EFL TEACHERS' STRATEGIES IN TEACHING SPEAKING SKILL

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Abstrak

Penelitian ini bertujuan untuk mengetahui dan mendapatkan iformasi mengenai stratei yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris. Penelitian ini dilakukan dengan menggunakan deskriptif kualitatif study. Subjek dalam penelitian iniadalah 2 guru bahasa inggris di SMA Karya Sekadau. Dalam pengumpulan data, peneliti menggunakan blueprint observasi, catatan lapangan untuk mencatat hasil pengamatan dalam penelitian serta dalam teknik pengumpulan data peneliti menggunakan, observasi, quesstionnaire dan tryout untuk mendapatkan informasi yang lebih valid mengenai langkah-langkah dan strategi yang digunakan oleh guru dalam menggajar berbicara bahasa inggris. Peneliti juga menggunakan thematic analysis untuk menentukan makna dan tema dari subjek penelitian serta dapat menginterpretasi kedalam teks. Berdasarkan data, ditemukan bahwa strategi yang sering digunakan oleh guru ketika mengajar berbicara bahasa Inggris dikelas antara lain, strategi diskusi, role-play, mendeskripsikan gambar dan games. Stragegi tersebut lebih sering digunakan oleh guru agar siswa lebih aktif dalam berbicara. Kesimpulan yang dapat diambil bahwa strategi tersebut dapat diterapkan dalam pembelajaran berbicara bahasa Inggris. Dengan demikian pelajar dapat berbicara lebih aktif dalam berbahasa Inggris.
Kata Kunci: Strategi Mengajar, Kemampuan Berbicara, Deskriptif Kualitatif

Abstract

This study aims to find out and get information about the strategies used by teachers in teaching speaking English. This research was conducted using a descriptive qualitative study. The subjects in this study were 2 English teachers at SMA Karya Sekadau. In collecting data, researchers used observation blueprints, and field notes to record observations in research, and in data collection techniques researchers used, observation, questionnaires, and tryouts to obtain more valid information regarding the steps and strategies used by teachers in teaching speaking. English. Researchers also use thematic analysis to determine the meaning and theme of the research subject and can interpret it in the text. Based on the data, it was found that the strategies that were often used by teachers when teaching English Speaking in class includes role-playing, talking about games and graphics, and discussing strategies. Teachers employ this tactic more frequently to encourage student participation in class discussions. The approach is applicable to learning to speak English, thus that is the conclusion that may be reached. Students can converse more fluently in English as a result.
Keywords: *Teaching Strategies, Speaking Skill, Descriptive Qualitative*

INTRODUCTION

Teaching speaking is one of the teachings in English to practice speaking skills which is carried out by a teacher to students. Teaching speaking is very important in several aspects of teaching English because teaching speaking is a skill used in expressing ideas and messages in everyday conversations, both formal and non-formal specificlly in middle school. According to Sayin (2015) Teaching speaking is a method and steps in teaching linguistics that are used in the classroom in teaching speaking. In this case, it can be interpreted that the teaching techniques in the classroom that will be used are very important in assignments and exercises in achieving learning objectives. The teacher must also know other factors that can

influence. According to Tuan & Mai (2015) there are several mistakes in honing speaking skills that are commonly encountered by teachers. The first problem is when they want to say something in class they are not confident and afraid of making mistakes and afraid of being criticized by the teacher and others. Another factor that influences learning to speak is the teacher's strategy so teacher must be prepare strategies well for teaching activities.

Teaching Speaking skill in middle school learning English as a foreign language must be considered in achieving learning objectives. According to Harmer (2010) the important part of the teacher's task in teaching and learning activities is to ensure that the speaking activities and strategies used will help students understand exactly what they are talking about. The teaching strategy in middle school are things that must be considered by the teacher in the learning process in the classroom to achieve learning objectives. The teaching strategy used by the teacher must be able to adapt to the environmental conditions in the classroom. According to Tumanggor et al. (2018), a teacher's classroom behavior includes how they build their teaching tactics, provide the right stimuli for prompt replies, practice their newly taught responses, and increase student response rates through additional activities. Teaching speaking strategies are not only limited to procedures or stages of learning activities, but also include the arrangement of materials or learning program packages that will be delivered to students. Hakim and Yuniar (2019:131) strategies that use self-understanding and ways have close relationship with social-mediating activity and interacting with others.

In Indonesia High school, in particular, has a syllabus that students must complete. This syllabus details the learning processes relevant to the approach wish to use and how to match it to the learning syllabus. According to Mufidah (2017), might take the form of direct and direct learning strategies, where the teacher will allow students time to hone their skills after immediately engaging with them in class. This indicates that the curriculum designed expressly for learning to speak English incorporates the tactics that the teacher must present in order to effectively accomplish learning objectives. According to Kemendikbud (2013) that the offered content and the method must be modified to the curriculum in media development and encourage teacher creativity in creating content and engaging students. This can be taken to mean that in addition to the students' active participation, teachers are also expected to come up with engaging teaching strategies.

The teaching speaking strategy is a thing that must be considered by the teacher in the learning process in the classroom to achieve learning objectives. The teaching strategy used by the teacher must be able to adapt to the environmental conditions in the

classroom. According to Tumanggor et al. (2018), a teacher's classroom behavior includes how they build their teaching tactics, provide the right stimuli for prompt replies, practice their newly taught responses, and increase student response rates through additional activities. Teaching speaking strategies are not only limited to procedures or stages of learning activities but also include the arrangement of materials or learning program packages that will be delivered to students.

The previous studies have been conducted related to this research. Some researchers who conducted research are Anggreani et al. (2020) this research inviestigated about the teachers' strategies in teaching speaking and gave several question to the teacher regarding what strategies were used to increase students' speaking ability in the classroom. The research in this study used Brainstorming, Picture, storytelling, and Discussions, story telling, and role plays to see as a reference in the teacher's strategy when teaching speaking. The second researcher Ningsih (2019) have discussed about teacher and students' impression of the strategies used by teacher in teaching speaking for students with visual impairment. The finding reveal that there were three kinds of strategies in teaching speaking conducted by teacher; storytelling, role play and story completion. Another researcher Sari and Zainil (2020) have disscused to identify the strategies of teaching speaking. The result revealed that the strategies used by the teacher were discussion, simulation, and communication games. The similar Razi et al. (2021) reseacher have disscused about teachers' strategies in teaching speaking skill in improving the speaking skill of the students requires creativity in strategies. Another Similar researcher is Mulyani et al. (2022) describe about teaching strategies at high school. Teaching strategies used by the teacher in teaching speaking were role play, interview, describing the picture, and storytelling.

The previous related studies has inspired the writer to find out teachers' strategies in teaching speaking skill. This study differs from previous ones in that it employs a qualitative descriptive methodology, with indirect communication and direct observation as data collecting methods along with observation, questionnaire, documentation and recording as data collection strategies. SMA Karya Sekadau is a private school as an object of this reasearch schools that have students who achivement in english and the researcher wants to know the strategies used by these teachers. This research was conducted to the EFL teachers' strategies at SMA Karya during teaching speaking skill.

RESEARCH METHODS

Research Design

The research design is critical before beginning research since it involves the study results. The researcher proposes that the research design employed in this study be qualitative. According to (Cresswell 2014), research design is a social or human problem investigated in qualitative research, a process of understanding based on several methodological traditions of inquiry, the researcher creates language, presents facts in detail, and conducts the research in a natural environment. It denotes A qualitative research design employs qualitative approaches to analyze an issue and collect a wealth of data about a phenomena that occurs in a research setting.

This study used qualitative research as its research approach to examine the teacher's strategy for teaching speaking. The specific procedure involved in the research process is data collection, and data analysis but does not employ statistical analysis but this type portrays the research in a narrative fashion when explaining the research results (Creswell 2014). As a result, the researcher employs the descriptive qualitative technique in the design of the study to assess the strategies employed by EFL instructors in teaching speaking skill in implementing the strategy in teaching speaking at SMA Karya Sekadau.

Subject of Research

To select participants for this study, the researcher explains to them the Probability Sampling Technique, often known as deliberate sampling. This study focuses on EFL teachers who employ tactics for teaching speaking skills at SMA Karya Sekadau, where there are only two EFL teachers. Creswell (2014) defines purposeful sampling as the practice of creating samples with specified considerations. The researcher selected a sample from the population to make data collection easier. These procedures include the researcher handing out questionnaires to teachers and explaining the goal of the study to EFL teachers. According to the researcher's experience in internship activities at SMA Karya Sekadau, there are certain pupils who excel in English.

The researcher began by observing the students' speaking skill circumstances; also, the researcher obtained additional information from EFL teachers that teach at SMA Karya Sekadau on the tactics utilized in teaching speaking skill in the classroom. Based on the

researcher's internship experience at SMA Karya Sekadau, the researcher conducted an initial observation by looking at the teacher's conditions during teaching speaking activities.

The technique of Data Collection

There are several techniques that used by the researcher in this research in collecting the data, namely:

1. Direct Communication Technique

   The second major component is an observation conducted directly in the classroom. Direct observation is a form of data collection in which the researcher or research assistant directly sees the symptoms examined from an object of research with or without a specially constructed research instrument (Zuldafrial, 2012: 32). In some circumstances, the researcher employs a method to observe the subject. The researcher creates a blueprint and a field note as a technique for data collecting. They also collect data by documenting or writing what they notice during the lecture. A direct technique is used to identify the teachers' teaching styles in teaching speaking through observation and open-ended questionnaires. The researcher selects this activity to learn more about the researcher being conducted.

2. Indirect Communication Technique

   The questionnaire is the second component of this study. In this study, a questionnaire is utilized to collect data in the form of questions to be answered. The open-ended questionnaire utilized in this study was used to determine the teachers' approach. Creswell (2012) defines open-ended questions as those that allow participants to provide their own responses. The researcher explains the procedures involved in working on it to the participant and then gives the participant time to respond. The questionnaire utilized was an open-ended questionnaire, and thematic analysis was used to detect themes, build interpretations into narratives, and draw study results.

The Tools of Data Collection

1. Observation

   In this observation, the collaborators are Mrs A and Mr.Y as English teachers of SMA Karya Sekadau. In this study, researchers used observation as a data gathering

strategy. Observation, according to Arikunto (2010), is the most desired measurement approach. Observation extends beyond people to include other natural objects. The researcher records all of the activities throughout the observation using a blueprint and field notes as data collecting methods. Field notes are written observations made during or immediately after participant observations in the field that are deemed crucial to understanding the events encountered (Allen, 2017). Mrs. A and Mr. Y, English teachers at SMA Karya Sekadau, are the partners in this observation.

This observation carried out 2 times in the classroom, observations were made in classes X MIA 2 and XI IIS 3 on 23rd and 24th May 2023. Researchers have seen how the activities in the classroom and got some informations about strategies used by EFL teachers at SMA Karya Sekadau.

2. Questionnaire

This research used a questionnaire to obtain information from analyzing teachers' strategies in teaching speaking. According to Riadil (2020), a questionnaire is a tool to measure the behavior in research surveys to get answers from research participants as a data collection technique. The questionnaire is conducted to collect data on the teachers' strategies in teaching speaking, preparation, planning, and implementation, in analyzing teachers' strategies.

The reaseacher used blueprint and questionnaire to collect the data of the participant answers. This questionnaire was conducted using an open-ended question.The researcher gave the participants a questionnaire to fill out and has found information regarding the steps of teaching in the classroom as well as regarding the design of strategies used by EFL teachers.

3. Try Out Instrument

Try out is the test result of valid items that are directly used to test the hypothesis (Wati, 2018). Instrument trials are carried out to assess whether the prepared measuring instruments are great and adequate. The quality of the research is determined by the instrument, which determines if the data acquired is correct. The instrument is tested on a non-participant by the researcher. This study's non-participant is an EFL teacher at SMPK St. Gabriel Sekadau. The researcher eliminates numerous question items and uses question items based on the trials that

have been conducted. This method analyzes and assesses instrument items methodically to see whether they have met the required measurement criteria.

The technique of Data Analysis

This study is qualitative in nature in order to fulfill the research's goal of observing teachers' tactics in speaking ability. Data analysis entails evaluating obtained data, synthesizing it, and making meaning of what is observed. Thematic analysis was utilized to analyze the data in this study. According to Miles and Huberman (1984), as described in Sugiyono (2013), qualitative data analysis is an interactive activity that occurs constantly until the data is saturated. The steps of data analysis are as follows: (a) data reduction, (b) data presentation to explain the observation sheet and questionnaire, and (c) data analysis (c) Verification and conclusion, performed by researchers to validate data from questionnaires and observations as well as documentation of research activities. As in the picture below:
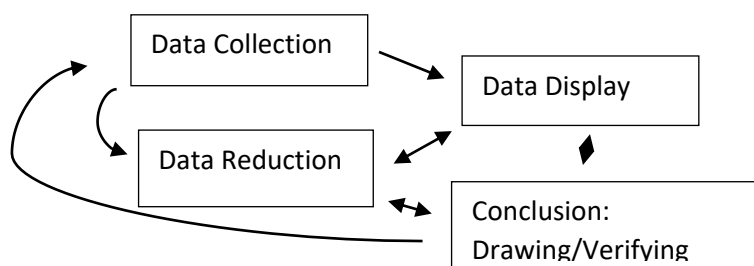
Picture: The Component in Data Analysis (interactive model) (Miles and Huberman: 1994).

1. **Data collection**

First step, the researcher collects the data using observation and questionnaire to describe and interpret the result of qualitative data. Researchers used observation to collect data on the strategies used by EFL teachers in teaching speaking skill, preparation, planning, implementation, obstacles, evaluation, and advantages of the strategies . According to Creswell (2012), the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, and establishing the protocol for recording information.

2. **Data Reduction**

a. Observation Sheet

The researcher then moves on to data reduction, the first phase in the data analysis procedure. The researcher picked the key elements in accordance with the research aim after summarizing the data gathered from the field. The purpose of this study was to learn more about the strategies use by EFL teachers' strategies in teaching speaking skill.

b. Questionnaire

The researcher initially transcribed the respondent's response in order to condense the questionnaire. The researcher categorized or assigns a theme to each respondent's response after transcribing their response. The purpose of this study was to learn more about the strategies used by EFL teachers' strategies in teach speaking skill.

3. Data Display

a. Observation Sheet

After decreasing the researcher do data display. The researcher offers data that is well-organized and understandable at this stage. According to the aspect seen, the researcher provided a narrative explanation or description of the observation data.

b. Questinnaire Guideline

Data visualization serves to help readers understand the research. The researcher developed, thematic analysis and narrative explanations or descriptions for each theme in the respondents' responses using the data collecting results that had been categorized.

c. Verification / Conclusion

The researcher came to conclusions at this stage based on the data collection, which included an observation, and questionnaire. In order to draw conclusions, the researcher also analyzed the information from the observation and questionnaire. Based on the data that had been examined, this conclusion was reached. This study's result provides an answer to the problem's formulation.

FINDINGS AND DISCUSSION

Research Findings

The researcher would like to present data related to the problem statement in this chapter. The information was gathered through observation and interviews in Indonesian. The purpose of this study is to describe the tactics utilized by EFL teachers in teaching speaking skills and applying such strategies in the classroom. This chapter offered the research findings or data received after doing the research. The researcher presented the data gathered from participant observations and questionnaires at SMA Karya Sekadau.

According to the data gathered, the two participants in this study were two English teachers from SMA Karya Sekadau. The findings of the observation and the questionnaire are presented in this section to address the subject of the teachers' teaching strategy in teaching speaking skill at SMA Karya Sekadau. According to the researcher's observations of the English teachers at SMA Karya Sekadau, it was discovered that the teachers who teach at that school use both traditional and modern methods. The researcher then used a questionnaire to ask additional questions, which confirmed the previously observed teaching speaking skill. The researcher posed ten direct questions to the two English teachers that teach English at SMA Karya Sekadau. The following are the findings of the observation and questionnaire about the teachers' technique for teaching speaking skills:

1. **Demonstration in Teaching Speaking Skill**

Before beginning the investigation, the researcher conducted preparations and spoke briefly with the EFL teacher. Following that, the researcher introduced himself to the EFL teacher and stated the research's goals and objectives, and then observed teaching and learning activities presented by the EFL teacher. During classroom observations, the researcher took note of and paid attention to how the EFL teacher used tactics for teaching speaking. During the teaching and learning process, the EFL teacher greets students first by having brief dialogues, and only then does the EFL teacher commence the lesson.

Based on the observational data gathered by the researcher. Mrs. A, one of the EFL teachers, describes the overall framework of the course and provides opportunity for students to identify themes through a series of questions that encourage students to think. Mrs. A then directs them to seek up any difficult words in a dictionary. Mrs. A, an EFL teacher, also asks students to hold discussions about what they learn by creating questions and having conversations in groups of 3-5 people based on the theme and delivered from data obtained through observation and questions from questionnaires during class learning. The strategies used in the learning and teaching activities are those in the lesson plan, namely the teacher asking students to present group work, but that the EFL teacher modifies more to the situation in the classroom..

Based on the observational data acquired by the researcher, one of the EFL teachers, Mr. Y, opened the lesson by introducing himself and allowing the students to speak with one another before the class officially began. According to the data acquired by the researchers during their research, Mr. Y's method to beginning speaking sessions allowed pupils the opportunity to present information given by the teacher and explain items in descriptive explanations. He also divided students into groups of 4-5 people and gave them a topic to debate, as well as making incorrect statements or using incorrect examples to assess students' knowledge of the content that had been communicated, and then providing comments before the course ended.

1. **Strategies Used by EFL Teacher In Teaching Speaking Skill**

    Based on the reseacher observation and the data has collected, reseacher found some strategies used by EFL teacher in teaching speaking skill.

    a. Disscussion

        Ms. A, one of the teachers, is employing this method. According to the results of the questionnaire data, Ms. A stated that the technique was beneficial not only for enhancing students' speaking but also for making students think creatively in solving difficulties through conversations regarding the subjects that had been assigned. Another EFL instructor, Mr.Y, utilizes the same method, and this strategy is frequently employed in the same style and for the same reasons by the two teachers in the class, with the goal of helping students evaluate subjects and

making them more involved in speaking. EFL teachers, for example, give engaging issues for students to study, and then students work in groups.

b. Role Play

This technique focuses on students playing out a story in a conversation that they constructed in small groups in front of the class. This method seeks to improve pupils' pronunciation and self-confidence when speaking English. Mrs. A, one of the EFL teachers, frequently use this method when teaching speaking in class. Mrs. A allowed students to discuss and create groups before presenting the dialogue to the class and providing feedback on pronunciation issues and linguistic techniques. Mrs. A gives students time to examine before doing this so that kids may think more efficiently and be more active in speaking when asked questions.

Based on the observations and questionnaire data collected by the researchers, one of the EFL teachers, Mr.Y, implemented another strategy to improve the quality of students' speaking so that students were more active in speaking English and helping students with learning directions, analyzing topics, and asking students' opinions by speaking in English. For example, after discussing, Mr.Y invited the students to speak up on the discussion's outcomes so that kids were more engaged in speaking.

c. Describing objects

This strategy is used to describe the object particles in the lessons that the teacher gives to students, after which students will explain directly to the teacher the topics and questions that the teacher gives EFL to students, and students are asked to answer in English, after which the teacher will correct grammar and discuss errors with students so that students can correct these mistakes. Mr.Y used this method in class based on the findings of observations and data acquired through questionnaires and observation. The EFL teacher instructed students to describe this in English using descriptive language based on the outcomes of student analysis and by providing object particles. Meanwhile, one of the other

EFL teachers, namely Mrs. A, also used this strategy with almost the same intention, asked the students to analyze the topic as explained earlier and describe it and ask students' opinions, but if the student does not know the meaning of the word EFL teacher Mrs.A asked student to open dictionary.

d. Games

The two teachers have different methods for keeping pupils interested in their lessons, but the game is still relevant to the lessons being taught. Mrs. A, one of the EFL teachers, employed the ice-breaker technique by asking students who could answer the question. Students might raise their hands and respond to the teacher's queries by raising their hands. Mrs.A's EFL teacher's icebreaker is to determine which assertions are true and which are incorrect based on the photos and statements provided.

Meanwhile, another EFL teacher, Mr.Y, uses another way so that students don't get bored, namely by making wrong sentences or wrong examples and asking questions to students and being able to see student understanding and see student responses regarding the correct statement of the sentences.

Some of these tactics can be used in English classes on a daily basis. Based on the findings collected, this method can make students more engaged in speaking and identify an object that students can accomplish in everyday life, according to the reasons provided by the EFL teacher. Because the EFL teacher discovered that students sometimes struggle to retain words, the EFL teacher also gives activities that help hone students' talents and avoid boredom.

2. **Implementation Strategies by EFL Teachers in Teaching Speaking Skill**

These strategies can be implemented into everyday life in learning English, especially for other EFL teachers so that they can provide benefits to students in learning English. The two EFL teachers, Mr.Y and Mrs.A, implemented this strategy in learning English to effectively remind students of speaking skills. This was done by researchers to obtain information from observations and from the results of questionnaires that had been answered by the two EFL teachers.

The first, second, and third questions are important, namely to find out the identity of the EFL teacher and how long the EFL teacher has been teaching English at that school.

This question is important for researchers to analyze that the more experienced the teacher is, the more the teacher can be convinced that the strategies used can adapt to the needs of students because the teacher is experienced in guiding students in learning, especially to improve the quality of students' speaking.

The fourth question is on the steps that the teacher advised regarding weariness in speaking activities. Based on the results of a questionnaire, one of the EFL teachers, Mr.Y, prepared the steps to be taken, namely greeting students, followed by a few questions so that students were more active in answering in English with basic sentences, while another EFL teacher, Mrs. A, has several steps prepared, such as 1). Choose an interesting theme according to the learning material to be taught 2) Select an interesting theme based on the learning material to be taught. Giving pupils the opportunity to express their interpretation of the theme through a series of thought-provoking questions, 3). Provide opportunity for kids to use a dictionary to search up difficult vocabulary. These are the processes that recovering EFL teachers use before beginning material learning.

The fifth question concerns how EFL teachers prepare to learn resources for use in class when teaching speaking. This is done so that researchers can learn more about how EFL teachers prepare content using the media they use. This question is essential because it relates to lesson materials and EFL teacher teaching preparation so that classroom learning can flow smoothly. Based on questionnaire data, one of the EFL teachers, Mr.Y, provided material by creating numerous subjects for students to discuss, while Mrs. A prepared fascinating information and interesting graphics using PowerPoint learning media.

The sixth question is a question that discusses how EFL teachers design strategies that are appropriate to the context of learning to speak and adapt to learning themes and learning needs. Based on the results that have been obtained through the questionnaire, the context used by the EFL teacher to design speaking learning is to provide questions to be answered by students according to the student's abilities, then appreciate whatever the results are by saying the sentence Good Job, providing games in the form of ice breaking and speaking up according to the context learning, Mr.Y, one of the EFL teachers, created the context of learning tactics such as discussing, describing items,

greetings, and meetings because this context can identify student comprehension and needs in teaching speaking and can make students more active in speaking.

The seventh question is on the most common tactics employed by EFL teachers when teaching in class. According to questionnaire data, one of the EFL teachers, Mr.Y, most frequently used discussion tactics when teaching speaking, while another EFL teacher, Mrs.A, frequently utilized discussion and role-play strategies. Due to a variety of factors, EFL teachers frequently employ this method.

The eighth question is a question that discusses the reasons for EFL teachers choosing this strategy. This question is specifically related to why EFL teachers chose this strategy to be used in teaching speaking. Based on the results of the questionnaire that was obtained by one of the EFL teachers Mrs.A wrote the statement in the questionnaire regarding the reason for choosing this strategy because it can help students analyze learning topics and help students to be more communicative while another EFL teacher namely Mr.Y has reasons to students are more active in speaking (student talking time).

The ninth question is a question that discusses the media used by EFL teachers in implementing this strategy. The learning process in the classroom requires media to help the teacher's learning strategy run effectively. Based on the data obtained through a media questionnaire used by one of the EFL teachers Mrs.A, namely visual media in the form of pictures, audiovisual media in the form of videos, laptops, and power points. One of the other EFL teachers Mr.Y uses media such as textbooks and student worksheets as learning support media in teaching speaking strategies.

The tenth question examines the advantages and cons of the strategy employed. According to the questionnaire results, the advantages and disadvantages of the strategies used in teaching speaking are that some students struggle to memorize vocabulary, whereas the advantages of this strategy are that students are more active and communicative in speaking and are brave in speaking English. Based on the answers of the questionnaire, the EFL teacher concluded that the media is critical to the effectiveness of learning to teach speaking. The media facilitates these teachings, allowing them to be carried out more successfully in terms of improving the quality of pupils' speech.

The next question is a question that discusses the importance of strategy in teaching speaking. Based on the results obtained through questionnaires, the researchers obtained answers from EFL teachers regarding the importance of strategies in learning to speak. One of the EFL teachers, Mrs.A, stated that strategies make it easy for students to understand because they are supported by interesting media, while the other EFL teacher, Mr.Y, stated that strategies are important to us because strategies can help teachers and students regarding the direction of learning.

The last question discusses the steps taken in implementing the strategy. Based on the data obtained through the questionnaire, the steps prepared by one of the EFL Teachers Mrs.A were preparing teaching materials/materials, inviting students to talk slowly and gradually towards the theme, giving students the opportunity to answer questions, and providing development sessions. himself in front of the class according to the learning material, while another EFL teacher Mr.Y took several steps in implementing the strategy, namely dividing students into several groups, determining discussion topics, and discussing and drawing conclusions.

Discussion

In this part, the researcher would discuss the research findings based on the data gathered from the research by observation and questionnaire.

1. Demonstration in Teaching Speaking Skill

The EFL teacher assists students by assessing their skills based on student analysis findings, identifying their English language deficiencies such as some students' continued lack of vocabulary and incorrect or inconsistent pronunciation, and providing them with games to keep them entertained during class lessons. Because lesson plans and instructional objectives must direct the teaching and learning process, the instructor must exhibit effective teaching practices. Teaching speaking strategies, according to Sarode (2018), is a general lesson plan that describes the necessary tactical plans to implement the strategy as well as the structure of the desired learner's behavior in terms of instructional objectives. instructional speaking skills is essential, and the teacher's instructional methods must reflect this. The goal of speaking skills instruction is to help students become more proficient speakers, including in vocabulary, spelling, and pronunciation.

The findings of the researchers' observations and surveys indicate that spoken teaching methods are an important component of teaching and learning activities that contribute to the success of the teaching and learning process. According to Barlian (2013), greatest learning results would be obtained while departing and carrying out studying using a correct learning strategy. Students can like studying because their teacher teaches with empathy, tactics for presenting their heart's content, conveys the worth of material for future student life, and understands the form of the subject matter it offers. With this knowledge, the instructor can choose the ideal way for future student life depending on the shape of the content and also grasp the form of the subject matter it delivers. With this information, the instructor may select the best technique based on the material's form, which can be concepts, facts, propositions, or formulas.

Five previous studies have been conducted are Anggreani et al. (2020) inviestigated about the teachers' strategies and gave several question to the teacher used semi-interview to increase students' speaking skill ability used brainstrorming, picture, storytelling and disscussio. In this research storytelling and role play to see as reference in the teachers' strategy when teaching speaking. The second researcher Ningsih (2019) have disscussed about teacher and students' impression of the strategies used by teacher in teaching speaking for students with visual impairment and used theree kinds of strategies in teaching speaking conducted by teacher such as, storytelling, role play and story competition. The third researcher Sari and Zainil (2020) disscussed to indentify the strategies of teaching speaking, that the strategies used by the teacher were disscussion, simulation, and communication games. Another similar reseacher Razi et al. (2021) have disscussed about teacher strategies in teaching speaking skill in improving the speaking skill of the students used four strategies games, picture descriptions, and stortelling. The fifth reseacher is Mulyani et al. (2022) describe about teaching strategies in high school. Teaching strategies used by the teacher in teaching speaking skill were role play, interview, describing the picture and storytelling.

The difference in this study's findings is that teachers' preferred teaching methods include dialogue, object description, and games, which is why the findings differ from earlier studies. The teacher does not employ storytelling, interviewing, imitating, or story completion techniques. Discussions, descriptive analysis, presentations, and offering students games in between lessons aim to make students more active in

creating ideas and communicative in speaking English, as well as to help teachers identify students' weaknesses in speaking English.

According to the description above, the EFL teacher has demonstrated numerous techniques to increase the quality of pupils' speech. This is done so that EFL teachers may identify students' deficiencies and help them improve their speaking abilities through the solutions that EFL teachers present during courses.

2. Strategies Used by EFL Teachers in Teaching Speaking Skill

According to one of the EFL teachers, this strategy is commonly used in demonstrating discussion teaching strategies in the classroom because it engages students in refining their thoughts and speaking more confidently. Students who simply focus on speaking activities will be active soon as a result of the effective strategy. Meanwhile, another EFL teacher used a discussion style in which he discussed a subject, then asked a question, and then allowed students to understand and provide examples by standing in front of the class and writing down responses to questions. When students engage, they have the opportunity to maximize both their own and each other's learning, according to Johnson et al. (2014).

One of the professors frequently employs this method while showing the role-playing strategy since it can help students talk more actively and interpret a dialogue based on the theme provided by the teacher. According to Suobere and Eniekenemi (2017), role playing is a technique that requires students to take on certain roles and act them out in case-based scenarios in order to obtain subject matter or comprehend complex concepts. Meanwhile, based on the findings of observations and questionnaires, one EFL teacher did not apply this method, but instead employed another strategy to increase the students' English skills.

In demonstrating descriptive analysis and game strategies, the two teachers use that strategy. The strategy used aims to enable students to analyze the topic and to be able to develop ideas and ways of thinking of students to be more creative and to make students more active in speaking when asked by the teacher according to the theme given. In demonstrating this strategy, students can analyze pictures and other illustrations provided by the teacher, both in the form of video and writing in the form of printed books and

PowerPoint. According to Fuldariatman et al. (2021) efforts can be made to overcome this problem by using learning methods that suit the needs of students. One of the learning methods that can improve students' ability to write descriptive text is the picture and picture learning method. Picture and picture is a learning method that uses the role of images that are paired or sorted into a logical sequence based on the learning objectives. In this case, the descriptive strategy not only helps students in speaking, in increasing vocabulary but can develop students' ideas in writing.

Meanhile the teacher used game strategies to keep students from getting bored, the games they employ to teach English include phrase guessing games and icebreakers. Games are a way for students to stay entertained throughout lessons, especially those that are relevant to the lesson's theme. Of course, you need more than games to demonstrate learning in the classroom. According to Arsyad (2011) the use of media in the teaching and learning process tends to facilitate students' understanding of teachings and their ability to reorganize verbal or visual information. It means that games and media can encourage students to learn and prevent boredom while they are learning.

3. Implementation Strategies by EFL Teachers in Teaching Speaking Skill

Based on the results of the data that has been collected, on this occasion, the researcher wants to discuss the process and the results obtained from the participant's answers to the questionnaire. In the early stages, the researcher first held talks with the EFL teachers and explained the research objectives, and asked the EFL teacher for help. The two EFL teachers agreed to assist the researcher in this research.

In implementing this strategy, there are several reasons that are the background of EFL teachers in choosing this strategy, including being able to make students more communicative and being able to develop student ideas and make students more active in speaking. According to Parupali (2019), Speaking has significance for people try to learn how to speak because they believe that it plays an important part in communication and they want to be able to interact with others using words. This means that important communication is carried out in the classroom and is supported by the strategies used. In implementing this strategy there are several steps that EFL teachers take, including preparing interesting themes that are appropriate to the teaching materials and materials being burned, these strategies include discussion strategies, descriptive analysis, role-playing, and games. In implementing this strategy there are also advantages and

disadvantages among other students who find it difficult to memorize vocabulary that has various meanings.

In implementing this strategy in the EFL class the teacher helps students who find it difficult to interpret English, and provides feedback so that students can correct mistakes and improve their skills in English, while observing some students it is easy to catch the lesson and some still find it difficult to input and The help of the teacher can help students.

Learning media has a significant role in assisting the educational process. The usage of learning media in a teaching orientation. According to Junaidi (2019) substantially assist the effectiveness of the learning process and transmit the message and substance of the lesson at that time. Speaking skills are taught using a variety of media by EFL teachers, such as audio-visual materials, graphic materials, laptops, LCD projectors, English textbooks, and student workbooks. The media is employed to support teaching methods.

The Previous studies relevant to this study have been undertaken. Anggreani et al. (2020) are some researchers who did research. This research inquired about the teachers' tactics in teaching speaking and asked various questions to the teachers about what strategies were utilized to develop students' speaking skills in the classroom. Ningsih (2019), the second researcher, discussed the teacher and students' perceptions of the tactics utilized by the teacher in teaching speaking to students with vision impairment. The findings show that there were three types of tactics used by teachers in teaching speaking: storytelling, role play, and tale completion. Another researcher, Sari and Zainil (2020), discussed the ways for teaching speech. The results revealed that the teacher's tactics included discussion, simulation, and communication games. Similar Razi et al. (2021) research has discussed teachers' tactics in teaching speaking skill in enhancing students' speaking competence demands originality in strategies. Mulyani et al. (2022) are another such researcher that discuss high school teaching practices. The teacher's instructional tactics for teaching speaking included role play, interviews, describing an image, and storytelling.

The difference between this study and previous ones is that teachers' preferred teaching methods include dialogue, object description, and games, which is why the results of this study differ from prior ones. The teacher does not employ storytelling, interviewing, imitating, or story completion techniques. Discussions, descriptive analysis, presentations, and offering students activities in between courses all attempt to make students more engaged in creating ideas and communicative in speaking English. As the subject of this

research, SMA Karya Sekadau is a private school with pupils that excel in English, but the school's facilities are still insufficient in every class. The researcher was intrigued by the tactics employed by these lecturers. This study looked into the techniques of EFL teachers.at SMA Karya during teaching speaking skills these points made this research different from previous studies.

Some of the facilities in some classes are incomplete to support learning so sometimes EFL teachers have to take turns using the facilities with other teachers to support English learning methods. These facilities do not hinder learning activities, EFL teachers continue to increase creativity as a teacher to create strategies using unique methods so that students can learn English and can teach effectively. The implemented strategy supports the learning method so that students can easily follow and practice learning to speak English when they are not in class.

CONCLUSION

Researchers can make conclusions such as the technique employed by EFL teachers in teaching speaking skill at SMA Karya Sekadau based on the findings of data collecting analysis. The results acquired reveal that EFL instructors at SMA Karya Sekadau use the same tactics but also use distinct strategies in teaching speaking skills, yet EFL teachers have their unique ways of demonstrating their strategies. Teachers employ the method in order to help students understand what they have learnt and to assist students by involving them in the teaching-learning activity. Professional teachers should be able to develop an appropriate technique for teaching speaking abilities, and teachers should be innovative in increasing students' self-confidence and doing a lot of practice speaking English in the classroom. Teachers could introduce certain games that will make pupils joyful and excited about speaking English. Teachers should also use intriguing strategies to pique students' interest in studying English. It is not easy to learn English. Particularly important are communication skills. Students should practice speaking English at home more. Students should also be more confident and not be scared to make grammar errors when speaking English.

The schools can provide facilities to teachers in developing teaching strategies in the classroom. Both in the form of quotas, applications that are easily accessible and other media. So that the teachers can improve their strategies including using techniques and methods with the media applied to the method.

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