Teaching Strategies in Speaking Class in Junior High School

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Abstract. In learning language the most important thing is how we can use the language through oral or speaking. This research aims to explore what strategies are used by English teachers in teaching speaking. The object of this research is what strategies are often used by English teachers at SMP Cendikia Sidoarjo. This research used qualitative research method with case study design. Data collection was carried out through observation and interviews with research subjects, particularly English teachers at SMP Cendikia Sidoarjo. The observation sheets and interviews were used in this study as instruments. This research is expected to provide more information about the strategies used to prohibit English-speaking skills and can be a reference for future researchers.

Keywords: speaking, strategy, teaching strategy

1   Introduction

The importance of English is shown by the existence of globalization, especially in terms of global trade. English is also needed in the era of the internet and information for communication tools globally. It can be concluded that the most dominant language in the world is English [1]. English should be taught in junior high school in Indonesia as a foreign language [2]. Students who are learning a language must become proficient in speaking because learning a language is all about communication [3]. Speaking is the most useful aural or oral skill. It is the systematic production of verbal utterances to convey meaning [4]. One of the goals of speaking skills is to be able to express ideas, feelings and thoughts in oral form to each other. For foreign language learners or second language learners speaking skills need to be learned [5]. For English language learners speaking in English can be tough especially if they do not have a good command of the language. The main issue for learners is a lack of confidence in their ability to speak English [1].

In teaching and learning activities teacher play an important role. In optimizing teaching activities teachers are required to be creative and innovative by using teaching strategies that attract student motivation and interest [6]. Teacher's teaching strategy also influences students' success or failure to master the material. In teaching activities, to increase interaction in speaking or EFL conversation classes, teachers are advised to use various strategies in teaching. It aims to help encourage communication and interaction in the classroom. [7].

Teachers have various strategies to develop the speaking skills of their students. In communication strategy, which includes developing cognitive strategies to overcome limitations in language knowledge (such as convoluted speech, paraphrasing, gestures, and word

formation), metacognitive strategies (such as planning or thinking ahead of what to say, thinking about how you want to say something), and interaction strategies (such as asking for clarification or repetition in order to check understanding) [8].

Teaching activities cannot be separated from the definition of learning. Teaching is an activity carried out by the teachers and students. The existence of teaching activities is to provide knowledge to students [6]. Teaching is guiding and facilitating by providing good learning, directing learners to learn, and setting learning conditions for learners [9]. Second language learning and teaching speaking skills is an important part. Communicative language teaching can be started or based on real-life situations that require communication [10]. In teaching speaking skills, a teacher must be able to create interesting strategies. Interesting strategies can help students practice their speaking skills so that they can support the teaching and learning process [11]. Teacher should prepare well strategies and methods before the learning process, thus teachers have a good way of teaching English, especially speaking skills to help students minimize students' difficulties by applying learning methods that can make students enjoyable in learning to speak English [12].

There are several previous studies that discuss the strategies implemented by teacher in teaching speaking. First, a study by Maryanti et al [13], this research was conducted at SMP Negeri 1 Kota Sabang. The result of this study stated that the strategies that were often used at SMP Negeri 1 Kota Sabang were role-playing, describing pictures, simulations, and interviews. Second, a study by Mulyanti et al [14], this research was conducted at SMAN 5 Palu. The result of this study stated that the strategies that were often used at SMAN 5 Palu were role playing, interview, describing pictures, and storytelling. Third, a study by Khairuzzanila [15], this research was conducted at SMA Negeri 1 Peukan Pidie. The result of this study stated that the strategies that were often used at SMA Negeri 1 Peukan Pidie were discussion and storytelling.

From previous research, most of it happened in public schools and in English classes in general, but in this study, the researchers conducted research in private schools where the English teacher had made it a habit to use English when teaching. Then there is also a conversation class that can help students focus more on speaking skills. Therefore, in this study researchers will seek information about the strategies used by English teacher in teaching speaking to students of SMP Cendekia Sidoarjo. Based on the results of the first observation at SMP Cendikia Sidoarjo in November 2022, researchers saw that the learning was quite communicative. Teachers often used English in class, and some students also responded to communication with their teachers using English.

Based on the statement above, the findings from this study are expected to be the result of an exploration regarding the teaching strategies used by teacher in teaching students' speaking skills. Teaching strategies are needed in the learning process because teaching strategies are considered to affect students' English skills and the quality of students' English learning conditions. Hopefully this research can also be theoretical information that can help further research, especially about strategies in teaching English.

The researchers will provide some clarification of the title's key term in this study:

1.1 Speaking

Speaking is considered the most desirable skill for someone to have in order to be considered competent in a foreign language [16]. Speaking is a basic language skill that allows a person to interact and socialize with those in his or her immediate social circle [1]. Speaking skills are one of the primary goals of language learning. Someone with speaking ability can convey ideas to others in a clear and correct manner [17]. Speaking allows the speaker to freely

express themselves [4].   In terms of speaking, interactive speaking requires the ability to cooperate with others, so when people speak, they are exchanging information, ideas, and emotions. Moreover, if people communicate in inappropriate ways, they will be unable to achieve their goals and objectives [18]. Speaking is used for a variety of purposes, such as expression, explanation of dissatisfaction, persuasion, and polite demands [19]. According to Richards [20] argued that speaking has three distinct purposes: talking for interaction, talking for business, and talking for performance.

1.2   The component of speaking

There are five components of speaking according Hughes [21]: pronunciation, vocabulary, grammar, fluency, and comprehension. If students have mastered this, they can communicate using English more easily and effectively [1].

1.2.1   Pronunciation

Pronunciation is a technique that allows people to express themselves more clearly [12]. Pronunciation is a very important component of speaking ability. The speaker should put emphasis on proper pronunciation so that the speaker listener can clearly capture it [14].

1.2.2   Vocabulary

Vocabulary mastery is very useful in speaking activities, especially for learning foreign languages such as English. If we understand a lot of new vocabulary, it will make us experts in using that language. Vocabulary Knowing a large vocabulary will make it simpler for speakers to express their thoughts, feelings, and ideas, whether orally or in writing [12].

1.2.3   Grammar

In both spoken and written speech, grammar is the systematic arrangement of words into appropriate sentences [12]. Grammar is one of the components of speaking skills that needs to be considered to clarify the sentences used when speaking.

1.2.4   Fluency

Fluency is the capacity to communicate effectively and effortlessly in a language [14]. Speaking clearly and fluently is a quality that is referred to as "fluency." Fluency is the capacity to speak freely and uninhibitedly [12].

1.2.5   Comprehension

Comprehension is the ability to understand and examine the meaning of sentences [12]. Comprehension is also needed in speaking where the speaker is required to speak clearly and be able to convey the intent of the speaker's speech to the listener.

1.3 Strategy

Strategies are specific behaviors, actions, steps, or techniques that students use to improve their L2 abilities and skills [17]. The strategy is the long-term plan and the subsequent activities to achieve a specific goal as long-term determinants. Another definition of strategy is the effort made to achieve the goal of success. Strategy is the steps or actions taken to achieve certain goals. Strategy is a teaching theory related to a teacher's understanding of students and the subject matter to be studied. The use of strategies will make it easier for teachers to create successful procedures for students to overcome various obstacles that exist in the learning process [9].

A strategy is something that must be done by teachers and students during the learning process. The purpose of having a strategy is to make learning activities more effective and efficient [22]. Strategy is also an activity that needs to be used by teachers to make learning more interesting and the class more active [5]. Strategies are specific approaches to a problem or task, operating procedures for achieving a particular objective, and predetermined plans for managing and manipulating a particular set of data [9].

1.4 Teaching Strategy

The teacher's teaching strategy in guiding students and creating a comfortable and enjoyable teaching and learning process is one of the main things in the learning process [23]. Therefore, teachers are encouraged to implement a variety of useful strategies in their classrooms in order to engage students in learning speaking skills in their English classes [18]. According to Aggarwal, a teaching strategy is an example of an instructional act that aims to produce a particular outcome [14].

There are numerous strategies that can be used to promote the teaching of speaking. Kayi proposed thirteen points to promote the teacher's strategies in teaching speaking, i.e. discussion, role-play, simulation, information gap, brainstorming, story-telling, interviews, story complication, reporting, playing card, picture narrating, picture describing and find the difference [13]. A teaching strategy is a plan of activity used by the teacher to teach students in order to achieve an educational goal [14].

1.4.1 Discussion

Discussions that arise or are used spontaneously will be better applied during classroom learning [19]. Discussions can foster critical thinking in students and provide opportunities for them to make decisions quickly. Discussions support students in learning to express their opinions in a polite way [10].

1.4.2 Brainstorming

Good brainstorming is not to criticize students too much for their ideas, it will affect students so that they are less open to sharing new ideas. [10]. Brainstorming is a strategy used in the preparation of lessons. Students and teachers will contribute indirectly to brainstorming on a specific topic [24].

1.4.3 Interviews

The purpose of the interview is to engage students in conversation and motivate them to speak. In interviews, students will be able to communicate or discuss with friends or teachers so that they will be motivated to actively speak [14].

1.4.4 Information gap

The purpose of the information gap is to help students pronounce words clearly and find information [25]. There are several uses for using information gaps, such as solving problems or gathering information. Information gap is considered effective in supporting a person or student actively speaking widely [10].

1.4.5 Role-playing

One of the best activities to use in English classes to help students' speaking abilities is role-play [18]. Roleplay is an activity that involves students in play a role that they have chosen or that has been determined from the start before doing the role play [14]. Role-playing is one of the strategies used to provide students with the opportunity to practice a variety of real-life spoken languages in class [26].

1.4.6 Simulation

To improve students' pronunciation, teachers use simulation as a strategy for teaching speaking [25]. Simulation is useful for encouraging students to speak up in response to the situation in front of them. This strategy is implemented by simulating a specific phenomenon. Then, after the simulation, the students were asked to express their feelings [10].

1.4.7 Storytelling

The act of telling stories is known as storytelling and the people who do the storytelling are known as storytellers [14]. The implementation of storytelling as a class activity and the process of receiving grades or messages from completed stories can help students improve their speaking abilities [26]. Teachers may also choose story-telling to encourage students to produce words [25]. Telling stories will encourage students to try to compose as many sentences as possible. This strategy will be able to increase students' oral communication skills and their imagination when telling stories [18].

1.4.8 Story complications

Story complication is a very fun learning strategy, students just sit in a circle and then students can talk freely [10]. Story complications can also build confidence in students when speaking in class with their classmates. They can practice speaking directly and learn a lot of vocabulary.

1.4.9 Reporting

Reporting is a strategy that can support students' speaking skills. in reporting students will convey the information they get from several sources such as other people as resource persons, reading newspapers or magazines. Then students are asked to report or convey the information to their friends what they think is the most interesting information. Students can also talk about their valuable experiences to their friends in front of the class [10].

1.5   Playing cards

Playing cards will encourage students to express their ideas or opinions, which can help them speak up in class [25].

1.5.1 Describing pictures

For students learning English at the beginning level, describing a picture is thought to be an easy way to teach speaking skills [26]. In describing picture students will try to explain the picture in detail. The purpose of describing pictures is that students can explore words, find new vocabulary [14]. Furthermore, students can improve their speaking skills by discussing the topic of pictures in front of the class using correct pronunciation. [23].

1.5.2 Narrating pictures

In narrating picture is based on several sequential pictures. Narrating picture will train students in telling the story that happened in the pictures sequentially according to the directions given by the teacher as a rubric. Rubrics can make it easier for the students to include the vocabulary they need to use when telling a story so that it is properly structured [10].

1.5.3 Finding the difference

Finding the difference can be done by students in pairs to find and convey the differences that exist between two objects. For example a picture of a boy playing volleyball and a picture of a girl playing badminton, so there are two different pictures but still in the same context. Students in pairs can discuss the similarities and/or differences in the two pictures [10].

2   Research Methods

This research used qualitative method. Researchers used case study for the research design. The data that emerges from qualitative research was descriptive. The data was reported not in numbers but in words or pictures [9]. The researchers collected the data by observation and interview. This study described the teachers' strategies in teaching speaking. The main idea in qualitative research is to study the problem or issue of the participants, and research aims to obtain that information [27].

The researchers conducted observation and interview to determine the teaching strategies in speaking at SMP Cendikia Sidoarjo with two English teachers. The researcher only used these

two teachers as research subjects because they were teaching in seventh grade and they were English teachers who focused on students' speaking skills. The study focuses on describing teaching strategies in speaking used by the English teachers at SMP Cendikia Sidoarjo at seventh grade. Researchers used an observation sheets, interview guideline, and video recordings or documentations to observe the teaching and learning process in class. This observation sheet was adopted based on thirteen points in Kayi: discussions, brainstorming, interviews, information gaps, role playing, simulations, telling stories, story complications, reporting, playing cards, describing pictures, telling pictures, and finding differences [10]. The researchers also conducted interview with the teachers to explore more information about strategies in teaching speaking. When it's necessary to learn in-depth information about people's opinions, ideas, experiences, and feelings, interviews are a suitable technique [22]. The interview sheet used in this research was adapted from H. D [28]. The interview used open-ended question to gain information about the teaching strategies used by the teachers. Researchers conducted this research from January until March 2023.

After the researchers gets all the data related to the purpose of this study, then to analyze the data the researchers used the theory of Miles, Huberman & Saldana [29]. In this theory to analyze data there is data reduction, data display, conclusion, and data triangulation. Researchers transcribed the data from observation, Classified the data which is about teacher's teaching strategies based on theory proposed by Miles, Huberman & Saldana [29], Did the data reduction, to recheck the data classification, then made conclusions.

3   Finding and Discussion

3.1   Finding

3.1.1   Data Description

The result of observation include the teachers' strategies used in the teaching of speaking by two English teachers who teach English to junior high school students. The data was collected from the teachers in three meetings from January to March 2023. The researchers felt that the three observations were sufficient because they did not find any other teaching strategies. The results of the teaching strategies by two teachers shown in table below. The following are the results of observations in the classroom with Teacher 1 (TMS).

Table 1. Observation result of teacher 1

Teacher: Teacher 1 (TMS)
Class: 7th grade

	Strategy	Observation Sheet					
		1st meeting		2nd meeting		3rd meeting	
		Start: 08.20 End: 09.40		Start: 08.20 End: 09.40		Start: 08.20 End: 09.40	
		App	Not App	App	Not App	App	Not App
1	Brainstorming		√		√		√
2	Discussion		√		√	√	
3	Interviews	√		√			√
4	Information Gap		√		√		√
5	Role-playing		√	√			√
6	Simulation		√		√		√
7	Storytelling		√		√		√
8	Story Complications		√		√		√
9	Reporting		√		√		√
10	Playing Cards		√		√		√
11	Describing Pictures	√			√		√
12	Narrating Pictures		√		√		√
13	Finding the Difference		√		√		√

The table 1 shown that Teacher 1 (TMS) uses several strategies that support students to improve their speaking skills. It can be concluded that of the thirteen strategies in the observation sheet, only four strategies were used by Teacher 1 (TMS). At the first meeting Teacher 1 (TMS) used interviews and a describing picture strategy. In the second meeting

Teacher 1 (TMS) used interviews and role playing strategies. Then at the last meeting of observation Teacher 1 (TMS) used a discussion strategy.

The researchers also did the observations with Teacher 2 (WES) using the same observation sheet. The researchers found some similarities in the strategies used by the two teachers. The two teachers have similarities in using appropriate strategies to improve students' speaking skills. The following are the results of observations in the classroom with Teacher 2 (WES).

Table 2. Observation result of teacher 2

Teacher: Teacher 2 (WES)
Class: 7th grade

	Strategy	1st meeting Start: 12.10 End: 12.50		2nd meeting Start: 12.10 End: 12.50		3rd meeting Start:10.50 End: 11.30	
		App	Not App	App	Not App	App	Not App
1	Brainstorming		√		√		√
2	Discussion		√		√	√	
3	Interviews	√		√		√	
4	Information Gap		√		√		√
5	Role-playing		√		√		√
6	Simulation		√		√		√
7	Storytelling		√		√		√
8	Story Complications		√		√		√
9	Reporting		√		√		√
10	Playing Cards		√		√		√
11	Describing Pictures		√		√		√

| 12 | Narrating Pictures | √ | √ | √ |
| 13 | Finding the Difference | √ | √ | √ |

The table 2 shown that Teacher 2 (WES) used several strategies that support students to improve their speaking skills. It can be concluded that of the thirteen strategies in the observation sheet, only two strategies were used by Teacher 2 (WES). In the first meeting Teacher 2 (WES) used the interviews strategy. In the second meeting Teacher 2 (WES) used the interviews strategy. Then at the last meeting of observation Teacher 2 (WES) used the discussion and interviews strategy. Teacher 1 (TMS) and Teacher 2 (WES) have different variations in the use of existing types of strategies, that is because Teacher 2 (WES) is a teacher who teaches in conversation classes where she only teaches specifically in the scope of conversations. Teacher 2 (WES) more often uses strategies related to communication and interaction during learning in the classroom.

Based on the results of observations, the researchers found four strategies by the teachers used in the classroom, the strategies are discussions. For example, in the discussion, the teacher discusses the preposition of placing material in textbooks. The teacher invites students to discuss the location of the house in the textbook. During the discussion, the teacher let them explain in their own words. After that, the teacher guides students to find the right answer. Then interviewing. For example, in interviewing, the teacher asks the topic a question about "What is the subject that you don't like or do you like?". First, the teacher will choose student A. Then, after answering the question, student A will continue the question to student B, and so on in turn. Then role playing. For example, in role-playing, the teacher asks the students to pair up. After that, they had their own dialogue about the topic that had been determined. After that, they will memorize and present their role-playing in front of the class. Then describing pictures. For example, in describing a picture, the teacher asks the students to bring a family photo. Then they describe the people in the picture one by one using their own words. The students do it in front of the class.

All of the strategies used by the teachers are in line with the aim of improving students' speaking skills. It can be seen from the way they talk with the vocabulary they have during discussions and interviews; then they can make their own dialogues for implementing role playing in class, and they can present by describing pictures, such as about family.

In addition to the observations, the researchers conducted interviews with the teachers to find out more deeply and in detail about the strategies used in teaching speaking in the classroom. According to the interviews, English teachers used a variety of strategies when teaching junior high school students.

Table 3. Interview result of the teachers

Result of Interview		
No	Topic	Teacher 1 (TMS)	Teacher 2 (WES)
1	Teacher preparation	The teacher has prepared a lesson plan. Before teaching, the teacher	The teacher has prepared the lesson plan. The teacher has prepared material

	before teaching in speaking class.	needs to know the condition of her students. The teacher prepares icebreakers so that students are more happy to talk or so they don't get bored during learning. The teacher tries to make the class atmosphere more enjoyable.	that she must later understand, and the teacher will see what the condition of the class he will teach is like.
2	Student interest in speaking class.	Teacher 1 said that students are interested in speaking class, but there is still a fear of speaking English. So she lets them use whatever grammar they use, and she doesn't blame the student but guides them slowly.	Teacher 2 said that some of them were interested because they liked English, and when they asked to speak English, they were very interested. But there are also some students who are shy and can't speak English well.
3	Strategies that have been taught to the student.	Some of the strategies used by teacher 1 for their students are role playing, stimulation, discussion, which can be a very simple and uncomplicated discussion, brainstorming, and describing pictures.	Teacher 2 focuses on conversation. So basically, teacher 2 must get their students to speak up in class with interviews, discussions, and role-playing.
4	The best strategy and often applied in speaking class.	Teacher 1 often does role play. Students need to make the dialogue first, or sometimes they just memorize the existing dialogue. After that, they discuss the meaning of the dialogue. According to Teacher 1, Playing a role will increase their vocabulary.	Teacher 2 often uses interviews because, according to her, in interviews students can practice their speaking skills by asking other people. They can do it with a teacher or a friend in the class.
5	Teachers' evaluation of the teaching strategies used.	Teacher 1 will play the strategy first and then see the results. Sometimes, if students don't understand her explanation, she will change her strategy for the next meeting.	According to Teacher 2, it depends on the material provided. Sometimes she asked her students to make inferences only orally. Then by simply giving a Q and A or a simple quiz for student evaluation.

From the results of interviews that have been conducted, Teacher 1 (TMS) has informed the researchers that discussion, brainstorming, describing pictures, and role playing are some of the strategies used to support teaching speaking in class. Many kinds of strategies implemented by Teacher 1 (TMS) are strategies that can improve students' speaking skills. In implementing this strategy, Teacher 1 (TMS) needs to adjust the material that will be taught in class and the conditions and situations of the students in the class. Teacher 1 (TMS) said, *"Of course the grade level of the students also influences me as the teacher in using strategies in the classroom because the students' level of understanding is also equated with the use of strategies."*

Teacher 1 (TMS) concluded that of the several strategies that have been mentioned, role play is a strategy that is often used, because it can be applied to various grade levels of students with levels or themes that can be adjusted to their level. Role-playing strategies are also very useful for improving students' speaking skills, such as their pronunciation, and for developing their speaking fluency. Role play can also develop students' creativity by creating context for English learning.

Teacher 2 (WES) used some strategies for teaching speaking in the classroom too, such as discussion, interview, and role play. Teacher 2 (WES) said, *"Because my class is focused on conversation, the point is I have to make them speak up in class."* The main goal of Teacher 2 (WES) is to get her students to talk in class, so she uses several strategies that encourage students to communicate a lot during class. In some of the strategies, Teacher 2 (WES) often uses the interview strategy. According to Teacher 2 (WES), by using the interview strategy students will be more active in talking to their friends and their teachers during the learning process in class.

3.2 Discussion

Based on the findings from the observations and interviews above, it was found that some strategies are used by the teachers in SMP Cendikia Sidoarjo, such as interviews, describing pictures, brainstorming, discussion, and role play. It is good to implement it in the seventh grade. Some of the strategies used by the teacher in seventh grade are light so that they can be implemented and well received by students. The researchers also saw an improvement in the students' speaking skills. There was a slight difference between the teaching strategies used by Teacher 1 (TMS) and Teacher 2 (WES). Teacher 1 (TMS) uses more teaching strategies compared to Teacher 2 (WES). Actually, Teacher 2 (WES) is a teacher who teaches conversation. Teacher 2 (WES) focuses on getting students to practice speaking more often.

The teaching strategies used by Teacher 1 (TMS) are interviews, describing pictures, brainstorming, discussion, and role play. Role play is a teaching strategy that is often used by Teacher 1 (TMS). Teacher 1 (TMS) agrees that role play is a strategy that can support the improvement of speaking skills for students. Previous research by Mulyanti et al agree that role-playing can help students improve their vocabulary and speaking abilities [14]. In role-playing, students can act relatively freely in specific roles and functions [24]. Role play will be able to support students' creativity in learning body language, making dialogues, and how to speak correctly with the correct intonation and pronunciation according to the context and topic determined.

The teaching strategies used by Teacher 2 (WES) are interviews, discussion, and roleplay. Interviewing is a teaching strategy that is often used by Teacher 2 (WES). Teacher 2 (WES) agrees that an interview is a strategy that can improve students' speaking skills by practicing communicating using English directly. Previous research by Muh.Rajib Silmi also stated that English teachers use question-answers so that students are more active in speaking English and also make students pay more attention to their teachers when learning in class [2]. Interviews were used by teachers to engage students in conversation, motivate them to speak, and develop their vocabulary according to Mulyanti et al [14].

The two teachers do have their own ways or strategies for teaching their students in class, but they have the same goal of improving their students' speaking skills. A teacher must be able to teach and improve students learning abilities, especially when it comes to enhancing their speaking abilities [5]. Furthermore, in order to get students more involved in learning speaking skills, teachers are encouraged to implement several effective strategies in their classrooms [18].

The researchers compared the others' previous findings. The research findings by Mulyanti et al stated that the strategies that were often used by the teachers were role playing, interview, describing pictures, and storytelling. The strategy that teachers use the most frequently is role play because it involves a large number of students and encourages active learning. Based on the findings of this study, it shows that there are similarities, namely that teachers use roleplay more often. Then the research by Maryanti et al has the same theory, namely using the theory from Kayi (2006). And research findings also have the same results, namely that strategies that are often used by teachers are role playing, describing pictures, and interviews. Then the research findings by Khairuzzanila also have the same results, namely that strategies that are often used by teachers are discussion, but this research was conducted in Senior high school, not junior high school.

Based on the research findings and previous research on teaching strategies, it can be concluded that teachers use good strategies to improve students' speaking skills when teaching speaking in class. Teacher 1 (TMS) and Teacher 2 (WES) always prioritize the situation and condition of their students when using and selecting a teaching strategy. The two teachers agreed and realized that one student's abilities differed from another's. Teachers play a major role in the success of the learning process by guiding students well. In addition, teachers also need to make the learning process comfortable for students [23].

4   Conclusions

English teachers in SMP Cendikia Sidoarjo use various strategies in speaking class. Based on the results, Teacher 1 (TMS) uses interview teaching strategies, including describing pictures, discussions, role play, stimulation, and brainstorming. Teacher 2 (WES) uses interview, discussion, and role-playing teaching strategies. Both of them have a variety of strategies for improving the speaking skills of students in speaking classes.

The strategy of teaching speaking is various depending on the level of students. The conditions and situations of various students are also quite influential in the selection of teaching strategies to be used. Role play and Interview are types of strategies that are often used by teachers at SMP Cendikia Sidoarjo. Role play and interview strategies are considered pretty good strategies for students to improve their speaking skills.

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