ANALYSIS OF TEACHER'S STRATEGIES TO IMPROVE SPEAKING SKILL AT GRADE VIII IN SMP SWASTA MUHAMMADIYAH 21 SERBELAWAN

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ABSTRACT
This study aims to analyze the strategies used by teachers in improving the speaking skills of grade VIII students at SMP Swasta Muhammadiyah 21 Serbelawan. The background of this study is based on the importance of speaking skills in English as one of the main skills in communication, as well as the challenges often faced by students and teachers in the process of learning speaking. This study uses a qualitative approach with a case study method. Data were collected through direct observation, in-depth interviews with teachers and students, and documentation such as the Lesson Implementation Plan (RPP). The results of the study showed that teachers faced various obstacles such as low student self-confidence, limited vocabulary and pronunciation mastery, and lack of understanding of the material presented in English. To overcome this, teachers implemented various strategies, including the use of audio-visual media (music and video), a bilingual approach in explaining the material, and the implementation of speaking tasks involving activities such as storytelling, role-play, and presentations. These strategies have been shown to help increase student participation and build their confidence in speaking English. This study is expected to contribute to the development of more effective speaking teaching strategies at the junior high school level.
Keywords: Teaching Strategies, Speaking Ability, English Learning, Qualitative Approach, SMP Swasta Muhammadiyah 21 Serbelawan

INTRODUCTION
1.1   Background of the Research
Talking is one of the most effective ways of communicating in everyday life. However, not all people like to talk for various reasons. Is it due to technical reasons or character reasons? Some people like to talk but don't have good speaking skills, but there are also those who have speaking skills but don't like talking to other people. There is even a group of people who call themselves Introverts, who don't like socializing or talking to other people. For technical problems, there's another problem, if it's just Indonesian, it's difficult for some people to speak well, especially for Indonesians who speak English.

In Indonesia, English itself is considered the second language after Indonesian. English as an international language is certainly a very important language for everyone to master. Indonesia itself realizes that it is so important for its people to master English that English is a mandatory subject that must be studied by every student. Although recently the implementation of English as a subject has varied in schools, in general, at the junior and senior high school levels, English is a mandatory subject. In fact, this step is correct, if you look at the facts on the ground, English has become a general requirement at foreign state universities, applying for jobs, or participating in government and private scholarship programs.

The Indonesian government actually views the ability to speak English as very important and is one of the priorities for students. This can be seen from the educational curriculum in Indonesia which includes English as a compulsory subject for schools, starting from elementary school to high school. Even at the tertiary level, almost every major includes general courses that students must take. Although in the last 10 years, the priority for learning English seems to have decreased because English subjects are no longer required in elementary school education.

English is actually also considered important by the general public. Not only in big cities in Indonesia, non-formal education such as courses are also often established by administrators in small cities. This means that business people have also seen that English is considered important by Indonesian society so they dare to invest it in non-formal English education businesses. Like in the

city of Pematangsiantar and Simalungun district where the author lives and grew up, there are many English language courses available and much sought after by the public.

There are 4 English language skills which are generally the same as other languages, namely, Speaking, Listening, Reading, Writing. These 4 skills form an inseparable unit, but speaking is considered a skill that everyone must have. You can imagine how difficult it is to communicate if we are not good at speaking, even though there are a group of people who may have difficulty speaking due to disabilities, and they communicate in other ways, but in general in many literates it is recognized that speaking is the most important English language skill.

We all can't imagine how we would live without talking. Communication will be very difficult. All aspects of life will feel very difficult without talking. For example, in the world of education, if speaking is limited, a teacher explains in as much detail as possible and speaks clearly, which students may not necessarily understand well, especially with limited speech. Education will be very difficult. This also applies to other aspects of life such as business, etc.

1.2 The Research of the Problem

From the background description above, the problem in this research can be formulated as follows:

1. What is the Teacher strategies to improve the speaking skills at grade VIII students in SMP Muhammadiyah 21 Serbelawan?

1.3 The Objective of the Research

The objectives to be achieved in this research are:

1. Analyze teachers strategies in improving speaking skills at grade VIII students at SMP Muhammadiyah 21 Serbelawan .
2. Explain the obstacles or challenges faced by teachers in teaching English speaking skills to grade VIII students.

ll. REVIEW RELATED LITERATURES

2.1 Teaching Strategy

Lawton, Sarode, 2018 defines, "teaching strategy is a generalized plan for a lesson(s) which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Speaking is one of the skills learned in language learning. if you have the ability to speak it can be considered a success for the language learner. Because language learners must have courage and confidence in speaking. where as we know that speaking does not only produce sound, but requires knowledge of how to pronounce, convey meaning, and turn ideas into words so it requires courage. Speaking has several sub-skills and may also be important for learners in language learning.

2.2 Strategies in Teaching Speaking

Based on Brown and Yule (2010) and Thornburry (2015) theory, the strategies that can be used to promote the second language learners to speak based on those three categories mention above are as follows:

1. Using Recordings and Transcripts
   By using this strategy students can increase their awareness of the characteristics of spoken language. This activity can expose them to examples. The strategy is done by monologue or multiparty talk. By doing this activity, students can find out how speaking activities and discourse management take place.
2. Using Live Listening
   By using this strategy students can increase their awareness of the features of spoken language. Direct listening can provide greater opportunities for students to be more active during learning activities with the teacher. And the advantage is that students can directly ask what they hear unclear, interact to ask questions, clarify the truth, then ask for repetition.
3. Notching-Gap-Activities

By using this strategy, students get important messages about the current state of their skills by paying attention to their own output and then making comparisons with the output of others. In learning to speak, learners may benefit from the first "having a go" after which they observe a skilled practitioner performing the same task.

4. Drilling and Chants

Drilling and chants are the strategies regard to appropriation activities. Drilling that is imitating and repeating words, phrases and even whole utterances. Thus, after learners have listened to a dialogue the teacher can isolate specific phrases or utterances and ask learners to repeat them. The effect of repeating them is bound to make them more salient.

5. Writing Tasks

Writing can be used as a useful early stage in language when discovering a new language while speaking. This can ease the transition from learning to using. Learners tend to rely on a very narrow repertoire of rote expressions in face-to-face interactions. So, learning activities in the classroom serve to help students expand the reach of this feature.

6. Dialogues

Dialogue is a mandatory thing when learning a language, it is no longer surprising, because language is generally dialogic in its use, dialogue is an activity of speaking or speaking that is directed with certain aims and objectives carried out by two or more people. Practicing dialogue can also affect the shift in focus and usefulness of teacher-led classroom interactions.

7. Task Repetition

Contextual teaching has an impact on fluency for English learners. With this pursuit, students can take a learning approach that emphasizes the process of full student involvement to find material related to real-life situations. This strategy also affects the accuracy and complexity of students' production.

8. Presentation and Talks

Whether students have to give presentations or real-life talks or not, the experience of standing in front of their peers to present ideas and speak for a continuous turn is excellent preparation for real-life speaking.

9. Stories, Jokes and Anecdotes

Storytelling is a universal function of language and a key ingredient of casual conversation. Storytelling is also a form of oral tradition as a means of communication and recording of life events, which has existed for centuries. Learners can get to know each other through their stories.

10. Drama, Role-Play, and Simulation

Speaking activities that involve elements of drama, in which students take imaginative leaps beyond the classroom boundaries, provide a useful stepping stone to real-life language use. Situations that learners might encounter when using English in the real world can be simulated and a greater range of registers can be practiced than is typically available in classroom conversation.

11. Discussion and Debates

The best discussions in class are those that occur incidentally in an English class, either because of students' personal experiences they report in class, through texts or topics in textbooks that spark debate. The role of the teacher is very important at a time when the teacher can raise the situation when discussion and debate can be formed more formally for teaching speaking English.

12. Conversation and Chat

Class conversations and casual chats have varied over the years involving many participants exchanging information. Conversations and chats provide good conditions in English as a second language class. Grammar-focused classes are great for implementing conversation and chat.

13. Outside-Class Speaking

Students are able to improve their speaking skills with ease of transition from the classroom to the outside world, teachers can use the strategy as a task to do outside the classroom.

III. METODOLOGY OF RESEARCH

3.1 Research Design

The research   method used in the research is the qualitative research method. Qualitative research consists of a set of material interpretive practices that make the world visible. In this case, qualitative research involves a naturalistic interpretive approach to the world. This means that qualitative researchers study objects in their natural environment, attempting to interpret or interpret phenomena in the light of the meanings given to them by society.

Creswell, (2014) explains "Research design are the specific procedure involved in the research process: data collection, data analysis, and report writing". The research design in this research uses analysis research design. According to (Creswell, 2014) : Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting   Qualitative Research Methods have several types, namely Naturalistic Research, Phenomenological Research, Case Study Research, Content Analysis Research, and Ethnographic Research. On this occasion, researchers used Case Study Research. Case study research is a method used to search for or investigate problems in depth regarding an individual, group, institution, social movement, event, related to phenomena, context and time (Hartley, 2004) in scientific work (Mustasfa, 2022)

Case studies have a goal, namely a general goal and a specific goal. The general aim is to reveal or describe the uniqueness of an individual, group, agency, and so on. Meanwhile, the specific aim is an introspective aim, namely revealing how events are interpreted by the people who experience them (Junaiah & Sutama, 2016).

3.2 The Location of Research

This research was conducted at SMP Muhammadiyah 21 Serbelawan, Simalungun. The Researcher is a former student who saw that when the researcher was a student there, the teachers there had a big influence on students in attracting students' interest in learning speaking. This is a strong reason for the eeserarcher to research more deeply what strategies the teachers there apply

3.3 Subject and Object Research

- Subject of Research In this research, the subject was Teacher at Eighth Grade Student at SMP Muhammadiyah 21 Serbelawan.
- Object of Research The object in this research was teacher's Srategies, because the researcher is interested in analyzing the Strategies of teacher in Teaching Speaking.

3.4 Procedure and Design of The Reseach

1. Research Design

This research uses a qualitative approach with descriptive methods. This design was chosen to understand and describe the strategies used by teachers in teaching speaking skills to class VIII students.

- Qualitative Approach: This research focuses on an in-depth understanding of the teaching strategies implemented by teachers.
- Descriptive Method: The data collected is analyzed descriptively to describe the reality of teaching strategies that occur in the classroom.

2. Research Procedures

This research was carried out in several stages as follows:

a. Preparation Stage

  1. Identification of problems
     - Determine the problem to be researched, namely the teacher's strategy in teaching speaking skills.
  2. Literature Study
     - Collecting relevant theories regarding strategies for teaching speaking skills.
  3. Preparation of Research Instruments
     - Develop observation, interview and documentation guidelines as data collection instruments.
  4. Determining Research Subjects
     - English teacher and class VIII students at Muhammadiyah 21 Serbelawan Private Middle School.

   b. Data Collection Stage
      1. Class Observation
         • Observe directly how teachers teach speaking skills to students.
         • Record the strategies used, teacher and student interactions, and student responses in learning speaking skills.
      2. Teacher and Student Interviews
         • Conduct interviews with English teachers to find out the strategies they use in teaching speaking skills.
         • Conduct interviews with students to understand their experiences and difficulties in learning speaking skills.
      3. Documentation
         • Collect related documents such as learning implementation plans (RPP), teaching materials, and student assignments as supporting data.
   c. Data Analysis Stage
      1. Data Reduction
         • Sorting and selecting relevant data from observations, interviews and documentation.
      2. Data Presentation
         • Organize data in the form of a narrative description of the teaching strategies used by teachers.
      3. Drawing Conclusions
         • Analyzing data to find effective strategy patterns in teaching speaking skills.
   d. Results Reporting Stage
      1. Prepare research results reports based on the findings obtained.
      2. Provide recommendations for teachers, students and school officials regarding strategies that can be implemented to improve students' speaking skills.

3.5   The Instrument of Research.

The form of interview that the researcher used was a semi-structured interview. Sugiyono (2013) also explains semi-structured interviews, namely: This type of interview is included in the in-dept interview category, where its implementation is freer compared to structured interviews. The aim of this type of interview is to find problems more openly, where the party being interviewed is asked for their opinions and ideas. When conducting interviews, researchers need to listen carefully and note down what the informant says. As for interviews and observations, the supporting tools needed are as follows:

1. A tape recorder is used to record verbal interview activities.
2. Cameras are used to take pictures of research activities, whether interviewing,   observing, etc.
3. Notebooks are used to record the results of interviews that have been conducted

The researcher used a semi-structured interview to collect the data. According to Creswell (2012), there are four types of interviews, namely, one-on-one interviews, focus group interviews, telephone interviews, and email interviews. In this study, researcher used one-on-one interviews. Creswell (2012) states that one-on-one interview is the way the interview method to obtain data by asking one interview. Thus, a one-on-one interview is one person interviewing another person to get more out of the interview.

3.6 Techniques of Data Analysis

The data analysis technique used by researchers is the technique proposed by Miles and Huberman. Analysis is carried out while data collection is taking place, and after data collection within a certain period. When carrying out the interview, the researcher has carried out an analysis, if during the interview the information feels unsatisfactory, then the researcher will continue asking questions again, until the data is deemed credible.

IV. FINDING AND DISCUSSION
4.1 Finding

In this chapter, the author will present the findings and discussions obtained by the author after conducting observations at the school, visiting and communicating with the school directly

represented by the principal to ask for permission and instructions that the author will conduct research at the school he leads. The researcher was also given the opportunity to directly observe the class when the English teachers from the school were Mrs. Putri Hasibuan and Mrs. Nurul Aulia

From observations to the class for 2 meetings and discussions with both English teachers, speaking is indeed one of the main obstacles for students in learning English so that every teacher who is serious about overcoming these obstacles / problems must have a strategy to facilitate the learning process or improve student learning outcomes. Both English teachers have different strategies in teaching speaking to students. For accurate data, the author also seeks information from other data sources, namely students as learning objects and Lesson Planning for triangulation

The author needs to convey that the two teachers interviewed by the author are teachers who have been teaching at SMP Muhammadiyah Serbelawan for less than 1 year because the English teacher who has been teaching has graduated and been appointed as a Civil Servant last year. The two English teachers who are currently teaching are newly recruited teachers for almost a year.

The author presents the findings and results of the study based on the theory used, and describes the results of the study obtained through the interview process with the two teachers and students after going through the following data reduction results.

4.2 Interview Results with Teachers

The strategy for teaching speaking is certainly based on obstacles, so before the author interviewed the teacher regarding the strategy, the author first asked about the obstacles encountered by the teacher when teaching in class, and throughout their experience, the main obstacle or main difficulty in learning English in class is speaking. To facilitate the presentation of the results of the interview with the English teacher, the author mentions Putri Hasibuan as the First Teacher and Nurul Aulia as the Second Teacher.

4.3 Discussion

After presenting the results of interviews with English teachers and students of SMP Muhammadiyah Serbelawan and reducing them, the author formulated several things that became the subject of discussion. In Qualiatative research , data reduction is an important to step filter and compile data to be more focuse (Arikunto : 2010).

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In this chapter, the author will draw several conclusions that can be drawn by the author from the results of the discussion and discussion, and triangulate several documents that are considered related to the results of the interview. Triangulation in qualitative research is a technique used to increase the validity and reliability of data by using multiple sources, methods, or researcher to verify findings (sugiyono 2019).

The author draws several conclusions below:
1) The main obstacle in speaking is the lack of interest of students in   English   lessons which causes their lack of interest in being able to speak English which is part of English language skills, to overcome this obstacle the teacher applies a strategy by explaining and convincing students in several meetings that mastering English is an obligation in the modern era.
2) To overcome the obstacles of minimal English pronunciation skills, minimal vocabulary mastery and low self-confidence, the teacher applies therapy by listening to music, watching English films or videos, asking students to memorize 10 difficult words and make them into sentences to be pronounced at each meeting in front of the class.

5.2 Suggestions

On this occasion, the author would also like to provide suggestions to English teachers and school principals and readers
1) to teachers, because in this modern era, English is no longer foreign, with the increasing number of other institutions that provide English language education services, learning must continue to innovate, be creative and develop so that the function of teachers in schools is not inferior to teachers outside of school
2) to school principals, the author suggests to further facilitate schools with learning media so that it is easier or motivating for teachers to innovate in creating new learning models supported by innovative learning media.

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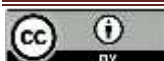
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