**ANALYSIS OF TEACHER’S STRATEGY IN TEACHING
SPEAKING SKILLS TO STUDENTS AT MA
MODERN NURUL-AMIN**

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 Mukhlisin

 Muhammad Yassin

Dewi Ismu Purwaningsih

Nahdlatul Ulama University of West Kalimantan
 muhammadyassin369@gmail.com

**Abstract**

English is an imperative skill to understand because it has a dominant part in almost the current field in globalization contexts such as in media, technology, science, business, and education. This study was conducted to know the strategies were used by the teacher in teaching speaking skills to students at MA Modern Nurul-Amin Kubu Padi.The subjects of this research were students and the English teacher at MA Modern Nurul-Amin. In conducting the research, the researcher constructs a descriptive qualitative approach. Then, the data were collected through observation checklist, field note and interviews, as well as by questionnaires. The observation checklist and field note were conducted at MA Modern Nurul-Amin during the learning process. Meanwhile, the interviews were conducted with students and the English teacher. Additionally, the questionnaires were distributed to students and the English teacher as the additional or a proponent data of the research. Then, the data were analyzed qualitatively. The findings showed that there were several strategies used by teacher in teaching English speaking skills, the strategies were debate, speech, English class conversation, role play, and group discussion. Moreover, the mostly strategies used by teacher was debate, speech, English class conversation, and group discussion in different level.

*Keywords* : *Teacher’s Strategy, Students’ Speaking Skills, Analysis of Teaching*

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**INTRODUCTION**

English is the language used by people in several countries as their first language or second language. English is also one of the international languages that is widely spoken/used in various parts of the world. Therefore, English is very important for students to learn or master because by mastering English students can easily communicate with people from different countries. Arbryan, in Tampubolon and Hendrety (2020) argued that English is a tool for communicating in speaking skills and writing skills to convey ideas or complaints. English language skills are also a language that is difficult to learn for beginners but is very useful if they are already proficient in English, besides that by knowing English, we can also easily communicate with foreigners and this can make it easier to deal with them for certain needs or goals. Without language, maybe people will find it difficult to do something, because language is a tool for interacting with other people. As Watkins has stated in Gamara (2019) that "one of the main uses of language is to build and maintain social relationships'' "Language is also used to share or convey information". Therefore, learning English is very important so that we can communicate well and wisely, not only with insiders but with foreigners to share various information.

In Indonesia, in learning English one of the goals is to develop skills in using the language itself, there are four skills that can be developed in learning English such as reading, writing, listening and speaking. These four skills are very important to master such that mentioned by Saliha (2017) in her thesis mentioned that one of the four skills, speaking skill is a skill that has an important role because it is a tool for communicating with other people. In other words, spoken English is the most important aspect because speaking skills are needed to be able to expand in the fields of business, association, and education. In addition, spoken English is a person's skill to be able to interact easily and effectively in conveying information to others.

 Even so, to acquire speaking skills effectively and fluently is not easy as mentioned by Prabawa (2016) in his thesis that speaking skills are a skill that is considered difficult to master because it requires great effort and preparation in order to produce or acquire those skills. However, the students sometime feel embarrassed and afraid when asked to speak English on the grounds that they don't have good pronunciation, lack of vocabulary and good language structure. Therefore, students feel doubtful or worried about trying to practice speaking English. In addition, Harmer (2007) mentions in his book *''The Practice of English Language Teaching''* He argues that if students want to have the ability to be able to speak English they must be able to pronounce phonemes correctly, using appropriate patterns of stress and intonation, and communicate in related utterances. Therefore, students should learn these speaking skills well without any doubts or fear of making mistakes and get used to being able to apply them outside and inside the classroom. However, to be able to apply it properly, students also need guidance from reliable and creative supervisors so that students can apply these skills better.

From this statement, the teacher's role is quite important not only to maintain the class but also to encourage, support, and build students' interest in the learning activities. In addition, it is not an easy thing for teachers to do. According to Bygate, in (Burns, Beatty, and Nunan 2015) entitled *'' Teaching English to Speakers of Other Languages ​​''* states that one of the fundamental problems in teaching foreign languages ​​is preparing students to be able to use that language. Hence, to assist learners in learning foreign languages ​​and to achieve learning objectives because learners/students have different abilities and some difficulties in using English. The teacher must have the ability to use and find the right strategy to apply in the classroom based on to the level of students and also the teacher should be able to find out the suitable strategy to increase students' interest in learning English, so as to make English not appear like a ghost during the process.

Based on the pre-research that has been done by researcher, the researcher made observations at MA modern Nurul -Amin *(Madrasah Aliyah)* which was allocated in Kubu-Padi. Based on the results of the pre-observations obtained by the researchers, MA Modern Nurul-Amin is one of the Islamic boarding school-based schools, besides that the researchers also obtained some facts or additional information from one of the teachers regarding the learning process related to several programs being developed. Specifically, at MA Modern Nurul-Amin. In addition, MA Modern Nurul-Amin is not only developing non-formal education programs as well but it is also developing formal education programs such as developing three foreign languages they are; Arabic, Mandarin and English, and two programs other than foreign languages ​​including the National Language as Indonesian, and the Regional Language as kindly Maduranes, a total is five languages ​​which have become the flagship program at MA Modern Nurul-Amin.

In addition, MA Modern Nurul-Amin is also one of the largest Islamic boarding schools, especially in the village of Kubu-Padi. Therefore, the researcher intends to conduct interviews directly with one of the English teachers at MA Modern Nurul-Amin to obtain deeper information about the student's potential. A part of that, other information obtained from the teacher's statement is that MA Modern Nurul-Amin has also participated in a speech competition at the district level and won first place, and these students have also been representatives of the Kubu-Raya at the provincial level which was held in 2010. The students at MA Modren Nurul-Amin were able to compete at a certain level by participating in a debate competition among students at IAIN Pontianak which was held in (2018). The male student level won 2nd (two). Meanwhile, the female student level won 1st (one). Apart from that, the students’ speaking skills to speak English at MA Modern Nurul-Amin is also quite good, because most of them are able to speak English well. In addition, students are able to apply their speaking skills during certain events. Therefore, the researcher initiative to conduct a research at MA Modern Nurul-Amin Kubu-Padi is to know the strategies are used by the teacher in teaching speaking skills to students at MA Modern Nurul-Amin Kubu Padi**.** The results of this study are expected to be a reference regarding to the teacher's strategy in teaching English speaking skills to students at MA Modern Nurul-Amin.

**METHOD**

In this current study, a qualitative research paradigm is taken. Then, a descriptive qualitative approach had been applied. Qualitative research is research that intends to understand the phenomena of what is experienced by the subject of research such as behavior, perception, motivation, action, and others holistically and by way of description in the form of words and language, in a special natural context by utilizing various natural methods (Moleong,2017). Meanwhile, the data collection methods were triangulated (integrated) and data analysis was inductive or qualitative in nature (Sugiono, 2017). Related to the descriptive method, Nasir stated that the descriptive method is a method of research carried out to make sense of a situation or event, as well as a relationship between the phenomena being investigated systematically, factually, and accurately (Miswati, 2023).

This recent research conducted at MA modern Nurul Amin which is located at Kubu-Padi village. The teacher and the students will be selected to be a subject of the study based on the earlier explanation in the background of the study that this school is one of the largest Islamic Senior high schools based on Islamic boarding schools which was developed five languages one of them is English skills. In this current stage, the researcher steps to collect data. Collecting data is the activity of obtaining data as intended for research purposes. The data here is a phenomenon that is directly related to the problem of study. Data collection techniques in qualitative research can be done using natural techniques, such as observation techniques, interviews, and document study. In this research, to get the data, the researcher applies observation and interview techniques.

***Figure*** ***3.4* *Stage of data collection procedures***

Data analysis

from Interview

Data analysis from Observation

Stage one:

(Direct observation)

Stage two:

Interview

Data verification through Interview

Final data both observation and interview

In data analysis of qualitative research refers to the kind of analyzing data that is very important to gain the result from the investigation (Mulis, 2019). To analyze the data, the researcher uses the theory from Miles and Huberman; data reduction; data display, and conclusion drawing/data verification.

***Figure*** ***3.5 Data Analysis Technique***

Data

Reduction

Data

Display

Conclusion

drawing

Data

Collection

**FINDINGS**

This research was conducted to answer the statement of the research problem in the background of the study which had been mentioned earlier. In this section, the outcome of research findings was concerned about the teacher’s strategy in teaching speaking skills to students at MA Modern Nurul-Amin Kubu Padi. After investigating the research, the researcher found some of data in the field by doing the observation checklist and interview the English teacher and the students to get depth an information about how the teacher applied a strategy, and how the students improve their speaking skills as well as the students’ development after learning by using the strategy. The result of the research findings was presented in the description below;

**Findings 1 of observation checklist**

In this phase, the researcher descripted the result of observation checklist to know what was done by the English teacher in teaching speaking strategies to students. From the result of observation checklist, the researcher drawn that the English teacher created the classroom atmosphere by doing some technic in teaching speaking such as he involved students actively in the learning process, assignments discussions for spe1aking, set up learning target to be achieved by students, used more than one topic in teaching speaking, etc.

**Findings 2 of field note**

After doing observation the researcher took a note, it related to the kinds of teacher’s strategy that used by the English teacher in teaching speaking skills based on the students’ need in enhancing their own speaking skills. The detail descriptions can be seen as following below:

|  |
| --- |
| ***Kinds of teacher’s strategies***  |
| 1. Debate
 |  |
| 1. English Class Conversation
 |  |
| 1. Speech
 |  |
| 1. Role Play
 |  |
| 1. Group Discussion
 |  |

Based on the result of field note above, the researcher found or took a note during the research. It can be known that the teacher at MA Modern Nurul-Amin used several strategies in teaching English speaking skills, there were: Debate, English class conversation, speech, role play and the last one was group discussion. In addition, the teacher used five strategies based the students’ level, need, and knowledge. The purpose of the teacher was to correspondence the students’ skills in understanding the lesson to be achieved because of students had different capabilities in absorb or implement the language used.

**Finding 3 of interview with the teacher**

The researcher showed the result interview outcome which was interpreted below:

1. Before doing lesson, did you give instruction to the students?

**Answer:** *“Yes, I did. because as far as I can see that students had to know the role of the lesson would be done”*

1. What were strategies you used in the learning process?

**Answer:** *“in teaching English speaking I used many strategies such as debate, English speech, conversation class or pairs conversation, group discussion, , role play”*

1. True or not, you were monitors students in the learning process?

**Answer:** *“well, I thought it was the important parts to do when the class was starting, I always walk around the class during the lesson, the aim was to make sure that my students could ask when they did not understand about the material given”*

1. What were strategies you used to improve students attention?

**Answer:** *“As usual, I made pre-the lesson as meaningful as possible and asked students to do ice breaking first such as told students’ experienced or their activities individually and gave them a simple question related to the lesson, as well as I choose the right method that suitable based on the students need and I always gave them command”*

1. What motivation did you given to students that have not perform well in English?

**Answer:** *‘’ When there were students who did not perform well in English so, I as a teacher I need to give them meaningful motivation and encourage my students to always tried their competence in learning. In addition, I also tried to give them more concern in group or individually”*

1. *How did you make students more active in learning process?*

**Answer:** *“I involved my students directly in the learning activities and stimulate my students with a simple question. Then, creating a pleasant learning atmosphere so that they felt enjoy or dis-afraid to answer or ask anything”*

1. True or not, you given awards or prizes to students perform well in English lessons?

**Answer:** *‘’ Honestly, I did not give my students reward although when they had performed well in English but, I gave him/her applause and motivated them to always improve their own skills’’*

1. What was strategy that mostly you used in teaching to increase students speaking skills?

**Answer:** *“The strategy that I mostly used in teaching English speaking skills, it based on students need were Debate, speech, pairs conversation or group discussion. Even thought, there were some of students who still embarrassed to talk in front of the class”*

1. How did you do to overcome students distrust in front of the class?

**Answer:** *“ I gave my students feedback and motivated them individually. Then, I told them that every student had the same opportunity to change their life better than before or to achieve the goal. Beside that, I asked my students to help each other and when they felt shy or afraid I asked to work together or presentation with their seatmate as well as I asked the students to practice with their seatmate first before they did the presentation in front of the class”*.

1. Related some strategies what was the aid you used in teaching?

**Answer:** *“The very important when I was teaching in class I used several aids which can help me and my students to easy understand the media or aids were projector, sound system, laptop and sometime I used the flash card media”*

**Finding 4 of interview with students**

1. Before doing the lesson, did the teacher give instructions to the students?

**Answer*:*** *“Yes, he did. my teacher always gives the lesson’s instructions to all students related what would be done during the classroom activity”.*

1. What kinds of strategies were used by the teacher in the teaching activity, especially for speaking class? Please mention!

**Answer:** *“There were some strategies used by our English teacher when he was teaching speaking skills. There were debate, English class conversation, speech, role play and the last one was group discussion”.*

1. What were strategies that mostly used by the teacher to improve students’ speaking skills if the students still get obstacles in speaking?

**Answer*:*** *“There were various numbers of teaching speaking strategies used by our teacher to teach in the classroom Debate, English class conversation, and group conversation. These were strategies that mostly implemented by our English teacher”.*

1. What did you think about the teacher’s strategy for teaching speaking?

**Answer:** *“So far, the strategies that have been used by our English the teacher have made me and our classmate curious, comfortable in learning, and felt challenging about English speaking skills”*

1. Do your speaking skills be improved against the teaching strategies used by the teacher?

**Answer:** *“I felt vey pleased to learn speaking by strategies used by the teachers. I also agreed that teachers’ strategies in the classroom helped me and my friends to be brave and easy in speaking. These strategies also motivated and encaurage me in learning sepaking”.*

Based on the answer of students above, it could be defined that they believed and capable in developing communicative skills that include the four English skills especially English speaking. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

**Finding 5 of questionnaire for students**

In this chapter also, the researcher combined a research with distributing questionnaires for students which had aimed to get accurate information. The result showed in table below:

| **Saya sangat tertarik pada pembelajaran Bahasa inggris** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 7 | 13.2 | 13.2 | 13.2 |
| setuju | 24 | 45.3 | 45.3 | 58.5 |
| sangat setuju | 22 | 41.5 | 41.5 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya dapat memahami materi speaking dengan baik** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 4 | 7.5 | 7.5 | 7.5 |
| setuju | 25 | 47.2 | 47.2 | 54.7 |
| sangat setuju | 24 | 45.3 | 45.3 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya dapat mengaplikasikan keterampilan berbicara Bahasa inggris dengan lancar.** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 7 | 13.2 | 13.2 | 13.2 |
| setuju | 24 | 45.3 | 45.3 | 58.5 |
| sangat setuju | 22 | 41.5 | 41.5 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya tertarik pada metode speaking yang guru terapkan pada saat proses pembelajaran speaking** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 3 | 5.7 | 5.7 | 5.7 |
| setuju | 27 | 50.9 | 50.9 | 56.6 |
| sangat setuju | 23 | 43.4 | 43.4 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Setelah guru menerapkan berbagai strategi speaking di dalam kelas, saya dapat meningkatkan keterampilan berbicara dengan baik** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 6 | 11.3 | 11.3 | 11.3 |
| setuju | 24 | 45.3 | 45.3 | 56.6 |
| sangat setuju | 23 | 43.4 | 43.4 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya dapat berinteraksi dengan teman dengan menggunakan keterampilan Bahasa inggris** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | sangat tidak setuju | 1 | 1.9 | 1.9 | 1.9 |
| tidak setuju | 6 | 11.3 | 11.3 | 13.2 |
| setuju | 22 | 41.5 | 41.5 | 54.7 |
| sangat setuju | 24 | 45.3 | 45.3 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya merasa gugup ketika harus berbicara Bahasa inggris di depan orang lain** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | sangat tidak setuju | 5 | 9.4 | 9.4 | 9.4 |
| tidak setuju | 2 | 3.8 | 3.8 | 13.2 |
| setuju | 24 | 45.3 | 45.3 | 58.5 |
| sangat setuju | 22 | 41.5 | 41.5 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya merasa kurang percaya diri untuk berbicara Bahasa inggris** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 1 | 1.9 | 1.9 | 1.9 |
| setuju | 35 | 66.0 | 66.0 | 67.9 |
| sangat setuju | 17 | 32.1 | 32.1 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya tidak mempunyai keterampilan berbicara Bahasa inggris yang baik, jadi saya merasa malu untuk berbicara Bahasa inggris** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | setuju | 25 | 47.2 | 47.2 | 47.2 |
| sangat setuju | 28 | 52.8 | 52.8 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

| **Saya tidak dapat menggunakan keterampilan berbicara Bahasa inggris di luar jam pembelajaran** |
| --- |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | tidak setuju | 1 | 1.9 | 1.9 | 1.9 |
| setuju | 26 | 49.1 | 49.1 | 50.9 |
| sangat setuju | 26 | 49.1 | 49.1 | 100.0 |
| Total | 53 | 100.0 | 100.0 |  |

Based on the distribution of questionnaires to students above, it can be interpreted that some of students had lots of positive responses toward their competence and to the several strategies applied by English teacher in learning speaking skills. The impact for the students, it made students were creative, active, learning, creating learner’s more positive thinking, developing learner’s self-confidence, and increasing the learner’s motivation. Hence, it was suggested that teachers use strategies of teaching speaking in accordance with students’ characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking skills.

**Finding 6 of questionnaire for English teacher**

After distributing the questionnaires for students, the questionnaires for the English teacher was distributed by researcher in order to had the same common sense of the information. The result was presented below:



Based on the tabulation above, it can be interpreted that 80%, the teacher had done or facilitated students in varieties ways in learning process. In other word, the numbers approach was done by teacher to always encourage them so that the students were able to achieve learning goals or they could implement their speaking skills in real situation. Meanwhile, there were 20% of the teacher activities that he did not really intents to do activities in his teaching.

**DISCUSSION**

In this phase, the researcher discussed the research result that had been showed above. As mentioned earlier, that Speaking skill is an oral activity carry out by people who want to say something with others. It becomes a tool to communicate and share an opinion among people in order to make relationship and change an information to each other. In Teaching speaking the facilitator or the teacher should use a variety of strategies in order to make students interest and increase the student ability with speaking English. Since speaking was very crucial aspects to be mastered.Student had a lot of opportunity to practice their speaking with the teacher mostly uses some strategies such as debate, speech, group discussion, and English class conversation. It can be enjoyable experience for both teacher and student. There were many students joined class enthusiastically. The students were able to pay more attention and improved their speaking skill being taught by the strategies. All of the strategies used in teaching learning process, especially in teaching speaking skills at MA Modern Nurul-Amin Kubu Padi. There were as following below:

The first strategy used by the English teacher was debate. The teacher used this strategy to enhance students’ speaking skills, because this strategy was able to make students improve their speaking and they could improve their self-confidence. As mentioned by O'Malley dan Pierce in Saputra, (2019) debate is one of the effective activities for speaking that encourages students to improve their communication skills. Debate is most appropriate for level students intermediate and advanced levels have been guided in how to prepare them.

Then the second strategy was role play strategy this strategy is interesting an active learning teaching strategy, role play activities are those where students are asked to imagine that they were in different situation and act. For example, students’ role play being guest at a party, travel agents answering customer question or participants in a public meeting. The students decide who is who in each group. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play strategies can improve learners' speaking skills in any situation, and help learners to interact.

And next strategy used by the English teacher was speech, the teacher used this strategy in order to assist students in speaking performance, because students will find it easier to create their ideas in real communication. According to Saputra (2019), that speech states that speech is an individual practice and practical activities.

 In addition, the teacher applied English class conversation as the strategy in teaching speaking. The teacher’s reason used this strategy was to build students’ speaking skills by interacting directly with their classmate.Teaching by using dialogue can help students to develop their conversation skill in common practice in most English classes. English has become the primary language of communication.

Then for the last strategy that used by the English teacher was group discussion. According to the teacher discussion was important to learning in all disciplines because it helps students process information rather than simply receive it. Meanwhile, the goal of a discussion was to get students to practice thinking about the course material. In this part the role of teacher becomes that of facilitator. Besides, this strategy can make students active in the learning process through cooperation among individuals in a group in problem solving of learning. In addition, group discussion was a learning process with conduct small group discussions aimed at making students had problem solving skills related to the subject matter and problems faced in everyday life.

**CONCLUSION AND SUGGESTION**

**Conclusion**

In this conclusion chapter, this research was carried out to analyze the teacher’s strategy in teaching speaking skills to students at MA Modern Nurul-Amin Kubu Padi. In conducting the research, a qualitative descriptive method was constructed by the researcher. Particularly, there were some stage of data collection procedures, including direct observation, field note, interview section and combining with distributed questionnaires both an English teacher and students and verification. After discussing many aspects in this recent research. Finally, the researcher concluded the research findings that had been found in the previous chapter.Based on the output of research, there were several strategies used by the English teacher to teach students’ speaking skills during the class activities, the strategies were English debate, speech, role play, English class conversation and the last one was group discussion. While, it was also found during the interview section that the mostly strategy used by teacher was debate, English class conversation and group discussion. In addition, in constructing lots of strategies would likely attract the students to enhance their speaking skills. It can be known from the result of the research that the students were able to have more opportunity in practicing their English speaking skills based on the students’ need. Teaching speaking strategy cannot be denied since it becomes a factor in influencing in the teaching and learning outcome. Additionally, an appropriate strategy was not only effective in improving and motivating students in speaking, but also it would help English teachers to achieve teaching goals.

**Suggestions**

After outlining the research findings and discussion, the strategy influences many aspects, such as teacher, students, and viewer. For detail, the researcher provides suggestion as follows:

1. For Teacher

Teacher suggested to be more selective to choose a suitable strategy in teaching speaking. The speaking strategies in this research can be their alternative to teach speaking. It would be better if teacher choose strategy based on what students need.

1. For Students

Students should have any alternative in learning speaking and can applicate this strategy to improve their ability in speaking.

1. For Viewer

The researcher believes that this thesis is far way for being perfect, so the researcher will accept good suggestion and constructive critics to make this thesis perfect. The researcher also hoped that this thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.

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