

## The Strategies Used by English Teachers in Teaching Speaking at MTs Nurul Falah Air Mesu Timur

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### ABSTRACT

#### Keywords:

*Teacher Strategy,  
Teaching Speaking*

This study aims to find out the kinds of the strategies used by English teachers in teaching speaking. From these statement, the researcher analyzed the strategies used by English teacher in teaching speaking at Mts Nurul Falah. The objectives of this research were: to elaborate the strategies used by English teacher in teaching speaking at MTs Nurul Falah Air Mesu Timur and to elaborate the implementation in teaching speaking at MTs Nurul Falah Air Mesu Timur. The researcher used descriptive qualitative method and data collection was based on observation and interview. Miles and Huberman technique of analyzing data was used by having data reduction, data display, and drawing conclusion. The researcher collected data was used to observe the process of how the strategies used by English teacher in teaching speaking in class, the interview was used to support the results of the observation checklist. Therefore, this research used triangulation technique method. The findings of this research showed that the teachers applied many strategies to teaching speaking in the classroom, which are roleplay, drilling, discussion, picture describing, storytelling, brainstorming, and creative tasks.



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### Introduction

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2007). It means speaking is interaction between speakers and listener.

However, speaking is one of productive skills used to communicate with others. Not only produces words but also produces the meaning that is spoken. Speaking is the way for many people to communicate and express their opinions to others another person or interlocutor (Tamala & Wulandari, 2021). Therefore, speaking is a foundation for increasing students' knowledge. Among the four key language skills, the most important skill in learning a foreign or second language is speaking. Brown stated that speaking is the skill that the students will be judged upon most in real life situation (Brown, 2004). Therefore, speaking English is very important and recommended because many benefits that learners can take.

Being teacher is very challenging because the teacher is the crucial element in the school's success in reaching goals. Teacher must be open, sensitive, and welcoming in order to make students feel free to ask for help without feeling uncomfortable. To get the right strategies, teacher will try many strategies. The strategies used are based on what the students need. There are many strategies that teachers can choose to be implemented in the classroom and teachers are free to choose any strategy from several existing strategies based on students' need. Therefore, in learning process can determine the success of the teacher in achieving the learning goal depending on the teaching strategy that the teacher uses (Maulidar et al., 2018). A preliminary research was conducted to gain the picture of the situation in the classroom and in the school by interviewing the teacher. In this speaking class, students use two languages, namely Indonesian and English. Besides, researcher found there were achievements in the field of speaking such as students who had won speech competitions in English. As for students who take part in and win competitions such as speech competitions, they are part of the speaking members of this class. Observations from English teacher at MTs Nurul Falah Air Mesu Timur showed that the teachers applied

many strategies to teaching speaking in the classroom, such as role play, drilling, discussion, picture describing, storytelling, brainstorming, and creative tasks. The teachers also varied the strategies in every meeting. Furthermore, their reason for applying the strategies was the strategies would make the students active in the class and could motivate them to teacher speaking.

Teaching strategy is a method or technique used by the teacher in the learning process. Strategies in teaching are necessary in the world of education. Learning process can determine the success of the teacher in achieving the learning goal depending on the teaching strategy that the teacher uses. Strategies in teaching make it easier for teachers to deliver learning materials to be well organized and students can easily accept the material taught. In the effectiveness of the speaking class, the teacher must be a good director for students a sense of interest in speaking, teacher's strategies in teaching speaking very important and creative strategies and choice of material by a teacher can support students' understanding of what is being taught making it easier for students in learning process (Anggraeni et al., 2020).

Therefore, researcher wanted to find out what are the strategies used by English teacher and how is the implementation of teaching speaking. This is based on the results of several previous studies. A study by Rosita Rahmah found that teachers use variety of teaching strategies to teach speaking comprehension namely: discussion, information gap, retell story, picture describing, simulation, interview, role play and complication (Rahmah, 2018). Based on the results of this study, it can be seen that teacher's variety of teaching strategies in teaching speaking.

### Method

In this study, researcher applied qualitative research with descriptive design. Qualitative method is used to obtain in-depth data, a data that contains true meaning (Sugiyono, 2015). Qualitative methods are research methods based on the philosophy of post positivism, which are used to examine the natural conditions of objects. The researcher chose this method because it gave more comprehensive grasp of teacher's strategies on teaching speaking in order to identify recurring patterns or themes and attempt to build a coherent representation of the data.

Population is a group of individuals with the same characteristics (Creswell, 2012). The population in this study were all of the English teachers at MTs Nurul Falah Air Mesu Timur. It can be seen in the following table:

Table 1 <The Population of the Study>

No	Class	Total
1.	VIII	1
2.	VIII	1
3.	IX	1
<b>Total</b>		<b>3</b>

Source: MTs Nurul Falah Air Mesu Timur in the academic year 2022/2023

In this study, researcher used purposive total sampling techniques to determine the research sample. Purposive sampling involves selecting samples based on specific criteria in order to determine the appropriate sample size for the study (Sugiyono, 2018). Researcher used purposive total sampling because only two teachers can be sampled. Samples are a subgroup of the target population that was targeted by writer (Creswell, 2012). Sampling technique is a sampling technique carried out by the writer. subjects in this study were selected purposively. The criteria used in determining the subject of this study were as follows:

1. Noted as an active teacher who taught of English language education.
2. Registered as a permanent teacher and served for more than 3 years at school and had experience in teaching speaking and graduated from English Education Study Program (S1).

Table 2 <Table of Sampling>

No.	Class	Total
1.	VII	1
2.	IX	1
<b>Total</b>		<b>2</b>

Source: MTs Nurul Falah Air Mesu Timur in the academic year 2022/2023

To collect this research data, researcher used three kinds of instruments, namely observation, interview and documentation. In this research, researcher observed the teacher activities in classroom with the observation checklist. In other words, researcher used non-participant observation. Creswell stated that a non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants (Creswell, 2012). For interview, researcher used semi-structured interview techniques in this study, where researcher used asked questions in accordance with existing interview guidelines. However, it did not limit the answers of informants so that there was a possibility that questions could develop. This interview was included in the category of in-depth interview, where the implementation was freed when compared to structured interviews (Sugiyono, 2015). While for documentation, it can be in the form of written text or picture that can be used to obtain information (Sugiyono, 2015). To get the data, the researcher used the interview transcript from voice recorder as the documentation to the data source.

The researcher had conducted observation in class. Based on the observation results, show that the teacher used several strategies in teaching English such as discussion, roleplay, interviews, drilling, brainstorming, storytelling, and picture description. The teachers used several media when teaching speaking in the classroom, such as a projector, laptop, and sounds. When the teacher used media, the students' reactions to the media used by the teacher were different. However, when the teacher explained the material, students did not focus on the material that the teacher explained, some students focused on their personal activities (such as students who talked to their friends while the teacher was still explaining the material and felt sleepy while learning process). However, during the Question & Answer session, students were more enthusiastic to answer questions asked by the teacher during speaking class and they felt sleepy during the learning process. There were some students who also did not pay attention to the teacher's explanation. They just sat, slept on a chair, walked, or even went outside and they did not focus on the material presented. Some of them were also easily bored and slept during the lesson. Students also did not feel at home when they were in the classroom, so they left the class during the lesson. Some of them were also bored and there was one student who always disturbed his friends during the teaching and learning process.

Observation is a very complex process, consisting of various processes, both biological and psychological, that prioritize the processes of memory and observation. Observation is the process of obtaining first-hand data by observing people and locations where research is conducted. Through observation, the research learned about behaviour and the meaning attached to those behavior (Sugiyono, 2019).

To get the data, the researcher will observe the teacher activities in classroom with the observation checklist. In this study, researcher used non participant observer. Creswell stated that a nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants (Creswell, 2012).

The researcher also interviewed the English teacher by asking several questions related to those teachers' opinion, feeling, and using of strategy in teaching speaking at MTs Nurul Falah, Air Mesu Timur. Several strategies used was considered being asked during the interview such as roleplay, drilling, discussion, creative task, storytelling, picture describing, brainstorming, answer and question, simulation, interviews, picture narrating and find the difference. The researcher also sought the frequency of strategy used by the teachers.

In the technique of data analysis, the researcher used analysis by Miles and Huberman in Sugiyono, there are three activities to analyze data in descriptive qualitative research (Sugiyono, 2015). Those activities are data reduction, data display and conclusion drawing/verification. Qualitative data analysis could be done in four steps, namely data collection, data reduction, data display, and drawing conclusion/verification (Rijali, 2019).

a) Data Collection

In collecting the data, the researcher did interview, observation and documentation. In the interview, the researcher gave some questions for the English teacher regarding the strategy that the teacher used and how the students responded to the strategy that the teacher chose in the teaching and learning process.

b) Data Reduction

In this step, researcher simplified the data that had been collected from the previous step and the process of selecting, focusing, simplifying and transforming the data that exist in the empirical materials such as the field notes, interview transcript and documents.

c) Data Display

Data that had been reduced from the previous step would be presented at this step in the form of structured information. The data display is helpful to understand what is happening and analyzing further to take action.

d) Conclusion

This was the last step that the researcher did to analyze the data. The researcher would make all of the information into one unit and conclude it. Drawing the reasonable conclusion and verifying the data by relating them to the research questions. The result of the observation and the interview was described in the form of narrating.

In order to know the accuracy of this data, the researcher used triangulation technique method. Data triangulation is a data collecting technique that combines various existing data and sources (Sugiyono, 2015). Triangulation of data will be collected through multiple sources such as observation, interview, and documentation (Creswell, 2012). Triangulation of method means that in checking the data validation of a problem, researcher has to compare some methods of collecting data (observation, interview, and documentation) in order that the data collection is in the same place or portion. This study, researcher obtained data through observation and then checked the data through interview.

The steps in triangulation technique method were:

- a) *Firstly*, researcher used collected data from different methods, namely through observation, interview and documentation.
- b) *Secondly*, researcher confirmed the data by comparing data from observation, interview and documentation.
- c) *Thirdly*, researcher compared the data generated from observation with the results of interview made by teachers to ensure the validity of the obtained data through from voice recorder as the documentation to the data source.

## Results and Discussions

As stated in introduction, the purpose of this research was to elaborate the strategies used by English teacher in teaching speaking at MTs Nurul Falah Air Mesu Timur. The respondents were two English teachers of MTs Nurul Falah Air Mesu Timur. The researcher used observation and interviews to collect data about strategies used by English teachers in teaching speaking. The observation was conducted with English teachers in the class. While, interviews were conducted with English teachers at MTs Nurul Falah Air Mesu Timur. An observation checklist is used to find out the strategies used by English teachers in teaching speaking, which are then proven through interviews to strong, then the results of the checklist observation. The next process is establishment and trustworthiness to determine whether the data is objective or not objective then describe the data and analyze it.

### 1. The results of interview with English teachers

The researcher conducted interviews with two English teachers to obtain the data of the strategies used by English teachers in teaching speaking. The interview consisted of several questions about strategies for teaching speaking. Then teachers were asked to answer the questions freely according to the strategies they teach in the classroom. Then, the data was analyzed using theory by Miles and Huberman in Sugiyono. After analyzing the data from interview, the researcher found several the strategies used by English teachers in teaching speaking at MTs Nurul Falah Air Mesu Timur, namely; Role Play, Creative Task, Drilling, and Storytelling. The interviews were conducted for more than thirty minutes using Bahasa Indonesia to avoid misunderstandings. Here are the result of the interview:

#### a) The teacher used variety of strategies rather than a monotonous strategy

Teacher used a variety of strategies with a monotonous approach such as speech that could make students bored. Teachers also adapted strategies to the habits of students in each class. The data were relevant regarding the interview with two teachers. In the interview the teacher said:

*Yes, if I only rely on one strategy, it is too monotonous and makes students tend to get bored quickly because each student has own way of learning. As teachers, we must balance the way students learn. For example, if I only focus on the teaching method, students who do not learn with this method tend not to respond to it and make students easily bored.*

#### b) Roleplay Strategy

The strategy helps the teacher explained the material so that students can more easily understand. Teacher said that the role play strategy could attract students' interest because when the students played a

role play, it could attract students' interest to learn the language. It could be seen from the teacher's statement below:

*I usually tend to use roleplay strategies more often because the books that we use tend to focus on things like conversation and dialogue, for example how to cancel a meeting, so that students act out what is in the book.*

c) Creative Task Strategy

The creative activities are an important thing that should be given by teacher to the students in every teaching and learning process to increase the students' activities. In the first, the teacher invited students to find their most comfortable position to study. It could be seen from the teacher's statement below:

*I usually give a picture of a person, animal, or other object, and then they describe it according to their ability and write it in the form of text. However, in grammar class, I have never applied it.*

d) Drilling Strategy

Teachers quite often applied the drilling method in the classroom because this strategy was effective. First, before entering the material to be discussed, the teacher reviews last week's lesson. After briefly reviewing, the teacher began to enter the material to be discussed. Started with the teacher asking students to pronounce the previous vocabulary and its meaning. Then, giving students the opportunity to ask questions about vocabulary that felt unfamiliar to them. It could be seen from the teacher's statement below:

*I usually used the drilling method because, when in classroom, the first thing I used before starting the lesson was to repeat the previous material. Then, I asked students about the previous material to see if they understand the material that had been taught. Then, I give students the opportunity to ask about the material they have not understood.*

e) Storytelling Strategy

The application of storytelling strategy was appropriate enough to be applied in the classroom, but the discussion about storytelling should be simpler and not too long. The theme of storytelling had to relate to stories or themes that they were easy to understand. It could be seen from the teacher's statement below:

*I still depended on the material in the book. When it comes to materials such as descriptive text, I have applied it. I usually give a picture of a person, animal, or other object, and then they describe it according to their ability and write it in the form of text. However, in grammar class, I have never applied it.*

2. The result of observation checklist

The results of research were collected through the observation sheet. Both of the teachers were observed by the researcher to find out what the strategies were used by the teachers to improve the students' speaking skills. According to the results of the researcher's observation, the teachers used various strategies. It could be seen from the result of the observation in the classroom with teacher RS and teacher FY:

Table 3 <Observation with Teacher RS>

Strategy	Description								
	1 <sup>st</sup> meeting			2 <sup>nd</sup> meeting			3 <sup>rd</sup> meeting		
	App	Not App	Add	App	Not App	Add	App	Not App	Add
1. Roleplay	√				√		√		
2. Drilling			√			√			√
3. Discussion	√				√		√		
4. CreativeTask			√		√				√
5. Storytelling		√			√		√		
6. Picture Describing		√			√		√		
7. Brainstorming		√		√				√	
8. Answer & Question			√			√			√

<b>9. Simulation</b>	√	√	√
<b>10. Interviews</b>	√	√	√
<b>11. Picture Narrating</b>	√	√	√
<b>12. Find the Difference</b>	√	√	√

*The Strategies Used by English Teachers in Teaching Speaking at MTs Nurul Falah by teacher RS*

Table 4 <Observation with Teacher FY>

Strategy	Description							
	1 <sup>st</sup> meeting			2 <sup>nd</sup> meeting			3 <sup>rd</sup> meeting	
	App	Not App	Add	App	Not App	Add	App	Not app
<b>1. Role play</b>		√		√			√	
<b>2. Drilling</b>			√			√		
<b>3. Discussion</b>	√				√			√
<b>4. Creative task</b>			√			√		√
<b>5. Storytelling</b>		√		√				√
<b>6. Picture describing</b>		√			√		√	
<b>7. Brainstorming</b>		√			√			√
<b>8. Answer &amp; Question</b>			√			√		
<b>9. Simulation</b>		√			√			√
<b>10. Interview</b>		√			√		√	
<b>11. Picture Narrating</b>		√			√			√
<b>12. Find the Difference</b>		√			√			√

*The Strategies Used by English Teachers in Teaching Speaking at MTs Nurul Falah by teacher FY*

Some interpretations were offered in relation to the research results already mentioned. The researcher had conducted observation in class. Based on the observation results, show that the teacher used several strategies in teaching English such as discussion, roleplay, interviews, drilling, brainstorming, storytelling, and picture description. The teachers used several media when teaching speaking in the classroom, such as a projector, laptop, and sounds.

In role-play activities, the students are often asked to create their own lines that are relevant to the situation (Freeman & Anderson, 2013). This research conducted these strategies because role play was very crucial in speaking activities since it gave the students an opportunity to practice communicating in a social context from various perspectives. For the drilling strategy, strategies to improve pronunciation by imitating and repeating words, phrases, and even the whole sentences (Thornbury, 2002). Through repetition, it gave the students an opportunity to practice their speaking skills, include in pronunciation. In the roleplay applied in the classroom, the teacher asked the students to act out particular ways of interacting with others in imaginary situations. The teachers began to explain the materials. The teachers used storytelling strategies like a story about a fairytale in order to make the students have more interest, attention, and understanding about the material. In the fairytale, they enjoyed in practicing the role with their group. In the classroom, both of the teachers intended to apply the scripted roleplay. Scripted roleplay involves interpreting either the textbook dialogue or speaking text in the form of speech

The storytelling strategy was to retell the story they had read or heard by using the storyteller's own words based on their understanding of the story. Storytelling was the way for the students to retell stories in a different way after being told the stories by the teacher (Safdarian, 2013). Thus, it could be said that storytelling was a teaching method in which the students were asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

Picture describing strategies made students remember and understand the new vocabulary more easily. Using the picture strategy could help the teacher teach vocabulary related to concrete meaning (Brendon, 2012). Then, describing pictures using games can increase learning motivation and reduce learning anxiety. This strategy was good to use because students always paid attention and were curious about what they were going to do with the picture. In teaching speaking skills to the students, the teacher showed the picture, and then the students were asked to answer or guess the picture shown in English. It can not be

denied that most of the students still answered without using English. This becomes an important part of teaching for the word in English by showing images for students to get used to and remembered. Based on the results of observation, the researcher found that most of the students showed a good response to improving their speaking skills, especially their vocabulary, by using the picture-describing strategy.

The brainstorming strategy helped students remember and understand the new vocabulary. Brainstorming is a group or individual creativity technique in which efforts were made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (Sihombing & Ziraluo, 2014). By using the brainstorming technique, the students could speak easily because they were responsible for recording their thoughts and ideas, which were simply written up on their maps. The teacher asked the students to find a problem that has been given by the teacher, and then the students are given the opportunity to solve the problem and find new problems in groups. The brainstorming strategy is usually applied in grammar classes, namely on tenses material. However, the habit of students who always rely on other students makes this brainstorming not effective when applied in the classroom.

After collecting and analyzing the data from this research, it was necessary for the researcher to discuss the results of this research from the interview, observation and documentation, it revealed that among many teaching strategies, there were five strategies used by the teachers in teaching speaking for cadets in their school, such as role play, drilling, games, describing pictures, and discussion groups (Maulidar et al., 2018). Based on the results of the classroom observation, the researcher accepted this opinion. The researcher found that only some strategies were applicable could be used every day, such as role play, drilling, discussion, storytelling, picture describing, brainstorming, and creative tasks.

In role-play activities, the students are often asked to create their own lines that are relevant to the situation (Freeman, 2000). This research conducted these strategies because role play was very crucial in speaking activities since it gave the students an opportunity to practice communicating in a social context from various perspectives. For the drilling strategy, it was the strategies to improve pronunciation by imitating and repeating words, phrases, and even whole sentences (Thornburry, 2002). Through repetition, it gave the students an opportunity to practice their speaking skills, include in pronunciation.

The storytelling strategy was to retell the story they had read or heard by using the storyteller's own words based on their understanding of the story. Storytelling was the way for the students to retell stories in a different way after being told the stories by the teacher (Safdarian, 2013). Thus, it could be said that storytelling was a teaching method in which the students were asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

Picture describing strategies made students remember and understand the new vocabulary more easily. Picture strategy could help the teacher teach vocabulary related to concrete meaning. Then, describing pictures using games can increase learning motivation and reduce learning anxiety. Using games is one way for teachers to teach speaking so that students are not easily bored, that some benefits provided by games in language learning, especially for speaking skills, one of the benefits was that games could promote communicative competence, which was often assumed to be the goal of communication in language teaching (I-Jung, 2003). For that reason, the researcher believed that all strategies were good in the teaching process, and the results would be seen later on with the students.

The brainstorming strategy helped students remember and understand the new vocabulary. Defriyanti stated that brainstorming is a group or individual creativity technique in which efforts were made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (Sihombing & Ziraluo, 2014). By using the brainstorming technique, the students could speak easily because they were responsible for recording their thoughts and ideas, which were simply written up on their maps.

Afterward, the researcher found that a lot of strategies could be used to teach speaking skills to students. The research findings were in line with the results of research findings conducted by the previous researcher, such as when Anjaniputra stated that cooperative activities, creative tasks, role play, and drilling helped students to improve their critical thinking, train students to solve problems and students could be active in teaching speaking (Anjaniputra, 2013). Role play and drilling strategies was used by teachers when they teach English speaking, in order to provide deep understanding in remembering the vocabulary that the teacher gave. Drilling strategy could support students to improve and fix pronunciation and vocabulary well more deeply. From the results of observations and interview that have been conducted, the teacher showed teaching activities using the cooperative activities, creative tasks, role play, and drilling strategies in the classroom. When researcher had completed analyzing data which observation and interview, the role-play and drilling strategies which was the strategies that the teacher used in teaching speaking which emphasized students' understanding of vocabulary. The results of observations

and interview showed that during teaching speaking, teachers focus more on students' in-depth understanding of the vocabulary and pronunciation being discussed in speaking classes.

Then, the researcher discussed and interpreted some points related to the results written in the previous parts and linked them to the relevant theories for the second research question. Based on the results of the interview with the teachers, the researcher found that the teachers faced some obstacles in terms of strategy implementation. The first was that teaching speaking skills to students was not easy, as if the students were not interested in learning. Second, the students did not want to work in a group in the classroom. Last, students were often unwilling to practice speaking skills. In order to overcome the problems, it forced the teacher to be creative. The teacher should teach the students to work cooperatively and asked them to repeat what they had learned. The researcher's research finding was in line with the results of research findings conducted by the previous researcher, such as Krutikova which revealed the fact that teacher should not produce a slow-moving effect in the classroom. It would be attractive if the teacher allows for learning that is more dynamic.

Moreover, teachers who used several strategies to improve the speaking skills were able to make the students participate and engage actively in the teaching process as they learned English delectably and competitively. This was also in line with the research from Thomson, which revealed that the level of language learners and the types of interactions during the lesson between the teacher and students were all considered possible reasons why teachers must choose to employ a particular type of strategy in teaching foreign languages (Thomson, 2023). For that reason, the researcher believed that all strategies were good in the teaching process, and the results would be seen later on with the students.

### Conclusions

From analyzing of the data during research at MTs Nurul Falah Air Mesu Timur about The Strategies used by English Teachers in teaching Speaking, the researcher concluded that were: The kinds of strategies used by English teachers in teaching speaking in class were roleplay, drilling, discussion, picture describing, storytelling, brainstorming, and creative tasks.

This study could be divided into two main points. First, among many strategies, there were seven strategies used by the teachers in teaching speaking skills to students at MTs Nurul Falah Air Mesu Timur: role play, drilling, picture describing, brainstorming, discussion, creative tasks, and storytelling. The implementation of those strategies in teaching English could build the speaking skill and the elements of speaking, such as vocabulary, grammatical structure, pronunciation, and fluency. The second point was related to the obstacles faced by the teachers in applying the strategies. From the observation and interview process, it could be concluded that students felt bored with learning. Therefore, the solution was that the teachers needed to be creative in finding a learning strategy. Then, the teachers should be able to teach students to work cooperatively. Therefore, in the class, students were able to participate actively and competitively in the class activity using those strategies, and the teachers also had obstacles in asking the students to be exposed to the target language.

From the conclusion above, some suggestions were offered to the strategies used by English teachers in teaching speaking. The recommendations were:

The first, for learners. In English lessons, it was suggested that students give a big contribution to every learning activity and be more active in asking questions so that they get effective learning. Students also have to grow a great curiosity about the lesson.

The second, for further researcher. It is suggested for the teacher to be creative by combining some strategies to support students in achieving the learning goals, stimulating students' motivation to work cooperatively in speaking activities, and promoting research with more appropriate strategies in teaching speaking skill. All of these are to attract students to practice speaking. In addition, the researcher also proposes a suggestion for future research that involve not only English teachers but also students as a subject. The other researcher can investigate multifaceted views on teaching speaking skills to students, involving gender, age, motivation, and other strategies used in teaching English.

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