

STRATEGIES OF AN EFL TEACHER TO TEACH SPEAKING IN CLASS VIII OF SMPN 2 JOMBANG

Rista Novita Sari¹, Mukminatus Zuhriyyah²

sariristanovita@gmail.com¹, zoehrea@gmail.com²

Universitas Hasyim Asy'ari
Jombang, Indonesia

ABSTRACT

This research aimed to describe the strategies of teaching speaking in class VIII at one state junior high school in Jombang and find out the EFL teacher's reasons to use the strategies in class VIII at one state junior high school in Jombang. This research is qualitative research in the form of case study. The data were collected from class observation, documentation, and interview with an EFL teacher and twelve students from three classes of class VIII at one state junior high school in Jombang. The results indicate that the teacher applies several strategies in teaching speaking in class VIII. The teacher applies conversation and direct-practice strategy in teaching asking attention, complimenting/appreciating, and asking and giving opinion, using questioning to check understanding in teaching checking understanding and degrees comparison, presentation in teaching notice material, brainstorming in teaching announcement material, and demonstration strategy in teaching degrees and comparison material. There are several teacher's reasons in applying the strategies in teaching speaking to improve students' skill ability.

Key Word: EFL, Speaking, Strategies to Teach Speaking

INTRODUCTION

English is an international language that takes apart important aspects in this modern era. The importance of English as an international language has accepted in recent years. In line with it, Tatter in Ahmad (2016) states that English has widely accepted as the most widespread language in the world. In this globalization era, people use English for global communication. They use English for national and international interaction. Furthermore, Ahmad (2016) states that English is the window to world. So, English as an international language has a fundamental aspect in whole life in this modern era.

English is a foreign language spoken by most people in the world. English is studied by the majority of people even does not from the English-speaking world study. Anyone who studies English in the non-English native world is people who use or learn English but they do not speak English natively or we can qualify them as an English Foreign Language Learner. According to Atikah (2018), since English has become a part of the Indonesian education curriculum as a foreign language, the importance of English is increasingly apparent. So, we need to learn English because English has an important position nowadays.

As a foreign language, most of people outside English-speaking world studies

English. In line with this Gunantar (2016) states that the practice of English was no longer only limited to international purposes but also local communication. So, since English becomes one of the most spoken languages by world citizens today, many people learn English because English has significance role in various aspects in this world such as in knowledge, science, technology, economic activities, until career progress.

Speaking is one of the skills that should be mastered by English learners. Speaking skill helps people convey their thoughts to others easier. In addition, according to Husna (2020), speaking ability is very important in daily life to support education and careers. In education, speaking skill is the key to students' success in verbal communication. In line with it, Maseng (2021) argues that the important of speaking is to show ideas, arguments, opinions, and reasons to another person.

Additionally, practicing speaking can increase and develop students' pronunciation, vocabulary, and grammar competence. Mistakes in speaking can be minimized as long as they practice their speaking. Dealing with it, Yahya (2021) assumes that speaking helps learners develop their pronunciation, vocabulary, and grammar competence and it also can make their writing skills better. So,

speaking is important to be learned and taught.

Teaching speaking is the teacher's process to teach students to produce English speech sound and express it verbally. Syafira (2022) explains that teaching speaking is a guiding and facilitating process for students in learning to communicate. Mastering speaking skills will make students communicate better in variety ways so that they can make others understand what they mean by their verbal language that they convey fluently.

To improve students' speaking skills, teachers as facilitators of learning have the challenge to help students for conveying words, organizing words and meaning, and expressing words, ideas, or messages in oral language. In line with it, Sukardi (2019) argues that employing suitable teaching strategies on speaking to make students able to speak English is the teacher's responsibility. In other words, teaching strategy is a way to help teachers teach better to improve students' performance to achieve learning goals set in the classroom. The goal of teaching speaking skills can be achieved by applying creative and right strategy.

The state junior high school where this research took place has many experiences in joining English competitions. This school also won many

championships during English competitions and joined both English competitions in regional Jombang or province, such as telling stories, speeches, and news reading competitions. the speaking ability of students of this state junior high school is good even though they are still in eighth class. Improving students' speaking ability is affected by the creative teaching strategies that applied by an EFL teacher who is a female EFL teacher taught three classes at one state junior high school in Jombang which is class VIII-A, VIII-B, and VIII-F. From three EFL teacher in this state junior high school, only this female EFL teacher who wants to contribute in this research. So that the students speaking ability can increase significantly. Based on the reasons above, both the researchers are interested in investigating what teaching speaking strategies used by an EFL teacher at one state junior high school in Jombang in teaching English and the her reason to use those strategies.

METHOD

This research used a qualitative research approach in which the purpose of it was to describe the EFL teacher's strategies to teach speaking in class VIII at one state junior high school in Jombang. The researchers directly analyzed the strategy used by an EFL teacher in teaching

speaking. In this study, the researchers used case study as a method in research design with a qualitative approach.

The researchers used three steps in taking data to get the available data., There was steps used to get the data in qualitative research such as pre-field stage, field work stage, and data analysis stage (Moleong, 2019).

In this research, the researchers used interview, observation, and documentation as the research instruments. The in-depth interview was conducted directly face to face with the participant. The researchers did direct observation when the EFL teacher was teaching in class VIII-A, VIII-B, and VIII-F to observe how the strategy used in the classroom. Then, to support the result of the interview and observation, the researchers used a document study. The documents were an EFL teacher's lesson plans for class VIII at one state junior high school in Jombang.

To analyze the data, the researchers used the theory of Miles et al., (2014) about the three steps of qualitative data analysis consisting of condensing the data, displaying the data, drawing and verifying the conclusion.

DISCUSSION

The strategies of teaching speaking in class VIII of SMPN 2 Jombang

The strategies of teaching speaking are several ways and methods that are used by the teacher when teaching speaking. The strategies used are as follows.

1. Conversation

The conversation is two-way communication between both of speaker and the listener. The teacher applies the conversation strategy in teaching speaking in class VIII for several materials.

Based on the interview with an EFL teacher, the teacher asks students to make a conversation with a couple about asking attention, checking understanding, complimenting/appreciating, asking and giving opinions. Then, the students should practice their conversation in front of the class with their couple. Practicing the materials they have learned in conversation makes students know how to practice the expression of asking attention, checking understanding, complimenting/appreciating, asking and giving opinion in daily life. It is supported by Nugraha (2018) who states that when conduct speaking, people express what is on

their minds and what they want their listeners to do for them. Through conversation, people conduct their speaking to express how their feeling and act out their attitude through speaking.

In practicing conversation strategy, the teacher uses a handphone as a media to take a video when students practice their conversation and then share it on Youtube. It makes students more creative in making conversation and enthusiastic to practice when their conversation practice can be seen by other people on social media. Utilizing social media as a media is helpful for students in the teaching and learning process. It is supported by Pitaloka et al., (2022) who state that social media can used for various needs, the one is for learning media.

Based on the explanation above, the researchers conclude that the students can improve their speaking ability by doing a conversation with their friends. While conversation, utilizing social media in the teaching and learning process also helps students to be more enthusiastic about learning especially speaking.

2. Direct-practice

Direct practice is a strategy that is the teacher directly practices the material that will be learned by students. In addition, Novitawati & Khadijah (2018) state that direct-practice is direct learning interaction. Based on the teacher interview result, the teacher applies a direct practice strategy in teaching speaking for asking attention, complimenting/ appreciating, and asking and giving opinion material in class VIII.

In applying this strategy, the teacher directly comes to a student and then practices the complimenting/ appreciating expressions. Additionally, the teacher invites a student to come forward then the other one is asked by the teacher about his opinion of their friend in front. The teacher asks the students by using asking and giving opinion expressions. Furthermore, Novitawati & Khadijah (2018) state that the students will practice the material they learn actively both physically and spiritually when using the direct practice strategy. The teacher also asks students to write examples of asking and giving opinions in the whiteboard so that their friends can read the various examples of asking and giving opinion.

Based on the explanation, the direct-practice is a strategy that the teacher used by practicing the material will be learning directly with the students. Novitawati & Khadijah (2018) mention that direct practice is the teacher directly instructs the students to practice learning material. The teacher also gives an example related to real-life and direct practice with the students.

3. Questioning to Check Understanding

Questioning to check understanding is a strategy when the teacher gives students questions to check their understanding of the material they learn before going to the next material. It is in accordance with Widyaningsih & Robiasih (2018) who state that the teacher should always check the students' understanding before moving to the next part of the lesson.

In applying this strategy, the teacher asks questions to students to check their understanding after the teacher explains the material. In line with it, Widyaningsih & Robiasih (2018) argue that few teachers use questions to check students' understanding of a lesson.

Based on the teacher interview result, the teacher uses this strategy in

teaching checking understanding and degrees of comparison materials. When teaching checking understanding, the teacher asks students about the material have been explained.

Furthermore, questioning to check understanding is also applied by the teacher in teaching degrees of comparison. The teacher asks students to make a summary of degrees of comparison from the web as completely as they can. Then the teacher invites students to come forward one by one to do an interview face to face about the summary they made. The teacher gives questions related to degrees of comparison material and the students should answer orally at that time. After doing an interview, the teacher explains the material in more detail to the students.

Based on the explanation above, the researchers conclude that using questioning to check understanding is a strategy that can be used in teaching speaking because giving questions to the students.

4. Presentation

Presentation is a strategy that is presenting something in front of people. It is in accordance with Wardoyo (2018) who states that presentation is a kind of activity where

the students present their work in front of the class, either individual or in groups.

Based on the clas observation, the teacher applies a presentation strategy in teaching notice material. The teacher applies the presentation strategy in the second meeting of notice material. The teacher asks students to the presentation about an example of notice. The students make a group consisting of two or three people then make an example of a notice and present it in front of the classroom. The teacher emphasizes to the students that they should do the presentation using English. Wardoyo (2018) states that by applying presentation in the classroom, EFL teachers can build up and improve the students' speaking ability. After the presentation, the teacher allows the audience giving some questions to the presenter.

Based on the explanation above, the presentation strategy is an appropriate teaching strategy in teaching speaking and emphasizing the students in practicing their speaking ability in the classroom. Providing the chance for students to speak also can make the activity of teaching process more alive (Wardoyo, 2018). So, the students' speaking ability will be

increased by applying the presentation strategy.

5. Brainstorming

Brainstorming is a strategy that can be used in teaching speaking. This strategy allows students to think of the solutions to the problem they faced. Lestari (2016) states that brainstorming allows students to generate ideas as much as possible in a short time and brainstorming can be done in small groups. Brainstorming allows students to share their ideas in written or oral form.

Based on the teacher interview result, the teacher applies brainstorming in teaching announcement material. Additionally, brainstorming uses the brain to bring out ideas to solve problems and get creative solutions for the problems (Octarina et al., 2021). In applying this strategy, the teacher asks students to answer some questions related to the announcement and then generate ideas about what the announcement is. The teacher also invites some students to come forward randomly to read the examples of announcement.

Based on the class observation carried out by the researcher, the teacher uses a blog as a media in applying this strategy. The teacher

shares a link of her personal blog contains examples and exercises about announcement material compiled by the teacher from several sources. Then, the students should read the examples of an announcement which is available in the personal blog in front of the classroom loudly as a media in applying this strategy.

After the students have ideas about what material they will learn by answering the exercises and reading the examples of the announcement in the personal blog, the teacher invites students to translate several examples of the announcement in the personal blog and then read and explain it in front of their classmates loudly. Then, the teacher gives a more detailed explanation when the students have generated their ideas about the announcement material. By applying this strategy, students are expected to be able for making an example of the announcement by themselves.

From those explanations, the researcher concludes that a brainstorming strategy can be used in teaching speaking. The students can understand and explain the announcement in front of their classmates in oral form. So that it helps

students to improve their speaking ability.

6. Demonstration

The demonstration is a strategy that allows the teacher to visualize an activity related to the material that will be learned to convey the theory in efficient application. Wherli and Nyquist in Lestari (2016) argue that the demonstration can be in the form of an activity performance so that the students can observe how it is done to help students prepare to transfer theory to practical application.

Based on the class observation that has been conducted, the researchers know that this strategy is used by the teacher in teaching degrees of comparison material. The teacher explains the objectives of degrees of comparison material to the students before going into the material deeper. Then, the teacher gives a visualization example of degrees of comparison to the students. The teacher invites two students who have physical differences to come forward. After that, the teacher designates a student randomly to deliver the differences he had seen to his friends verbally in front of the classroom. He tries to make a comparison based on his friends' differences and thinks critically about

degrees of comparison is then express his critical thinking in front of his classmates.

Additionally, the teacher explains about degrees of comparison material globally. For the next teaching step, the teacher invites students to make a summary of degrees of comparison. The students can browse the degrees of comparison material in Google and then make a summary based on the web related to the material.

Based on the explanation above, the researchers know that a demonstration strategy can be used in teaching speaking. When the teacher visualizes the material, the students learn to think critically and deliver their ideas verbally by seeing the activity that is performed by the teacher. Furthermore, Yurisdawati (2022) states that the students can observe and pay attention to what they show during the lesson.

The EFL teacher's reasons to use the strategies in class VIII of SMPN 2 Jombang

Based on the teacher interview result and class observation result, an EFL teacher at one state junior high school in Jombang uses several strategies in teaching speaking for several reasons described are as follows.

1. Conversation

The conversation strategy is used by the teacher because people can share their ideas, their opinions orally without any misunderstanding both people by doing a conversation. In line with it, Sari & Zainil (2020) state that the importance of teaching speaking strategy is the students can speak in front of the classroom and communicate with their friends. When students practice their speaking ability by doing conversations, they can increase their speaking English ability and communicate using English with other people fluently.

Conversation also helps students to decrease their speaking difficulties such as lack of confidence and afraid to make mistakes in grammatical structure or pronunciation. Furthermore, Ismail (2014) states that some students' problems in teaching and learning speaking such as most students are low motivation in speaking and most of the students still mispronounce a lot of English words. There for, conversation strategy can be used in the teaching and learning process to overcome students' difficulties in learning to speak.

Based on the teacher interview result, the teacher applies the

conversation strategy because conversation makes students understand how to practice the material they have learned in daily life. Additionally, conversation helps people express thoughts, feelings, and ideas. Besides that, news or information can be exchanged during the conversation (Ismail, 2014).

Based on the explanation above, the researchers conclude that conversation can be used as a strategy in teaching speaking because conversation helps students to share their ideas, their opinions verbally and clearer. Moreover, Ismail (2014) states that the students get a chance to interact with others by doing conversations.

2. Direct-practice

Applying this strategy can help the teacher and students to achieve the goal of the learning process which is under the teacher's lesson plan such as understanding the expressions about asking attention, complimenting/appreciating, and asking and giving opinions and how to express the asking attention, complimenting/appreciating, and asking and giving opinions expressions in the right intonation and stress. In line with it, Razi et al., (2021) state that the strategy

is designed to achieve the certain learning goal.

Based on the interview with the teacher, the researchers know that the teacher applies a direct practice strategy because the teaching and learning process will be simple when the teacher explains some materials and gives an example related to the real world. In addition, Damairi & Suyadi (2022) state that direct practice is teaching a foreign language using the learners' native language or without translation because the meaning is conveyed directly through action.

Additionally, the teacher uses this strategy because when directly practice, the students will be easy to understand the material that will be learned. Besides that, Damairi & Suyadi (2022) argue that direct practice is effective to increase students' activeness and creativity.

3. Questioning to Check Understanding

This strategy is used by the teacher to check the student's understanding using questions. Based on the teacher interview, the teacher uses this strategy to check the student's understanding of the material explained by the teacher. According to Widyaningsih & Robiasih (2018), a teacher should check the students'

understanding before moving to the next part of the lesson. In addition, the teacher also uses this strategy to train students for thinking creatively and answering the oral question quickly.

Based on that explanation, the researchers conclude that questioning is a strategy that used to check the student's understanding and know the students' response to some material they have learned in verbal form. Additionally, Nurhadi in Hanna & Setiyawan (2018) state that the main strategy of contextual learning is questioning because knowledge usually starts from questioning.

4. Presentation

Presentation is when someone or a group presents certain material in front of their partner or their friends. Based on the teacher interview, the researchers know that the teacher applies this strategy because the students will learn to deliver information they got to their friends verbally. It is in accordance with Wardoyo (2018) who states that students can speak up to deliver the material in a presentation form. The presentation strategy also helps the teacher to optimize and develop the student's communicative competence.

Based on the class observation that has been conducted by the researchers, the students can try to speak in front of their friends for delivering the material they learn and it helps students to increase their speaking ability. Because all of the students get a chance to speak up during the presentation. Classroom presentation also provides an active learning dimension by giving students opportunities to take part in any kind of activity (Wardoyo, 2018). So, the students' speaking ability will be practiced when applying the presentation strategy.

The presentation also helps students to increase their speaking ability when they deliver a certain material in front of the classroom in oral form. Meanwhile, Wardoyo (2018) states that the teacher can develop the student's communicative competence and improve the student's mastery of speaking skills through classroom presentation.

5. Brainstorming

Brainstorming is a strategy when the students learn the material by looking for some solution to solve a problem. In line with this, Wardoyo (2018) argues that brainstorming is used by the teacher as a warming up

activity for students so that they have thinking construction about the material delivered by the teacher when the students learn the material by looking for some solution to solve a problem.

Based on the teacher interview, the teacher uses a brainstorming strategy because this strategy is efficient in teaching announcements that do not need a specific theory. Furthermore, the teacher applies this strategy because the students can think constructively about the material. Additionally, Lestari (2016) mentions that brainstorming usually uses to lead students to the material they will be learning, so the students get initial knowledge on what are the materials will be taught by the teacher.

When applying this strategy, the students also easy to understand the material they will learn because they directly know the examples of the material and learn by solving the problem related to the material. Additionally, depending on the context, brainstorming is effective either in a group or individually and learners can generate ideas freely and quickly by applying a brainstorming strategy (Pratama & Awaliyah, 2016).

Based on the class observation, after the students have ideas about what the announcement is, they should read the example of the announcement and give a little explanation about the announcement they read in front of their friends. It gives the students chance to share new ideas with their friends. It is also supported by Pratama & Awaliyah (2016) who mention that students can be open to sharing new ideas because brainstorming has a good characteristic which is the students are not criticized for their ideas. Moreover, Octarina et al., (2021) state that brainstorming is a way for allowing people to communicate.

6. Demonstration

When the teacher demonstrates the theory in visual activity is called a demonstration strategy. The teacher visualizes the material that will be taught to the students. Additionally, Lestari (2016) mentions that demonstration strategy enables students to visualize the materials they are going to learn. The teacher applies a demonstration strategy in teaching degrees of comparison material.

In applying this strategy, the teacher demonstrates three students to come forward to be an example for

their friends. It is in accordance with Yurisdawati (2022) who states that the demonstration is presenting the subject matter to the students by showing and demonstrating a process, situation, or certain object that will be studied either in actual or imitation. Then, one of the students who is come forward should explain the differences they look in his friends who are also coming forward in front of his classmates applying this strategy, the teacher demonstrates three students to come forward to be an example for their friends.

Based on the teacher interview result, the teacher uses this strategy because the students will be easy to understand the material that will be learned when they see the visual example or see the visualization that has been practiced by their friends. The student's acceptance process forms a perfect understanding through the demonstration (Yurisdawati, 2022). So, the students have ideas or visualization from their friends' demonstration. The demonstration also helps students to practice their speaking English in front of the classroom. Additionally, the demonstration strategy can make teaching more concrete and clearer (Yurisdawati, 2022).

CONCLUSION

The research had been conducted in SMPN 2 Jombang could be descriptively concluded into two main points. First, the strategies that are applied by an EFL teacher of class VIII in teaching speaking, those are conversation in teaching asking attention, checking understanding, complimenting/ appreciating, and asking and giving opinion materials, direct-practice in teaching asking attention, complimenting/ appreciating, and asking and giving opinion materials, using questioning to check understanding to teach checking understanding and degrees of comparison materials, presentation in teaching notice material, brainstorming in teaching announcement, and demonstration strategy in teaching degrees of comparison material.

The second point was the teacher's reasons in applying those strategies to teach speaking. The teacher applied those strategies for several reasons. The teacher used those strategies because the strategies make students practice speaking confidently and fluently, improve students' speaking ability, make students understand how to practice the materials in daily life, and helps students to share their ideas, opinions verbally and clearer. The strategies also help teacher to achieve the goal of the learning process, and the

teaching and learning process will be simple.

Additionally, those strategies help students to convey information verbally to their classmates, help the teacher to check the student's understanding, help students think creatively also quickly, know the students' responses to the material, guide students to have an idea or an imagination about the material they will learn, and make the teaching process more concrete and clearer.

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