CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the related literature referred in this study. The aim is to give information about some relevant theories and previous studies related to the topic of this study. It consists of some items those are speaking, teaching speaking, and strategy in teaching speaking, and also previous study.

A. Speaking

1. Definition of Speaking

Bailey and Nunan (2005) define speaking as a productive language skill by producing intentional language expressions to convey meaning. It is the oral production of words or sentences. Speaking is also related to communication because it is the skill that is used by people to communicate with others. This means by speaking, we can share our thoughts, ideas, and opinions to other people. Moreover, Harmer (2007, as cited in Khalida, 2020) explains that in speaking, the students produce a language and then utilize it to attain a communicative goal. It means, speaking is a language production skill in which students create a language through speech in order to achieve the purpose in communication.

Based on the definition above, it can be concluded that speaking is the ability to produce language orally as a way to communicate with other that is to share ideas, feelings, and opinion to other people.

2. The Importance of Speaking Skill

In English language learning, speaking seems to be the most important skill among the four English skills to learn, as people usually refer to someone who knows a language as 'speaker' of the language and as learning speaking is what language learners are most interested in (Ur, 1996). Speaking is also a productive skill that can be directly observed (Brown, 2004). As a result, speaking is the skill that will be judged the most by students in a real-life situation (Brown and Yule, 1983, as cited in Ghafar and Amin, 2022). Moreover, people are more likely to judge someone's proficiency in English language based on his or her ability to speak English. Therefore, speaking becomes an important skill for students to be mastered in learning English in order to be able to communicate well with other people in this global world.

3. Components of Speaking

Speaking is a complex activity because there are so many components that are needed to master in order to have good speaking skill. Mastering the components of speaking is needed for students to become accurate and fluent in speaking. According to Harris (1969), there are five components of speaking skill those are grammar, comprehension, fluency, vocabulary, and pronunciation.

The first component is grammar. Grammar is the arrangement of words in order to form correct sentences (Ur, 1996). Grammar is very beneficial in oral communication, "as it ensures that speakers and listeners use the same code" (Ali, 2018: 127). Codes are related to comprehension. If the speaker and the listener use the same code, it can be ensured that both of them will get the same comprehension for what they are talking about.

The second component is comprehension. In speaking, comprehension is the ability to understand the language that is being spoken by the speaker. Thus, while speaking, the speakers need to make sure that the listeners get the comprehension because the aim of speaking itself is to deliver information and messages to other people.

The third component is fluency. Fluency is defined by Harris (1969) as the speed and ease with which speech flows. When the speakers speak fluently, it means that they speak in good order without any pauses that will make the listener confused thus they will be able to give better understanding about the topic that is spoken to the listener. Fluency is also the component of speaking that is prioritized by language learners as fluency is always being noticed by the listener in the speaking performance.

The fourth component is pronunciation. According to Ur (1996), the concept of pronunciation includes three things. They are intonation which means the rises and falls in tone that determine the tune of an

utterance, the sound of the language (phonology), and also stress and rhythm. Pronunciation deals with how speakers produce the sound from their mouth.

The last component is vocabulary. Vocabulary is describe by Hatch and Brown (1995) as a list or a set of words used in a specific language or a list or a set of words that certain speakers of a language may use. Thus, vocabulary is the list of words that we use while speaking which means, it is the basic of a language and it is the key for us in doing speaking. When speakers have many English vocabularies, it will help them to speak well because they have the list of words to express their idea.

B. Teaching Speaking

1. Definition of Teaching Speaking

Teaching means facilitating and guiding learning, setting the conditions for learning, and enabling the learners to learn (Brown, 2000). Teaching is the process of transferring knowledge to students thus they can learn it. The aim of teaching and learning process is to give students knowledge and the ability to comprehend it. Teaching speaking is a crucial part of English language teaching and learning. The goal of teaching speaking is giving students the ability to communicate in the target language in order to deal with basic interpersonal skills (Brown and Yule, 2000, as cited in Nadya, 2021). It means that after learning speaking skill, it is expected of students that they can communicate orally

using English language. Besides, in today's world, as English has been used everywhere, the aim of teaching speaking should be to improve students' communication skills, since it is the only way in which students will have the ability to express themselves and learn how to follow proper cultural and social rules in every communicative setting (Kayi, 2006).

Therefore, teaching speaking is a way that teachers do to make students have the ability to convey their ideas, feelings, opinions, and also interact with others in any setting, and influence others. As a result, when teaching speaking skills, it is essential to have a clear comprehension of what is being said while encouraging students to develop their speaking skills naturally. Overall, teaching speaking skill focuses on the exercises or activities that encourage students to be active to speak in the classroom.

2. Principles of Teaching Speaking

According to Nunan (2003), there are five principles of teaching speaking. First, consider the distinctions between foreign and second language learning contexts. A foreign language context is one in which the primary language of society's communication is not the target language that is learned. Students in foreign language situations more likely to face challenges in developing speaking abilities since they have little opportunities to utilize the target language outside of the classroom, whereas in the second language context, the target language is being the

society's primary language of communication. Thus, the target language is used in the communication every day.

The second is giving students the opportunity to develop and practice with both accuracy and fluency. What is meant by accuracy is to what extents are students' speech reflects what individuals actually say when using the target language. Fluency refers to how quickly and confidently speaker uses a language, with few word searches, hesitations or forced pauses, false starts, and so on.

The third is giving the students the opportunities for to talk by using pair work or group work and limits the teacher talk. The teacher must be careful of how much they talk in the class so that they do not consume all of the time that students may be speaking. To increase the opportunity for students to speak in target language during the lesson, teacher can utilize activities such as group work and pair work. When the teacher is excluded from the conversation, the students take on various speaking roles that the teacher would normally perform.

The fourth is preparing speaking tasks that need negotiation for meaning. Negotiation of meaning entails checking to determine if you have grasped what someone has said, confirming that someone has understood your meaning, and clarifying your understanding. By asking for repetition, explanations, or clarification during interactions, students get others they interact with to speak to them in a language they can comprehend and at a level they can learn.

The fifth is creating classroom activities that include instruction and practice in both interactional and transactional speaking. Interactional speech is when you communicate with someone for social reasons. It includes both maintaining and establishing social relationships. Transactional speech is used to communicate in order to complete a task, such as the exchange of products and/or services.

3. Classroom Speaking Activities

Kayi (2006) proposed some activities as to promote speaking in the classroom. First of all is stimulations. Students can bring items to class during simulations to create a realistic setting. For instance, if a student is playing the role of a singer, she can bring a microphone and perform.

The second is role-play. Students are given specific roles to play in the target language during a role-play (Nunan, 2003). Students act out like they are in various social situations and have a variety of social roles. Simulations differ from role-plays due to their greater level of complexity. According to Harmer (2007), simulation and role-play give three key advantages for students those are they can be entertaining and so motivating; they encourage participation by letting students speak up in front of the class and express their opinions since students do not have to take the same responsibility for what they say; and also they give students far more freedom to use a variety of languages than other more task-focused activities may do by extending the environment of the classroom to include the outside world. However, In order for students to

participate effectively in simulations and role-plays, they must be provided clear instructions regarding the scenario and sufficient background knowledge. Of course, the teacher will encourage students to use their creativity, but if they have very little knowledge, they can find it very challenging to do so.

The third is discussion. A discussion might be held after a content-based lesson for a variety of reasons. In their discussion groups, the students can seek to draw a conclusion, exchange viewpoints on a situation, or identify problems. It is crucial that the teacher establishes the goal of the discussion activity prior to the discussion. Therefore, students do not waste time chatting with each other about things that are not important, the discussion points are pertinent to this goal in this way.

The fourth is finding the difference. Students can work in pairs on this activity, and each pair is given two different pictures, such as one of tennis-playing girls and another of football-playing boys. Students in pairs talk about the pictures' differences and/or similarities.

The fifth is picture narrating. It is based on several sequential pictures. Students are asked to use the criteria provided by the teacher as a rubric to narrate the story that is depicted in the sequential photos. The structures or vocabulary they must employ when narrating can be included in the rubrics.

The sixth is picture describing. By giving students just one image and asking them to describe what it is in is another way to use images in

a speaking activity. Students can form groups for this task, and different pictures are given to each group.

The seventh is playing cards. Students should divide up into groups of four for this activity. A topic will be represented by each suit. Every student in a group will select a card. Following that, each student will prepare 4-5 questions for the group to discuss on that topic.

The eight is reporting. Students are required to read a magazine or newspaper before class, and during class, they report to their friends the news stories they found most interesting. Before class, students might also discuss any noteworthy events in their everyday lives that they think would be interesting to share with their friends.

The ninth is story completion. Story completion is a whole-class, enjoyable, and free speaking activities which students gather in a circle. In this activity, the teacher begins by telling a story, but pauses after a few sentences. The next step is each student starts to narrate the story from the point where the previous one stopped. An additional four to ten sentences are expected from each student. New descriptions, characters, events, and other elements can be added by students.

The tenth is interviews. Students have the chance to interview numerous people about particular topics. Students have the opportunity to practice their speaking ability outside of the classroom by conducting interviews with real individuals, which also helps them socialize. Each student has the opportunity to present his/her study to the class after

interviews. Additionally, students can conduct interviews with one another and "introduce" his/her partner to the class.

The eleventh is story telling. Students may tell their classmates their own stories or briefly summarize a story or tale that someone has already told to them. Story telling encourages creative thinking. Additionally, it assists students with expressing concepts in a story's beginning, middle, and end as well as the crucial settings and characters.

The twelfth is brainstorming. According to Brown (2001), the goal of the brainstorming technique is to start some form of thinking process. In a constrained amount of time, students can generate thoughts about a specific topic. Either group or individual brainstorming is efficient, as students come up with ideas freely and quickly. The benefit of brainstorming is that students are not criticized for their ideas, which encourages them to share new ones.

The last is information gap. Students are expected to work in pairs on this project. Information gap is a beneficial activity which one student will know information that the other student in the partnership does not, and the partners will exchange information using target language (Nunan, 2003). Activities of information gaps have a variety of uses, including information gathering and problem solving. Additionally, each partner is crucial to the task's success since without their cooperation, the other partners will not be able to finish it.

4. Criteria For Speaking Tasks

The following conditions must be fulfilled in order to maximize speaking opportunities and raise the probability that students will use language on their own according to Thornbury (2005). The first is productivity. For the best conditions for autonomous language usage, a speaking activity needs to be as language-productive as possible.

The second is purposefulness. Ensuring that the speaking activity has an obvious goal, especially one that demands students to collaborate to reach a common goal, can frequently boost language production.

The third is interactivity. Activities should make learners consider the impact they are having on their audience. If not, it is hard to argue that they serve as effective language learning tools. Even formal, monologic speaking task like talks and presentations should be given in settings where there is at least a chance for interaction.

The fourth is challenge. The task should be challenging enough to make the students use their available communicative resources in order to complete it. This will enable students to feel the pride and even pleasure that come with using language on their own. Of course, if the level of difficulty is too high, this could be counterproductive and prevent students from progressing or force them to talk only in their first language. The task should be adjusted by the teacher in accordance with the level of difficulty that each student will encounter.

The fifth is safety. While learners should be given challenges, they also need to have faith that they can successfully complete those obstacles and undertake autonomous language usage without running too many risks. The ideal environment for experimentation should be created in the classroom, including a cooperative group dynamic and a teacher who does not pass judgment on student mistakes. Additionally, students need to feel confident that the teacher will always step in if things start to go out of control.

The last is authenticity. Speaking exercises ought to relate in some way to actual language use. If not, they are inadequately preparing for independence. Of fact, a lot of classroom exercises, such drills and language games, might be excused on the grounds that they promote awareness or cultural appropriation. However, for learners to become autonomous, communication in the classroom must be of a level that is fundamentally equal to communication outside of it. This implies that they will occasionally have to function under actual operating circumstances. Additionally, it implies that the themes, genres, and contexts chosen for speaking exercises relate in some way to the learners' perceived needs and interests.

5. Characteristic of Successful Speaking Activity

The teacher must expect that the activity he/she does in the classroom is successful. According to Ur (1996), there are four characteristics of a successful speaking activity. The first is students talk

a lot. By talking a lot, it means that the students have been able to convey their ideas to the others. The second characteristic is participation is even. Students do not only listen to the teacher but also give responses to the teacher. The next characteristic is motivation is high, which means students can motivate themselves to improve their speaking skill. It can be seen from their eagerness to participate actively in the speaking activity. And the last characteristic is language is at an acceptable level, which means students' speaking is comprehensible to the other students.

6. Teacher's Role in Teaching Speaking

In the teaching and learning process of speaking in the classroom, teachers have an important role to help students in understanding English learning material and also to help students to be able to speak English. Moreover, the teachers' role is very important in order to make the learning process run well. Harmer (2007) added that making sure that the students understand exactly what they are intended to perform is an essential component of the teacher's role while planning speaking exercises. To ensure that nobody is confused about what they should be doing, this requires delivering clear directions and when appropriate, modeling the task with a student or students. Therefore, teachers must take on a variety of roles throughout various speaking activities. Indeed, three roles of teacher are particularly important if the teacher want students to communicate well.

The first is prompter. Sometimes, students lose the fluency their teachers are expecting of them because they get lost, cannot think of what to say next, or for some other reason. Sometimes it may be preferable for the teacher to step back and let the students work their way out of these situations on their own. However, by making specific suggestions, the teacher might be able to assist them and the activity's progression.

The second is participant. When asking students to develop language, teachers ought to be effective animators. This can occasionally be accomplished by organizing an activity in a clear and enthusiastic manner. However, there are situations when teachers might choose to take part in discussions or role-plays themselves. In this manner, they are able to subtly prompt, introduce new material to advance the activity, guarantee ongoing student participation, and overall create a creative environment. They must watch their participation in these situations to avoid dominating the conversation and centering the conversation on themselves.

The third is feedback provider. When deciding when and how to provide feedback during speaking exercises, it is important to carefully analyze the outcomes of several possible approaches. Overcorrecting students during speaking tasks might hinder them and eliminate the conversational nature of the activity. Conversely, encouraging and compassionate correction can assist students overcome challenging misunderstandings and hesitations. Everything is dependent on how tactful we are and how appropriate our critique is in any given

circumstance. It is crucial that we let students evaluate their work after they finish an activity and that we share with them what, in our perspective, went well. We will comment on both the activity's subject matter and the language employed.

C.   Strategy in Teaching Speaking

1.   Definition of Strategy in Teaching Speaking

Before going to the definition of the strategy, the researcher will explain about the definition of the other terms in language teaching related to strategy those are approach, method, and technique. According to Richards and Schmidt (2010), approach is the principles, philosophy, and theory underlying a certain set of teaching practices. Two kind of approach in teaching based on Roy Killen (2007) is student-centered approach and teacher-centered approach. Method refers to a way of teaching a language that is based on organized procedures and principles, i.e. which is the application of ideas about the best ways to teach and learn a language, as well as a specific theory of language and language learning. Technique is a specific procedure for carrying out a teaching activity, such as the way a teacher corrects students' errors or sets up group activities. Therefore, it can be inferred that different beliefs about the nature of language and how languages are taught (the approach) suggest different ways of teaching language (the method), and different method employ various types of activity (the technique).

Harmer (2007) also describes the definition of approach, method, procedure, and technique in his book. According to Harmer (2007), approach pertains to theories that explain the characteristics of language and the process of language acquisition, which influence the classroom practices and serve as a rationale for their implementation. A method is the implementation of an approach in practice, involving the use of various techniques and procedures. A procedure is a structured arrangement of techniques in a specific order. And a technique refers to a specific action or task rather than a series of actions or an entire procedure. In summary, an approach refers to theories that explain language and language acquisition, which influence classroom practices. A method is the practical implementation of an approach, consisting of techniques and procedures. A procedure is a structured sequence of techniques, while a technique is a specific action or task.

Strategy is defined by Richards and Schmidt (2010) as a set of procedures used as a way to achieve certain goal. Brown (2001, 2007, as cited in Sukardi, 2019) defined strategy as various behaviors, steps, actions, techniques, or activities that either students or teachers perform in the classroom. Furthermore, Richards & Rodgres (1986, as cited in Hayati et al., 2021) defined teaching strategy as a method, plan, or series of activities to reach a specific educational aim. From the definitions above, it can be concluded that a teaching strategy in speaking is a set of procedures, behaviors, steps, actions, techniques, or activities that are used to achieve the goal of teaching speaking. It is a

method, plan, or series of activities that teachers and students perform in the classroom to promote learning and enhance understanding. Therefore, the selection and use of appropriate teaching strategies are crucial for effective teaching and learning outcomes.

2. The Importance of Strategy in Teaching Speaking

The goal of the teacher when teaching speaking is student success which means the ability to speak the language that is taught. Teachers need strategies while teaching speaking to achieve the goal of teaching speaking that is to facilitate learning and ensure that students communicate clearly and accurately. If the teacher's strategies are effective, the goal of teaching speaking will be reached. Furthermore, Nunan (2003) argued that for two reasons, many people believe that speaking a new language is more difficult than writing, reading, or listening. First, unlike writing or reading, speaking occurs in real time: the people you are conversing with is usually waiting for you to speak right then. Second, you cannot revise and edit what you want to say when you talk, as you can when you write. Moreover, if we compare speaking activity and the other English skills activities in the classroom, we can see that there is just a little bit activity of speaking skill during the English learning process in the classroom which means students just have a little bit chance to develop their English speaking skill. Therefore consequently, the teachers' strategy in teaching speaking plays a very important role to make students have the ability to communicate clearly and accurately using English language. Moreover,

the strategies used by the teacher in teaching speaking will determine the students' success in their speaking ability.

However, finding a good teaching strategy can be challenging. Teachers must consider how the strategy will be used and whether or not it will meet the needs of their students. Some students can grasp the material fast and effectively by applying various strategies to a different subject. Some of the students in the classroom, meantime, find it challenging to comprehend new information, which causes them to lose interest. Therefore, because students have various levels of language competency, teachers must develop effective teaching strategies that is able to meet the needs of their students.

3. Teaching Speaking Strategies

There are numerous strategies that can be used to teach speaking in the classroom. Here are some strategies that can be used in teaching speaking in the classroom.

a. Cooperative Learning Strategy

Nasution (2017) defines cooperative learning strategy in his book as one of the teaching strategies which in its implementation directs students to work together in small groups and groups that succeed in achieving the learning objectives will be rewarded. Henson and Eller (1999, as cited in Nasution, 2017) define cooperative learning strategy as the collaboration between students to achieve common goals. Based on the above understanding, it can

be concluded that the cooperative learning strategy is a series of learning activities in which students collaborate to achieve the learning objectives that have been set in small groups. Through cooperative learning strategies where students work together, they will be more advanced than students who work alone. Collaboration will also result in greater effort and increased productivity.

There are some types of cooperative learning strategy. The first is student team achievement division (STAD). STAD was firstly developed by Robert Edward Slavin and his colleagues. In the STAD, the teacher divides students into small groups or study teams with 4 or 5 heterogeneous members in each group. Each group uses academic worksheets and helps each other to master the teaching material through questions and answers or discussion between group members. Then all students are given a test and are not allowed to help each other in doing it (Sulistio and Haryanti, 2022).

The second is jigsaw. According to Sulistio and Haryanti (2022), jigsaw is a type of cooperative learning consisting of heterogeneous study groups with 5-6 members using the pattern of the original group and the expert group. Each student in the group is given a different task and then joins other students from different groups with the same task. Then students with the same task discussed and exchanged ideas to form expert groups. After

finishing discussing with the expert group, each student will return to their original group to share the results of their discussion. When finished, then each group makes a presentation.

The third is think, pair, share (TPS). Sulistio & Haryanti (2022) explained this strategy as a cooperative learning strategy that gives students time to think and respond. This strategy gives students time to think about answers to questions or problems which is given by the teacher. Students are given questions by the teacher and then given time to think about the answers individually. After that, students work in pairs to discuss the results of the ideas they have obtained and finally share them with the whole class.

The fourth is small group discussion. Small group discussion (SGD) is an organized process involving a group of students in optimal face-to-face cooperative interactions with the aim of sharing information or experiences, making decisions or solving a problem (Hasibuan, 2008 as cited in Helvi, 2018). Small group discussion is an effective form of cooperative learning strategy as it encourages students to collaborate in small teams and support each other by actively contributing their ideas and thoughts (Hukom, 2020). Small group discussion is also an effective strategy for developing speaking skills in EFL classrooms (Ahmadi & Kargar, 2021). There are some steps in implementing small group discussion according to Dobson (1981, as cited in Purvitasari, 2017). First, divide the class into groups of three to six students.

Second, assign each group a different topic to discuss. Third, provide a minimum of ten minutes for the groups to engage in their discussions. And the last, choose one student from each group to act as a spokesperson and report the group's findings to the class. Moreover, encourage classmates to ask questions to the spokesperson during the presentation. Hasibuan and Moedjiono (2012, as cited in Susanto, 2022) explained more specific steps in implementing small group discussion. First, teachers explain the material that will be learned and the small group discussion method that will be carried out. Second, students are divided into several groups of 4-6 students with the help of the teacher. Third, students discuss topics or problems given by the teacher with their respective groups. The teacher supervises the course of the discussion process and provides assistance when needed. Fourth, students present the results of group discussions. In this process the teacher provides feedback or explanation of the results of the discussion. And last, students in other groups record important information or things they get from the group presenting and collect written results from the discussion.

The fifth is picture and picture. Johnson & Johnson (1994, as cited in Musyrifa et al., 2020) explained that picture and picture strategy is a teaching strategy that uses images as the key media in the learning process. Cooperative learning strategy type picture and picture is a learning that uses paired or sorted pictures into a logical

sequence (Hamdani, 2011, as cited in Sari, 2015). Suprijono (2014) also defines picture and picture strategy as a method that uses pictures and is paired or sequenced into a logical form and sequence. According to Muliawan (2016, as cited in Handriani et al., 2020) picture and picture has the same way of working as the learning method of composing image. From the definition above, it can be concluded that the implementation of this strategy relies on images as the teaching media in the learning process. These pictures become the main factor in the learning process. There are some steps in implementing the cooperative learning strategy type picture and picture according to Suprijono (2014). First, the teacher conveys the competencies to be achieved. Second, present the material as an introduction. Third, the teacher shows pictures of activities related to the material. Fourth, the teacher appoints or calls on students in turn to place or sort the pictures into a logical sequence. Fifth, the teacher asks the reason for the sequence of pictures. Sixth, relate the concept of material in accordance with the competencies to be achieved. And finally make a conclusion or summary.

The sixth is three-step interview. Kagan (2009) explains the three-step interview as a strategy which consists of four students who are signed as A, B, C, and D in a group. Every participant selects a partner from among the other members. Each member gives question to their pair as the first step. Then, each partners

switch roles at the second step. Members then share their partner's response with the team as the last phase. The goal of three-step interview is to make the students engage in conversation for the purpose of synthesizing and analyzing new information. This strategy is a strategy that will be able to improve students' speaking skill as in the process of the implementation of this strategy; students need to interact with their partners by sharing the information they have orally. Kim (2021) found in his research that the use of three-step interview strategy can be an effective way to enhance speaking skills and also reducing speaking anxiety in EFL classrooms as three steps interview involves students working in pairs to ask and answer questions about a given topic, and then reporting back to the whole class. This creates a low-risk environment for the learners to practice their speaking skills, as they are able to receive feedback and support from their peers, which can increase their confidence and motivation to speak. There are some common steps in the implementation of three-step interview according to Kagan (2009). First, the students are divided into some groups of four and then divided into two pairs. Second, the teacher gave the topic to the students, time for interview, and think time. Third, each pair in a group should interview their partner which means, one is the interviewer and the other is the interviewee. Fourth, the students reverse their roles which means, the interviewer becomes the interviewee and the interviewee

becomes the interviewer. And last, each pair shares the information they got to another pair in one group.

The seventh is role-playing. According to Sutikno (2021) role-playing is a method where students are asked to play certain roles. This method was developed by Fannie Shaftel and George Shaftel. Role playing invites students to be directly involved in learning, mastery of subject matter based on creativity and expression of students in expressing their imagination related to the subject matter they are studying without any limitations in words and movement, but not out of the teaching material. Students have the chance to practice speaking in a genuine environment through the use of role playing in the classroom. Brown (2004) stated that role playing give students some times to do practice preparation thus they can prepare what they will say. Therefore, role playing can also lowering students anxiety in speaking English because they have already done the preparation. Role-playing is also an effective strategy to be used in teaching speaking based on Mohammadi & Amini (2020) who found that role-playing is an effective cooperative learning strategy that can be used in EFL classrooms to enhance learners' speaking proficiency. The steps of the implementation of role-playing strategy is divided into three main phase according to Wahab (2008, as cited in Umam, 2016). The first is planning. This stage contains the preparation for role-play which includes directing students to the topic or problem to be

played, selection or distribution of players, or preparation of the players and audience. The second is execution. This stage contains the implementation of role-play activities. For beginners, 5 minutes is enough for role-playing. The last step is follow-up activity. This stage contains the discussion for the role-playing activities. It can also be the activity of redoing the role-playing activity.

b. Discovery Learning Strategy

Discovery learning was firstly introduced by Jerome Bruner in 1960. Discovery learning strategy is defined by Bruner (1961, as cited in Chasanah, 2022) as a learning that takes place when students need to organize their selves rather than being given with the material in its final form. This strategy encourages students to draw conclusions from their own observations and activities (Balim, 2009). This is in line with Sari & Fanani (2021) that discovery learning strategy is a teaching strategy in which students has the opportunity to find out for themselves about something. In this strategy, the teacher does not determine which material has the final, but rather the process of understanding and how to solve students on a problem. The characteristics of discovery learning are the teacher as a guide, students learn actively as a scientist, teaching materials are presented in the form of information and students carry out activities to collect, compare, categorize, analyze, and make conclusions. From the definition above, it can be concluded that discovery learning is a teaching strategy in which

students are given the opportunity to explore and discover information on their own through a series of tasks and activities and also direct students to independently find understanding that must be achieved with the guidance and supervision of the teacher.

Discovery learning is also an effective strategy to be used in teaching speaking. According to Liu and Shi (2021) based on the results of their research about the effect of discovery learning on EFL learners' oral communication skills, discovery learning is an effective teaching strategy in EFL classrooms because it promotes learner-centered instruction and encourages students to take an active role in their own learning. There are some steps in the implementation of discovery learning in the teaching and learning process. The implementation of discovery learning based on Syah (2004, as cited in Afifah, 2022) is done in six phase. The first is stimulation. Stimulation is the activity to engage students in learning activity. One of the ways to do stimulation is by asking questions to the students related to the material they are learning. The second is problem statement/identification. The students are given several problems in the problem statement that they must solve on their own. The third is data collection. Students are allowed to get some pertinent data during this stage by observing objects, reading texts, speaking with resources, and other activities. Data collection phase is to assist students in determining the answer to the question. The fourth is data processing. This is the process of

processing the data that have been collected from observation, research, and others. The fifth is verification. Based on the results of data processing, the problems that have been identified are checked whether they are answered or not. And the last is generalization. This is the process of making appropriate conclusion of the lesson.

c. Affective Learning Strategy

Affective learning strategy is a series of learning activities that emphasize the formation of a positive attitude in students. Affective learning strategies generally expose students to situations that contain conflict or problematic situations (Nasution, 2017). Through this situation students are expected to be able to make decisions based on the value they consider good. There are three models in this strategy. The first is the consideration model. This model emphasizes learning strategies that can shape personality. The second is the cognitive development model. And the third is a value clarification technique. This model is interpreted as a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing the values that already exist and are embedded in students (Zainiyati, 2010).

d. Problem-Based Learning Strategy

Problem based learning strategy can be interpreted as a series of learning activities that are focused on the process of solving

problems/problems scientifically. These problems can be taken from textbooks or from other sources, for example from events that occur in the surrounding environment, from events in the family or from events that occur in the community (Nasution, 2017).

There are some steps in the implementation of problem based learning strategy according to Sanjaya (2006, in Nasution 2017). The first is recognizing a problem or there is a problem that must be solved. The second is formulating the problem. The formulation of the problem must be clear and specific. The third is formulating the hypothesis or formulate a temporary answer to the formulation of the problem that has been identified. The fourth is collecting the data. At this stage students are encouraged to collect data relevant to the formulation of the problem. The fifth is testing the hypothesis. Based on the data collected, students can determine which hypotheses are accepted and which are rejected. And the last is determining settlement option that is the efforts to choose alternative solutions to problems that allow it to be implemented.

e. Project-Based Learning Strategy

Patton (2012) defines project-based learning (PJBL) as a teaching strategy that allows "students to plan, design, and carry out an extended project that produces an output such as a product, presentation, and publication." Through project-based learning, students will be motivated to work on meaningful tasks. In the process of project-based learning, students are encouraged to

participate actively in the activities. Therefore, it is a strategy that is suitable to be implemented to teach speaking as it can help in the development of students' learning abilities, particularly in spoken English because they are fully active. Kang (2019) found in his research that project-based learning is an effective strategy in improving speaking skills of EFL learners. Additionally, through project-based learning, students will produce a work that they make by themselves. In this case, project-based learning can be used in teaching speaking to make the students produce a product contains English speaking that they designed themselves.

The learning steps in project-based learning strategy as developed by The George Lucas Educational Foundation (2005, as cited in Pratama, 2020) consist of six steps. The first is starting with an essential question. Essential questions are given to provoke students' knowledge of the project theme to be raised. The second is planning the project. It is the process of planning the project that will be made. The third is creating the schedule. Teacher and students collaboratively arrange a schedule of activities in completing the project. This schedule is structured to determine how long the process of making project will take. The fourth is monitoring the students' progress of the project. Teacher is responsible for monitoring the activities of students while completing the project. The fifth is assessing the outcome. Assessment is carried out to help teacher measure standard

achievement, play a role in evaluating the progress of each student, and provide feedback on student achievement. The last is evaluating the experience. At this stage students are asked to express their feelings and experiences while completing the project.

D. Previous Study

There are some previous studies analyzed teachers' strategies in teaching speaking. The first study is the study by Wulandari in 2020, entitled "Strategies in Teaching Speaking used by Teachers of Young, Junior High School, Senior High School, and University Students". The researcher analyzed the strategies used by teachers of different student's levels in teaching speaking. This study used descriptive qualitative method. The participants were 32 EFL teachers who teach different level of students which are young learners, junior high school students, senior high school students, and university students. The instrument that was used in this study was interview in the form of focused group discussion. The result shows that teachers of all levels applied the strategies of teaching speaking by considering the students' needs, the media, and the components of teaching speaking. There are some strategies that are used in all levels but with different ways according to the students' levels. For young learners, the teachers use simulation, discussion, story-telling, problem solving, speech, and guessing game. Meanwhile for junior high school students, the strategies used by the teachers in teaching speaking are role play, discussion, guessing game, and story-telling. For senior high school students, teachers chosen some strategies in teaching speaking such as

jigsaw, discussion, information gap, story-telling, simulation, speech, guessing game, problem solving, and role play. And for university students, the strategies chosen by the teachers in teaching speaking are information gaps, role play, guessing game, discussion, speech and simulation, story-telling, speech and simulation, and problem solving.

The next study was done by Razi, Muslem, & Fitrisia in 2021 entitled "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students" to describe the teachers' strategies in teaching speaking and the obstacles faced by the teachers in implementing the strategies at SMP Inshafuddin Banda Aceh. The design of the study is descriptive qualitative. The sample is two English teachers of SMP Inshafuddin Banda Aceh. The instruments that are used by the researchers are observation sheet and interview guide. The results show that the teachers used five strategies in teaching speaking skills, namely storytelling, picture describing, drilling, games, and role play. Meanwhile, the obstacles faced by the teachers in applying the strategies are there are students who do not want be work in a group in the classroom; students feel bored in learning speaking thus teaching speaking becomes uneasy; and the students rarely practice speaking in class.

Relying on the previous studies described above about teachers' strategies in teaching speaking, the difference between this study and previous studies concerns in its subjects and objectives. This study was done to English teachers of the tenth grade in vocational high school. Whereas in the previous studies, the researchers conducted the study to the English

teachers who teach different level of students which are young learners, junior high school, senior high school, and university and also English teachers who teach junior high school. This study focused on finding out the strategies used by the teachers in teaching speaking and describing the implementation of the strategies. While in previous studies, the researchers examine the strategies used by the teachers in teaching speaking and the obstacles in applying the strategies.