

Teaching English Speaking Strategies

Aip Syaepul Uyun

Ma'soem University

***Corresponding Author**

Email: aipsyaepul@masoemuniveristy.ac.id

Abstract: *One of the important aspects that need to be considered in the process of instruction is teaching strategies. Hence determining appropriate teaching strategies can improve learning outcomes well. The objective of this research is to know and to describe the strategies of teaching English speaking. It was conducted at Tunas Unggul Junior High School Bandung and used qualitative descriptive method. The data was collected through interview, questionnaire, observation, and documentation. The research found that the teaching English speaking strategies used by the school have been widely influence by communication and students-center strategies. This measure taken has given much beneficial impact to all parties, particularly teachers and students for their English speaking development. Therefore, in teaching speaking, it is important for everyone, particularly educator to develop their teaching strategies which meets to the students need.*

Key words: *Teaching, English Speaking, Tunas Unggul*

INTRODUCTION

It is no exaggeration to say that today people are learning more and more to speak English as a priority in learning English. It is believed that this ability can contribute to the success of their research and to the stages of their future life. It is no wonder that teaching this skill covers an important movement in foreign language learning methods and has become a popular research and developmen among teachers and educators in recent decades. This statement shows that teaching speaking requires a great deal of effort and ideas to explore learners' abilities and plays an important role in the world of English language teaching (ELT). In doing so, it is paramount to form a core as a strategy, which must be the teacher's pedagogical principle in teaching English.

Looking at to its development, teaching English has increased significantly in the last few decades. A great deal of research and discussion and development on this subject has proven to be growing rapidly (Richards, 2008). A similar argument was stated by Hughes (2002, p. 5), who argued that speaking intuitively seems to be the most paramount skill for learning with particular interest. Then it is no exaggeration to say that the ability to use a second language is actually equivalent to the ability to speak that language (Nunan, 2003). The reason may be simple. Learners need the ability to build and maintain relationships, negotiate, and influence people on their second language. In short, speaking is a skill that learners judge when making the first impression. This phenomenon has shows that the discussion on this topic has become commonplace among scholars.

In relation into above statement, Harmer (2007, p. 349) believed that the atmosphere of teaching must be very inspiring and highly motivating, classroom situation must be friendly and encourage all learners to participate in all speaking opportunities. In other words, teachers need to come up with interesting strategies for teaching this skill. Students can then be very satisfied when all of them are fully involved in the process of learning. Then teacher can properly set activities and provide meaningful and useful feedback (Doff in Hoang and Ngue, 2015). ..

Looking back into those statements, it can be argued that teaching speaking was the most important skill to consider in ELT (Richards, 2008, p.2). Hence, developing ways to teach this skill is clearly essential to achieving ELT's goals of teaching world wide. In Indonesia, for example, the purpose of teaching English according to the 2013 curriculum is to improve communication skills in English, either spoken or written (English Standard Competencies National Curriculum 2013, Appendix, p. 540). As the result, both productive skills, speaking and writing should be the main goals of learning. On the other hand, teaching speaking also means that it occupies a unique and important position in Indonesia's ELT. However in reality, the goal of teaching English in Indonesia is not completely achieved by all students. Currently, according to a survey of the English Proficiency Index released by Education First (EF) in 2017, the quality of Indonesian English is ranked 10th in Asia with 52.94 points after Vietnam and China. Globally, Indonesia was ranked 39th out of 80 countries surveyed. This study actually place

Indonesia in a low position, and even then it remains far more than Malaysia and Singapore, which rated their English proficiency is very high.

Another issue on the same topic can be found in an assessment survey conducted by the Ministry of Education over the last decade. It is noted that the school actually produced a minimum number of graduates with the ability to speak, listen, read and write English for real purposes. They have studied English at school for at least 6 years from elementary school to high school, but this does not guarantee that they can actually communicate well in English (2013 National Curriculum English Standard Ability, Appendix, p.539).

These phenomena have led the writer to the opinion that this situation can be disturbance. Some scholars claim that it is normal to find such problems because English is not their native language (Crystal. 2003; Brumfit, et al., In Tran (2012). However, there is still something to be aware of. Researchers believe that one hundred aspects can be taken into account, for example, teacher quality, lack of facilities, sustainability of material resources, and even methodological issues. All aspects can be close to curriculum issues. Therefore, all English teachers need to seek, prepare, design and evaluate the most appropriate strategies for teaching English (Richards, 2001). Through this study, the author wants to know which strategy is suitable for teaching English speaking to foreigners.

Regarding the above issues, the personal experience of a researcher who taught English at Bandung's private school, Tuna Unggul Global Interactive School, provided an essential fascinating story. As can be seen from the recent national exam results, it can be said that the English proficiency of the students in this school was already good at the junior level. The average English score is always over 80. Some students are good at writing grammatical structures which can be seen from their weekly diary. Most students, on the other hand, are also fluent in English and have good pronunciation and grammar in speaking. This data was taken from school daily program in Thursday English. This day is the day proposed by the Bandung City Council as English Day. This program seems to work very well at school. They frequently argue that they are very fun and enjoy doing it without hesitation. It's a time when everyone, especially students, is actively practicing speaking English in real life.

Based on the above researcher experience, it was naturally curious and asked, "What is the key that the institution is used to achieve its goals in learning speaking English?" When the principal was asked for an answer, it was found that there is a highly relation between the school vision and the demand of English ability. The school's vision was to create young generation with highly intelligence and global thinking. This means thinking globally. English is set as a communication priority to participate in the globalization of this millennial world. Hence both teachers and students are encouraged to have basic speaking.

Due to the excellent of English speaking skills of Tunas Unggul students, the author wonders how the process of teaching speaking at this school is going on. This is why the author is interested in doing this research. Researchers wanted to understand how strategies are used in teaching speaking. This research was conducted at this school. This school was chosen based on the facts and preliminary research revealed that the English proficiency of the students in the school was close to the ELT goals in Indonesia.

Talking about speaking, it is considered as indispensable necessary tools over present time. For most people, the ability to speak foreign language is synonymous with knowing that language since speaking is the basic of human communication and also the primary substance of all human languages (Nunam, 2003). Thereby, it has proven that it is commonly the skill by which learners are assessed when the first impression is formed (Hedge, 2005, p. 261). It is no wonder, since spoken language in human language is a basic communication skill, but written language is derived from spoken language (Abdul na and Issa, n.d.). So it does not surprised when speaking is the first skill that people judge because it is the most visible.

According to Thornbury (2006, p. 6), effective communication depends on the ability to express one thing clearly, accurately and fluently in speech. Thoughts can be expressed in writing, but only through speaking, without ambiguity, can the thoughts be conveyed to the audience accurately and effectively (Ur, 2012, p. 5). In some cases, the written language makes it difficult for the reader to accurately guess and interpret the author's ideas. Taking the example of a student reading a book on particular subject, there will be many explanations in it, but It still needs more explanation for what they have read. Therefore, a good way of speaking in any language is a virtue of communication.

However, for English teachers in non-speaking countries, teaching speaking has been seen as very difficult because their mother tongue does not support the situation (Thorbury, 2006). Students are shy and uncomfortable because the environment discourages them from speaking. As the result, students are

not willing to practice speaking (Crystal, 2003; Brumfit, et al. in Tran, 2012). Consistent with Kusnierek's Dakowska (2015, p. 77), who argued that speaking is becoming the most emphasized skill in the field of foreign language teaching, but unfortunately it is also the most difficult skill to develop in the classroom. It is recognized. Students are motivated to use that language in their classes, but after finishing the class they will use their own language. Therefore, most students do not have the opportunity to use English in actual communication. Rather, it goes against the goal of learning English as a foreign language intended for using in genuine communication.

Further, similar argument on teaching speaking, proposed by Hughes (2002, p. 6), she said that producing spoken language has been often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as pronunciation, reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech (Brown, 2003). All of these factors have to be taken into consideration during teaching speaking. Without these, our spoken language would sound bookish and unnatural. This situation seems to be a challenge for teachers who need to pay attention to the details of speaking.

However on the other hand, Another important aspect which still become the issue that have not been solved yet, is regarding the strategies in teaching speaking. Today, practicing such traditional methodologies in teaching speaking is certainly outdated and has become one of the major issues in ELT (Brumfit, et al., In Tran, 2012). Therefore, to avoid this problem, it is essential to introduce and practice an appropriate strategy in teaching this skill. If ignored, this can be a reason for students to be often shocked and disappointed when using English when interacting in a foreign environment. They are not ready for voluntary communication and are unable to meet all of the simultaneous demands (Nunam, 2003).

Teaching should therefore can help students to achieve the goal to the best of their ability, yet this task is not easy, because condition in the classroom is very different from those in real life. Speaking normally occurs in a domestic, social or occupational environment (Harmer, 2007; Barsturkmen, 2006). So, it is also essential to create teaching to be contextual. Speaking, on the other hand, is also a productive oral skill and consists of generating systematic oral utterances to convey meaning. Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Florez, 1999, p. 1). It means that, even we have to pay attention to the contextual teaching and learning, the students' knowledge of English is also necessary.

The development of teaching speaking, in term of its importance in language teaching, can be illustrated by the position describe to this skill in different approaches to teaching. Presumably the most striking contrast would be revealed in comparison of the recent view on speaking with the views held by advocates of grammar-translation or audio-lingual method. In these approaches, the skill of speaking was rarely emphasized in connection to its purpose which is the ability to use a language in real-life situations and the ability to communicate (Hutchinson and Waters, in Barsturkment, 2006). The result was that, although learners knew the patterns and memorized the rules, they were not able to use their knowledge in practice. They were not capable of exploiting the rules and patterns in real interaction. One of the possible causes of their "inability" could be the lack of opportunities to use their theoretical knowledge in purposeful communication. They were not exposed to situations when they would be made to use whatever language they had at their disposal to convey their message or to try to understand their interlocutor's message. There was not much prominence given to the fact that there was a difference between "knowledge about a language" and "skill in using it" in communication (Oseno, 2015). Thus there is a wide distinction between the expectation and the result of learning.

Therefore, knowing the importance of teaching speaking, is considered a major part of learning a second language, as it plays a very powerful role in human life. Thus, the ability to communicate clearly and efficiently in a second language brings tremendous value to their future lives. It is essential to pay attention to all the important influences on the teaching especially its teaching strategy.

METHODOLOGY

The method of this research is qualitative descriptive method. It provides a descriptive analysis, focusing on the contemporary phenomenon of the real context, and also on the quality of human behavior (Yin, 2009, p. 2). This means that researchers get emmerge directly at the research site. This process was done to understand and study situations, events, groups, or specific social interactions. At this stage, researchers studied the process of teaching English speaking at SMP Tunas Unggul Bandung.

This study explored the process, and activities of teaching speaking at Tunas Unggul Junior High School Bandung. It elaborated on how the school develop an appropriate strategies in teaching speaking. To strengthen the data result, the perspective of student as well as teacher and stakeholder, etic and emic also had been analyzed to gain the validity of data. It involved detailed investigation of phenomena where the aim was to understand how behaviour or processes were influenced by context. To validate the data, this study has analyzed various sources of data gained from interview, questionnaire, direct observation, personal documents, official documents, pictures, and photographs and also using triangulation in order to make the result qualified enough.

This study explores the process and activities of teaching speaking at Tsunas Unggul Global Interactive School in Bandung. It explained how the schools develops appropriate strategies for teaching speaking. The perspectives of students, teachers, and stakeholders, were also analyzed to enhance the results of the data and to obtain the validity of the data. It included a detailed study of phenomena whose goal is to understand how behaviors and processes are influenced by context. In order to validate the data, this study analyzes a variety of data sources from interviews, questionnaires, direct observations, personal documents, official documents, images, and photographs, and uses triangulation to fully qualify the results.

In order to achieve the valuable data, the stakeholder of Tunas Unggul institution was the research participants. Those were the school principal, the head of curriculum affairs, two teachers and and fifty nine students in the nine grade. The participant was selected based on the purposive sampling that all things such as people, background, setting was expected to give important information of data.

RESULT AND DISCUSSIONS

From data result, the research has found that all Tunas Unggul stakeholder school including teacher, principle and the owner, they believe that teaching speaking must be the priority to be taught as frequently as possible. They believe that the skill of speaking has been recently considered by many methodologists as the priority in language teaching of all the four skills. It is in line to the current research by Hedge (2005) and argued that speaking, commonly is the skill by which learners are assessed when the first impression is formed. Thereby, to be able to communicate with other people, speaking skills is indispensable. For most people, the ability to speak foreign language is synonymous with knowing that language since speaking is the basic of human communication and it is also the primary substance of all human languages (Nunam, 2003). This view taken by Tunas Unggul is very essential as a foundation for them to develop their students English ability.

From the data results, research shows that all Tunas Unggul stakeholder believes that teaching speaking must be priority as often as possible. They believe that speaking ability has recently been seen by many scholars as a priority in language teaching. This finding is relevant to the previous research which argued that speaking in general has proven to be the skill that learners judge when making a first impression (Hedge, 2005, p.261). Speaking skill is essential for communicating with others. For most people, the ability to speak a foreign language is equivalent to knowing that language. Because speech is the basis of human communication and the main entity of all human languages (Nunam, 2003). Again, another framework of thinking of Tunas Unggul foundation is very relevant as a basis ideas for developing their students' English skills.

Meanwhile, not only the stakeholder, but also the students. Both have a good attitude to learning English. students also maintain that they need to learn English speaking more than any other skill. They claim that speaking is used more often in everyday life. This argument is actually similar to the statement by Ur (1997), Burns (2012), Huges (2002), and Harmer (2007) who emphasized that speaking seems intuitively the most important which most language learners are primarily interested in learning.

Indeed, from the above statements, both from stakeholder and student, we can conclude that the teaching speaking at this school played an important role in its development. This can also be seen in the implementation of a curriculum that offers many activities to develop teachers and students' English skills. Therefore, the paradigm or school point of view is really essential. The school's vision, will take the direction of the curriculum and learning aimed at. by the end this vision will enter into all areas of the program that is made.

Since the teacher's perspective on teaching speaking is already known, it is also important to know what strategy use when teaching speaking. The data revealed that teachers actually believe that learning strategies need to be interesting and appropriate for their students. The purpose is to identify learners' learning goals, materials, language attitudes, expectations, and learning habits in order to design effective strategies (Richards, 2001).

Since the school is established for Junior High School, They also advised that junior high school students are yet adult already, and that personal problems such as self-confidence and motivation can be easily found during the learning process. Thus, providing enough activities to actively engage them in learning, such as dramas, games, and discussions, may be the right way to choose. This teacher view is consistent with Thorbury's statement (2006), who argued that teaching English speaking was a major challenge for English teachers in non-speaking countries because their mother tongue did not support the situation. Students are shy and uncomfortable because the environment discourages them from speaking. As a result, students are unwilling to speak (Crystal, 2003, Brumfit, Broughton, Flavel, Hill, and Pinkas, 1980).

These difficulties have also been confirmed by Kusnierek's Dakowska (2015, p. 77). He claims that speaking is becoming the most emphasized skill in the field of foreign language learning, yet unfortunately, it is also recognized as the most difficult one to develop in the classroom. In this point, the teachers truly realize on this concept. An English teacher in the school recognized the importance of teaching speaking, yet it is also very hard to teach. That is why. Providing an appropriate strategies which is fun and interested must be the basic understanding for them to solve this issue. Even though it looks difficult, it doesn't mean the teachers don't try to practice any strategy in teaching. Of course some strategies they have practiced and implemented. It was found that the strategies they often use in a class are debate, presentation, games, discussion, and mostly role-play.

The interview data from the teacher is supported by the students' opinion on their questionnaire result, All students are freely deliver their opinion on what they normally do in class to improve their speaking skills. The questionnaire was given to 59 students in 9th graders, and the questionnaire form used was a free-answer or open-ended questionnaire that students probably answered randomly and free. Since the questionnaire is a free-form question, the data obtained was varieuse. To simplify the data, researchers have included them in the charts. The data here is as follows

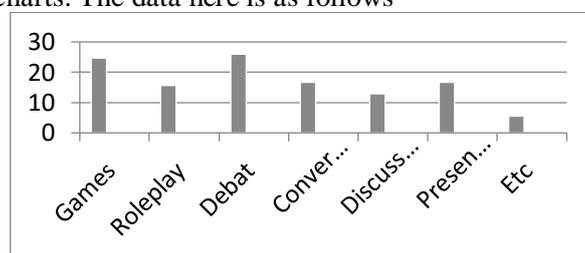


Chart 1: The Percentage of Activities Applied in English Speaking Class

The above chart provides information regarding students' opinion on their English speaking class activities. From the chart we can know that actually the activities they always do are games, role-play, debate, conversation, discussion, presentation and etc.

The data show that about fifty students inform that they usually have games at all times during their speaking class activities. Approximately 45% have been shown to frequently perform role-play, conversations, and presentations. Only about 12% of students mention discussions, and finally, about five percen of them in attendance mention other activities such as storytelling, spelling, and etc.

However, one of the interesting points from this discovery is actually regarding teachers' understanding of the concept of instructional strategies. All this time, it might be able to count on how many teachers know the term teaching strategy. Even, they often are equated the concept of strategy with the term method in learning in which it is not considered appropriate if we refer to the definition of the strategy itself. Indeed, this research revealed that teachers found its difficult to answer this question about their understanding of the concept of teaching strategy. Teachers seemed confused about shifting strategies to other learning concepts such as methods, techniques, and approaches. However, this phenomenon is not wonder happen. As you can see, the clear definition of the term strategy is still debatable (Burns in Griffiths, 2004).

Noticing this issue, in the work of Griffiths in 2004, she stated that it might be arduous to find and to recognize the definition of teaching strategy. Scholars even rarely define it clearly comparing to approach and method in language learning. In her work she described the pioneering research in the field of language learning strategies which was carried out in the mid-seventies by researchers Rubin (1975) and Stern (1975). Although nearly a quarter of a century has passed since then, the language teaching strategy field continues to be characterized by "no consensus" and the concept of language learning

strategies itself remains “fuzzy” (Ellis in Griffiths, 2004, p. 1). That is why it is no wonder to find some teacher having confusing on the question of teaching strategy.

Regardless their understanding about teaching strategy, this so far, teachers have associated the term strategy with methodology. When they were asked what strategies they used to teach English speaking, they quoted several methods such as role-play, discussions, presentations, debates, and even game. In reality, however, it can be difficult to find and recognize the definition of a strategy, but some scholars, such as Griffith (2004), said that it is rare to find scholars define what strategy is comparing to a lot definition of approaches and methods and clearly define it. So, it is no wonder that the findings in line with this statement.

According to the data found from the research, it can be said that teacher assumption regarding the kind of strategies they used can be associated to Brown research (2008). He introduced Faerch and Kasper (1983) who proposed the strategy called communication strategy. Communication strategies are attempts to bridge the gap between the linguistic knowledge of the second-language learner and the linguistic knowledge of his or her interlocutor in real communication situations. Studies have found that communication strategies, unconsciously used in the first language, do not automatically transfer to the second language. Actually, communication strategies need to be explicitly taught for students to improve their accuracy and fluency (Dörnyei, 1995). It is linked to the use of verbal and nonverbal mechanism for communication or productive information.

Teachers' understanding of teaching strategy theory may be limited. However, teachers' understanding of how to teach English speaking is in fact reliable to the theory. All the activities they usually use are supportive and relate to the type of strategy called communication strategy. Games, role-plays, debates, presentations, discussions, etc. all require active communication. This strategy is also considered to be the most appropriate in foreign language teaching, and it is also had been studied for its effectiveness in the classroom in the United States and Great Britain since the 1980's and more recently in some Arab countries (Rababah, 2003; 2005).

Another part which is important, by using communication strategy in teaching a foreign language, it is also achieving the strategy based instruction which scholars recognize it as student-centre strategy. In his book, *Teaching by Principles*, Brown (2008) defined Strategies-based instruction is the approach to teaching that has two major components: the first, students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks, and the second, strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks. The first of these components has often stood alone as the approach when strategies are included in the language classroom. This student-centered approach focuses on meaning making, inquiry and authentic activity (Garret, 2008, p. 33). The instructional goal in student-centered classrooms, based on constructivist principles of learning, is to create a learning environment where knowledge is constructed by the teacher and students rather than transmitted directly by the teacher.

The overall perspective above can be seen from the actual classroom lessons. The results of the class observations were consistent with the theory of the Student Center approach, in four meetings observed, the activities used were discussion, role-play, and total physical response. At the first meeting, the class discussed materials focused on developing prepositional vocabulary. On the same day, the teacher gave the students a project to work in groups (4 students in a group) and role-play in different situations depending on the student's interests. You should play in at least 5 minutes. All students have to participate in role-plays and say something. Dialogues must be designed together and prepositions must be included in every conversation. The conversation must first be checked by the teacher and corrected for any grammatical errors. The students had a dialogue in the first session and demonstrated it in the second and third sessions. At the final meeting, you will learn to build vocabulary using the Total physical Response.

During all meetings it can be seen that the students were motivated and interested in learning. The instruction seems very friendly and affordable for all students. All students are free to express on what everything they want in the class, and teacher also provided all of that. The teacher seem truly understand the aim of teaching speaking must use meaningful learning strategies as being oriented towards the development of communicative competence (Oxford, 2003, p. 16)

Fayez (2013), in student-center approach, students work together in groups or pairs, depending on the requirements and objectives of the activity. In this way, teaching and learning can be fun, friendly, lively and rewarding activity that makes it easier for students to understand lessons when they actively participate in learning. In addition, the student-center approach helps both teachers and students to be active participants, share learners' learning responsibilities, and determine how students use the language.

More importantly, the learner-center approach is busy and noisy, as class situations are primarily grouped and discussed.

Another aspect analyzed was the student's perception of the teaching strategy used by the teacher. This can be an assessment for better instruction. This is also one of the basic results of this research. If you understand the student's perception, you can immediately understand the student's attitude toward English. Attitude and emotional factors play an important role in the language learning process. The learner's attitude towards the learning language affects the learner outside the classroom.

This so far, teachers have always faced the perception that teaching speaking is a major challenge for English teachers, as their mother tongue does not support the situation (Thorbury, 2006). Students are shy and uncomfortable because the environment discourages them for speaking. As the result, students are unwilling to speak (Crystal, 2003; Brumfit, Broughton, Flavel, Hill, and Pinkas, 1980).

These discussions provide a framework for making their teaching strategies fun, entertaining, and relevant to the material. Teachers always find the best way to teach a language to their students, even if it is difficult, but they believe that it is part of their responsibility as a teacher. This is in line with Kusnierek's Dakowska (2015, p. 77), who claimed that speaking is becoming the most emphasized skill in the field of foreign language teaching, but unfortunately it is also recognized as a difficult skill. Students are motivated to use that language in their classes, but after finishing the class they will use their own language. Most students do not have the ability to use it in real communication. In fact, learning English as a foreign language is aimed at using it in real communication.

The most interesting part of the result was when the students evaluated themselves about their speaking ability. Researchers asked students to rate their English and compare themselves to their time in seven grade. To see a clear comparison, they were asked to rate themselves from 1 to 10. Taking into account the development of students' English proficiency, 100% of students report that their English proficiency has improved significantly.

As we learned in previous discussions about the teaching strategies used by teachers, it was also produce a great deal of support and positive feedback from the students. They claimed that after studying English for two years at school, their English improved significantly. There are several reasons for this performance, but the majority of them said that they have more vocabulary, better understanding, and more fluent and confident English comparing to their time in seven grade. So, they broke Cristal; 2003, Brumfit, Broughton, Flavell, Hill, and Pincas; 1980 who argued that foreigner who learn English speaking will not be optimal since the students feel shy and awkward for their environment discourages them to speak, and they are not motivated to speak. In this case, this findings support into Nunam (2003) statement who said that even if learning will not be optimal, yet if the teachers facilitate students with a good way, it will be good for their

Regarding this improvement, the findings also showed student attantion regarding the way they can achieve their English development, the findings can be categories into three places. Those are development in home, second in school and the third is in other places including private, community and course. It revealed that actually the majority students, around 69 percent believe that their English improve significantly in school and by the school. Around 32 percent argued their develop their English by their own way at home, yet around nine percent is from other activities out of both school and home.

On their explanation, they explained that the school offers many programs related to English. So students believed that studying at school would achieve their English development. While the majority of students point English Day as the most effective way to practice speaking, some students also believe another supporting program such as English development programs, English clubs, and regular English classes contribute to their success. This discovery also confirmed by Krashen's theory of second language acquisition based on his theory of comprehensible input. It also broke Dakowska's argument that speaking is becoming the most emphasized skill to learn in the field of foreign language learning. Even if it is also recognized as the most difficult skill to develop in the classroom, it is because students are only motivated to use that language in the class, but when they finish the class they will turn into their own language (Kusnierek, 2015, p.77). Therefore, this findings give us such an insight that in fact, learning English in real communication context, such as in English day program, can give a beneficial impact for learning development. This theory can be broken by this finding which can be seen that actually if the school can design an appropriate, strong, applicable and affordable English program for everyone, the goal of learnign English can achieve well. Hence, school need to be firm and consisten with a strong regulation to implement an English program such as in above discussion.

The students also confirmed their perception on the effectiveness of the strategies often used by their teacher. Surprisingly, the majority of students emphasized that the strategies used are fun and effective

for their English development. More than 80 percent of students argued that the class activities made them fun in learning speaking. Some students argued they like to do the activities through the game, another thing they also said learning English is not bored since we are encouraging to be more active in a class by having those activities, and not learning too much on grammar. Besides, around 77 percent of the student stated that those activities are also effective to develop their English speaking, they maintained that all activities encouraging all students to speak English almost every time in English class. This result is similar to the study conducted by Yang (2012) in Ahmend (2015). In the English learning process, if a student wants to learn a foreign language, this positive attitude will help him in his studies. On the contrary, if he considers English a very difficult language and learns it as a waste of time, this negative attitude will inevitably limit his learning of English.

However, even if the majority of students having a good perception toward the strategies, yet still there some of the student prefer some advises that teacher still need to give more games in order to make it class more enjoyable.

Here you can clearly see that the strategy used has made the students feel comfortable while learning. As learning becomes more enjoyable and enjoyable, students place the center of the lesson at the center of the learning process. They work together in groups or pairs, depending on the requirements and purpose of the activity. In this way, teaching and learning can be fun, friendly, lively and rewarding activity that makes it easier for students to understand the lesson when they actively participate in the learning (Fayez; 2001). According to a study conducted by Bahous, Bacha & Nabhani (2011) in Ahmed (2015), fostering a positive attitude towards learning languages allows students to learn and be efficient in their target language. Burden (2004) in Burns (2016) stated that a positive attitude leads to positive results in language learning.

CONCLUSION

In conclusion, the strategy teachers often use in the classroom is a communication strategy combined with student center approach. All activities commonly used are supportive, relevant to the type of language teaching, and encourage students to become more active and communicative in class. The technique they use in this strategy are games, role-play, debates, presentations, and discussions. All technique require active communication and are considered the most appropriate way to use in teaching speaking. In addition, this strategy is also an implicit student center strategy, encouraging students to work together in groups or pairs, depending on the need and purpose of the activity. In this way, teaching and learning can be a fun, friendly, lively and rewarding activity that makes it easier for students to understand lessons when they actively participate in learning. With the student center strategy, the teacher and the student are both active participants since they share the learning responsibility of the learner, helping to identify how the students should use the language. More importantly, the class situation is busy and noisy since it is mainly in groups and discussions which is truly match to the process of learning a language.

By paying attention to the teaching strategies used by teachers, it is found and received a lot of support and positive feedback from the students. They claimed that after studying English for two years at school, their English speaking ability improved significantly. The majority of them say they have more vocabulary, better understanding toward English, more fluency and more confidence in speaking English comparing to themselves in two years before. They also believed that their development was achieved through studying at school because of the school programs offered in connection with English courses. In addition, the majority of students emphasized that the strategies used were fun and effective in developing their English speaking ability. Over 80% of students said that classroom activities were fun and enjoyable. Learning English is not boring, as these activities encourage students to become more active in class. They argued that all activities encouraged all students to speak English almost every time in an English class, except for strategies that are also believed to be effective in improving English proficiency. The majority of students have good ideas about strategy, but some prefer the advice that teachers need to offer more games to make the lessons more enjoyable.

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