa kurang percaya diri siswa, saya meminta mereka untuk mencoba berlatih dengan teman"

"To overcome the students' lack of confidence, I asked them to try practicing with their friends"

By seeing the interview result, both of the teachers are have the same strategy in helping their students to enhance their confident in speaking English. By conducting kinds of treatments like this, it going to help their students to enhance their motivation and also makes them get more interested in learning speaking class with their fellow students. By using this technique, the students are allows to explore lots of strategy that can help them in improving both their speaking abilities and also enhance their confident in speaking English.

3. Pronunciation

In this case, AER as the English teacher in SMP Negeri 12 Malang also faced this common issued during the teaching and learning activities. According to the data interview on 28 July, She said that:

"Dalam masa pandemi tentunya tantangan mengajarkan sepaking makin lebih besar. Kita akan sulit sekali untuk mengecek apakah semua siswa kita ini sudah memahami dan mengucapkan kosa kata dengan benar atau tidak. Yg mana juga berdampak pada rasa kepercayaan diri mereka dalam melakukan kegiatan oercakapan dengan teman sebaya atau orang lain"

"During a pandemic, of course, the challenge of teaching speaking is even greater. We will find it very difficult to check whether all of our students have understood and pronounce vocabulary correctly or not which also has an impact on their confidence in carrying out conversation activities with peers or other people"

Based on the information meet over, it can be concluded that the English instructor said that students' challenges in elocution is affecting their certain in talking English.

This case for the most part happen since most of the Indonesian understudies examined the English words based on the way it is composed. Concurring to Rafael (2019), there are a few components that cause the Indonesian students' articulation mistake in talking English. Agreeing to inquire about, there are 3 fundamental components, they are:

1. Interference mistake. Impedances blunder could be a kind of figure that cause by the impact of the students' mother language or the mother tongues and the primary dialect acquisitions.
2. Intra- dialect mistake. This kind of mistake is reflected within the characteristics of understudies who need the rules of English. The mistake is since the subjects are stressed around making botches when saying certain words, they feel humiliated in saying these words, they gotten to be anxious that they will be snickered at and perplexed of being criticized by the master.
3. The third caused was formative mistake. The formative mistakes due to the subjects' English information. It happens since the subjects have the constrained information of lexicon information.

Based on the clarification over, it can be said that English articulation is one of the foremost vital sub-skills in talking expertise. Talking without considering the articulation will cause distinctive translation in meaning among the speakers and audience members. There are numerous misconception within the meaning of the words talked caused by the mistakenly and wrongly elocution. Hence, here WD as the English instructor who experienced this issue, she tries to illuminate the students' articulation issue by conducting the virtual assembly or by giving the understudies more curiously recordings learning. This is often based on the AER's articulation, which said:

"Untuk mengatasi masalah siswa, saya berusaha untuk mengadakan kegiatan virtual meeting. Walaupun kita tau bahwa akan banyak keterbatasan yg harus dilampaui, seperti kuota dan tidak semua siswa memiliki akses akan smartphone. Jika tidak mungkin saya akan memberikan lebih banyak video pembelajaran menarik yg tepat sasaran".

"To solve the students' problem, I'm trying to hold a virtual meeting. Although we know that there will be many limitations that must be overcome, such as quotas and not all students have access to smartphones and if it is not possible I will provide more interesting learning videos that are right on target".

Agreeing to the meet result with AER, the most issue confronted these days is social separating amid the widespread of COVID 19 where the instructor cannot meet the understudies straightforwardly. This kind of condition leads the instructor to be

stricter in given great guidelines media that can be actualized within the students' house. Hence, other than conducting the virtual assembly, she moreover utilized more curiously recordings as the media in teaching talking. By utilizing an curiously video within the classroom, it is incredibly programmed pulls in students' consideration, so it makes the classroom exceptionally intelligently for dialect learning and challenging to observe because it appears them how individuals carry on whereas utilizing the target dialect they are learning and by utilizing the video, the understudies not as it were tune in to the articulated word, but they too observe how to articulate it accurately and offer assistance their elocution capacity progressively.

C. Discussion

Based on the data finding that collected from all teachers in SMP 12 Negeri Malang, the researcher found several strategies that all of the teachers applied in their teaching and learning activities. In language learning, strategy is very important. In this case, using an appropriate strategy in the teaching-learning process is going to help the students begin to understand the process of learning and also help the students to bypass their areas of weakness and to perform at the level at which they are capable.

As expressed by Oxford (2003), procedures make learning simpler, quicker, more agreeable, more self-directed, more viable, and more transferable to unused circumstances. In expansion, learning techniques can too empower understudies to end up more free, independent, and long lasting learners. Agreeing to those clarifications over, it can be said that the methodology or educating strategy is one of the components that must exist in learning exercises since to attain learning targets and to create students' capacities, a successful strategy is required.

The utilize of educating techniques or strategies must be able to make interaction between understudies and instructors so that the learning handle can be carried out ideally. In this case, all the English instructor in SMP 12 Negeri Malang, utilized a few methodologies in instructing English talking aptitude, to be specific dynamic learning which combine with role-play methodology and informative learning which combine with boring methodology.

Through these sorts of methodologies, the understudies may hone more talking within the classroom in an air where they feel comfortable talking up. As expressed by Paul (2003), presenting and honing designs in ways that feel important to the children, such as recreations, in conditions where the children truly need to specific themselves and through personalization. Hence, by giving parcels of hone to the understudies, it can offer assistance them in improving their talking expertise capacity and it is one of teachers' consider in applying the methodologies in educating talking.

Active learning which combining with role play strategy is a the first strategy that used by WD as the English teacher in 8I grade class. As stated by WD "since it can prepare understudies to think fundamentally and work together" Dynamic learning is the educating method that the educator utilized in instructing English talking expertise. Dynamic learning may be a prepare that has understudies learning at its middle. Dynamic learning centers on how understudies learn, not fair on what they learn and the students are empowered to think difficult instead of latently get data from the educator. By utilizing a dynamic learning, the understudies play an critical portion in their claim learning handle which can construct information and understanding in reaction to openings given by the instructor.

In this case, WD combines the dynamic learning and role-play methodology in instructing English talking aptitudes. Said that recreation and part play can be utilized to energize common verbal familiarity or to prepare understudies for particular circumstances, particularly where they are examining English for particular purposes. Assist, David (2003) expressed that part play is a fabulous technique for talking within the moderately secure environment of the classroom. In expansion, Maulidar, Gani, & Somad (2019) stated that role play could be a learning movement that ought to be fitting for understudies and social culture encounter since the action ought to allow learners openings to utilize dialect they know and ought to begin with basic exchanges some time recently moving on to more progressed interaction.

Based on those articulation, it is appear that the combining methodology that utilized by WD in educating talking expertise may be a fitting way to move forward students' talking capacity which both dynamic learning and part play technique empower understudies to prepare their talking capacity to confronted communication in genuine life. Following procedure is descriptive learning strategy which combining with penetrating technique. The descriptive learning show is such a coordinate clarification from speaker or educator to the understudies.

Subsequently, strived understudies capacity or the capacity for interpretive learning demonstrate is tuning in capacity well. Rast in Heryadi and Sundari (2020), said that the useful tuning in capacity needs concentration focusable, understanding phonetic and nonlinguistic, tough brainpower, understanding, confirmation, and react the procured data. This implies that in tuning in exercises, an individual must actuate his or her intellect to be able to recognize the sounds of dialect, get it, and decipher their implications so that the message passed on by the speaker is captured.

Therefore, the utilized learning show each should have the directions and nurturant impact it implies that guidelines affect bargains with the accomplishment of learning objectives as the effect of the learning utilized show. In this case, both AN and AER as the English instructors select descriptive learning which combines with

boring technique in instructing talking aptitude for class 7 and course 9. For the primary educator is AN. In this case, AN utilized exchange as the media in applying the boring strategy technique. Based on the perception result, the steps are:

1. The teacher prepare the learning material
2. Students heard the dialogue
3. Students repeat the dialogue altogether and individually
4. The teacher pays attention and giving feedback about the students' pronunciation.

While the second teacher is AER. In applying drilling method, she used video as the media in teaching English speaking skill. The procedures are as follows:

1. The teacher preparing the learning media
2. Playing the learning videos
3. The teacher calls some of the students to repeat the conversation together
4. She called some of the students randomly and asked them to practice the conversation.
5. Giving feedback and comments.

Based on the interview result, both AN and AER gave a statement about the reason why they choose drilling as the strategy in teaching English speaking skills. The first statement was carried out by An:

"Menurut saya, drilling paling mudah dilakukan baik guru maupun siswa."

"according to my opinion, Drilling is the easiest way for both teachers and students to use."

The second statement was carried out by AER. Her statement as follows:

"Saya menggunakan drilling karena menurut saya pada usia mereka, siswa butuh untuk diajarkan pengulangan kata yang diucapkan secara benar. Diharapkan dengan cara tersebut akan membuat mereka mengingat bagaimana cara mengucapkan beberapa kata tersebut dengan benar."

" i used drilling because at their age, the students need to be taught the repetition of the English word correctly. By this way, it is hope can make them remember about how to pronounce some of the English word coreectly".

By seeing the teacher's articulation over it can be said that penetrate moreover gives the instructor an opportunity to check each student's discourse. Encourage, the utilize of bore by the educator in learning verbal dialect triggers the learners the opportunity to hone phonological and syntactic components of dialect. As expressed by Brown (2004) claims that Drills offer understudies an opportunity to tune in and to orally rehash certain strings of dialect that will posture a few phonetics difficulty-either phonological or syntactic.

In expansion, Concurring to the teachers' and the experts' articulation over, it is demonstrates that drills was viable to be utilized as the discretionary educating

procedure within the exertion of creating the students' talking ability, especially at the understudies of the auxiliary levels. Assist, the utilize of bore technique moreover can energize and giving the advancement of students' English ability particularly in both tuning in and talking aptitudes. Based on the oxford's hypothesis that utilized in this think about, dialect learning methodologies is isolated into two primary categories. The categories are as takes after:

1. Direct strategy

Coordinate methodologies are of help to the learners since they offer assistance to store and recoup data. These procedures offer assistance learners to produce dialect, indeed when there's a information crevice. They moreover offer assistance learners to get it and utilize the unused dialect. Coordinate procedures are classified into the taking after:

a. Memory Methodologies is utilized to enter modern data into the memory capacity and recover it when communication is required: for illustration, gathering, speaking to sounds in memory, and utilizing physical reactions for organized seeing. The memory procedure is based on straightforward standards, such as orchestrating things in arrange, relating and investigating. When learners confront the challenge of lexicon learning, these standards will be embraced. Words and expressions can be related with visual pictures, and visual pictures can be put away and recovered for communication. Numerous learners utilize visual pictures, but a few learners discover it simple to relate words and expressions with sounds, activities, or touch.

b. Cognitive Methodologies are utilized for connecting, examining, and classifying unused data with existing schemata. Cognitive techniques are mindful for profound preparing, shaping and changing inside mental models, and accepting and creating messages within the target dialect (e.g., rehashing, getting the thought rapidly, examining, and taking notes). The target dialect is controlled or misshaped by rehashing, examining, or summarizing.

c. Emolument Techniques incorporate methodologies such as speculating and utilizing motions. These methodologies are required to fill in any crevices within the information of the dialect, such as exchanging to the mother tongue, utilizing other clues, getting offer assistance, and utilizing equivalent words. Learners utilize emolument techniques for comprehension of the target dialect when they have deficiently information of the target dialect. These methodologies make up for their lacks in language structure and vocabulary. When learners don't know modern words and expressions, they figure the meaning. A learner brings his or her possess life encounter to the elucidation of information by speculating.

2. Indirect strategy

Backhanded dialect learning techniques work in conjunction with coordinate procedures by making a difference the learner to direct the learning handle. These techniques bolster and oversee dialect learning without coordinate engagement and are, subsequently, called backhanded procedures. Backhanded techniques are classified into the taking after:

- a. Metacognitive Methodologies are strategies utilized for organizing, arranging, centering, and assessing one's possess learning: e.g., connecting modern data with as of now known data, looking for hone openings, and self-monitoring. Oxford (1990) gave the taking after definition of metacognitive procedures: "actions which go past simply cognitive gadgets, and which give a way for learners to arrange their possess learning process". The subcategories into which metacognitive procedures were separated incorporate centering, orchestrating, arranging and assessing one's learning, which makes a difference learners to arrange their dialect learning in an effective way.

Centring one's learning is indivisibly associated with embracing a center on learning errands such as consideration to particular language-related points of interest. Course of action and arranging of one's learning relates to the productive organization of the consider space, buying a word reference, finding out the ways in which dialect is learnt. Assessment of learning includes the learner's cognizant taking note of mistakes that he or she makes, and doing remedial work not to rehash those botches in future.

- b. Full of feeling Procedures are utilized for dealing with sentiments, demeanors and inspirations: e.g., bringing down uneasiness by the utilize of music, empowering oneself, and examining sentiments with others. Full of feeling components, such as feeling, state of mind, inspiration and values, impact learning in an imperative way. Three sets of techniques are included in this bunch: bringing down uneasiness, self-encouragement, and taking own's passionate temperature.

Social Strategies are used for facilitating interaction by asking questions and cooperating with others in the learning process: e.g., asking for clarification, cooperating with others, and developing cultural understanding. C. Social techniques are exceptionally vital in learning a dialect, since dialect is utilized in communication, and communication happens between individuals. Three sets of methodologies are included

in this bunch: inquiring questions, participating with others, and empathizing with others. According to the hypothesis over, the investigate finding, with respect to the procedures utilized in instructing talking are in line with the Oxford's hypothesis. It is demonstrated by the methodologies utilized by the English instructors in SMP 12 Malang which has a place to one of the sorts of learning techniques specifically dynamic learning combine with role-play and dynamic learning combine with the penetrating strategy. In any case, the analyst found sorts of learning exercises to be specific narrating, talk, and interviews.

CONCLUSION

Based on the result finding and discussion, it was discovered that there were some strategies that the English teachers used in teaching English speaking skill. The strategies that the English teachers used are active learning method which combine with role play strategy and expository learning method which combine it with drilling strategy. The writer concluded that the strategy used in teaching speaking are in line with the Oxford's theory. It is proves by the result of this study which belongs to one of the strategies based on the oxford's theory namely indirect strategy, which focuses on metacognitive strategy. Although the teacher used same learning strategies, but they had different activities in using the strategies. All the strategies that used by the teachers belongs to some of the good techniques that should enhance students English' speaking skill. Each of technique that teachers hired in teaching speaking help students in gaining knowledge of speaking skill proficiency, pronunciation, intonation, and fluently.

Further, besides those strategies, the teachers also have another technique to solve any problems in conducted speaking class such as lack of vocabularies, lack of confident in speaking English and pronunciation problem. To overcome this issue, each of the English teachers have different techniques in solving this problem. For the first teacher is WD. During the teaching learning process, she notices that her student facing one of the speaking problem namely lack of vocabulary mastery. To overcome this problem, WD gives a technique that going to help her to train her students in enhancing their speaking skill ability and the strategy that possible used by WD is a game strategy. The game can be form like Pictionary, scrabbled, vocabulary bingo, etc.

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