

**TEACHER'S STRATEGIES OF TEACHING SPEAKING TO THE
STUDENTS SMP (COPE WITH STUDY AT THE EIGHTH
GRADE STUDENTS OF JUNIOR HIGH SCHOOL AT
MUHAMMADIYAH SANGEN ISLAMIC
BOARDING SCHOOL SUKOHARJO)**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education In English Department**

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APPROVAL

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(COPE STUDY AT THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH
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I hereby declare that in this scientific publication there is no work that has ever been submitted for a bachelor's degree at a tertiary institution and to the best of my knowledge there is also no work or opinion that has been written or published by another person, except in writing referred to in the text and mentioned in bibliography.

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Abstrak

Berbicara adalah salah satu keterampilan bahasa Inggris yang harus dikuasai untuk berkomunikasi secara global. Dalam berbicara bahasa Inggris, pasti siswa memiliki masalah yang dihadapi. Hal itu terjadi karena banyak factor. Untuk mencapai keberhasilan proses pembelajaran, guru mempunyai strategi tersendiri untuk mengatasi masalah yang dihadapi siswa. Strategi guru memiliki banyak pengaruh pada kemampuan berbicara siswa. Strategi guru akan membantu penguasaan siswa dalam pelajaran. Dari pernyataan tersebut peneliti menganalisis permasalahan apa yang dihadapi siswa saat pelajaran berbicara dan menganalisis strategi yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara di SMP Muhammadiyah Sragen. Tujuan dari penelitian ini adalah (1) untuk mengetahui permasalahan yang dihadapi siswa saat pelajaran berbicara, (2) mengidentifikasi bagaimana strategi yang digunakan oleh guru bahasa Inggris dalam menangani masalah yang dihadapi siswa saat pelajaran berbicara, (3) mengidentifikasi bagaimana strategi yang digunakan guru bahasa Inggris dalam menangani siswa dengan kemampuan rendah. Subjek penelitian ini adalah siswa kelas 8 serta guru bahasa Inggris SMP Muhammadiyah Sragen. Peserta adalah 14 siswa kelas 8 dan 2 guru bahasa Inggris. Pengumpulan data dilakukan pada bulan Oktober hingga November 2022 dengan menggunakan kuesioner dan peneliti juga melakukan wawancara langsung. Masalah yang dihadapi siswa adalah kurangnya kepercayaan diri (8), kurangnya kosakata (11), dan rendahnya motivasi (12). Untuk mengatasi permasalahan tersebut, guru menggunakan beberapa strategi yaitu 1) pendekatan pembelajaran secara berkala dan mendalam, 2) memberikan kosakata dengan melalui film, atau mendikte, 3) memberikan reward kepada siswa yang mampu menyelesaikan masalahnya, 4) menggabungkan beberapa variable teknik pengajaran, 5) memberikan motivasi. Peneliti juga menemukan strategi guru dalam menangani siswa dengan kemampuan rendah yaitu dengan memberikan perhatian khusus dan memberikan pengajaran tersendiri secara perlahan dan mendalam.

Kata Kunci : Strategi guru; strategi pengajaran; masalah siswa

Abstract

Speaking is one of the English skills that must be mastered to communicate globally. In speaking English, surely students have encountered problems. It happened because of many factors. To ensure the success of the learning process, each teacher has their own strategy for overcoming problems encountered by students. The teacher's strategy has a lot of influence on students' speaking abilities. The teacher's strategy will help students master the lesson. From this statement, the researcher analysed what problems students faced during speaking lessons and analyzed the strategies used by English teachers in teaching speaking at SMP Muhammadiyah Sragen. The purposes of this study were (1) to find out the problems faced by students during speaking lessons, (2) to identify the strategies used by English teachers in dealing with the problems faced by students during speaking lessons, and (3) to identify the strategies used by English teachers in dealing with students with low abilities. The subjects of this study were grade 8 students and English teachers at SMP Muhammadiyah Sragen. 14 eighth-grade students and two English teachers took part. Data collection was carried out from October to November

2022 using a questionnaire, and the researchers also conducted face-to-face interviews. The problems faced by students were lack of self-confidence (8), lack of vocabulary (11), and low motivation (12). To overcome these problems, the teacher uses several strategies, namely: 1) periodic and in-depth learning approaches; 2) providing vocabulary through films or dictating; 3) giving rewards to students who are able to solve problems; 4) combining several teaching technique variables; and 5) giving motivation. Researchers also discovered the teacher's strategy for dealing with students with low abilities, which is to pay special attention to them and provide separate instruction slowly and thoroughly.

Keywords: Teacher strategy; teaching strategy; student problem

1. INTRODUCTION

Language is a means of communication, Language allows people to convey their thoughts, opinions, and feelings. Language is a system of sounds and sound symbols used by humans to communicate thoughts, feelings, and wants. People can connect with one another through language, not only in explicit but also in implicit meanings. The importance of language in human life cannot be overstated. It is the most common mode of communication.

Language as a system of vocal symbols used for human communication. Because young children learn their first language with such speed and proficiency, it should be possible to design experiences in which children acquire a second language in the same way they learn their first language provided the process can be better understood. The use of English by speakers of a different mother tongue is referred to as English as a second or foreign language (ESFL).

Mastering a foreign language is very important. Since the time of the Prophet Muhammad SAW, the importance of understanding foreign language has been emphasized. It is recorded in the hadits of Imam Ahmad, Abu Dawud and At-Turmuzi that Zaid bin Tsabit was commanded to learn the Hebrew language because the Prophet wanted to send a letter and, in the end, not less than half a month zaid bin Tsabit had mastered the Jewish language.

Speaking activity can be regarded as speaking activity in which the speaking activity involves speaking in English. When regarded from the source of the term, the word "speaking" derives from the verb talk, specifically "speak is to express thoughts; to utter; to convert". So, to talk here is to issue or express an opinion. Speaking is an important skill that students must learn since it comes from the throat and generates sound and meaning. Producing meaning is linked to speaking as an interactive approach.

Furthermore, speech is used for certain meanings in which persons will participate sequentially. In other words, speech is a necessary skill for anyone who wishes to communicate with others. Speaking is one of the four core language abilities needed in all contexts in Indonesia. Language learners must learn to communicate effectively in both normal and stressful settings. Strategies for learning to speak English are one of the most significant things for students to recognize, and they are also a component of speaking skills. These strategies should be established in order to improve

students' English-speaking skills.

Learning strategy is specific actions, behaviors, steps, or techniques such as seeking out conversation pattern, or giving oneself encouragement to tackle a difficulty language task used by the students to enhance their own learning. Another important factor which also influences the students' ability in learning to speak English is teachers' techniques in teaching students to speak English. A professional English teacher should consider appropriate strategies in teaching speaking. He must recognize his students' strategies and help them to develop their strength in order to improve his students' oral production. It requires not only the ability to create a warm and humanistic classroom atmosphere, but also provides opportunities for his students to speak or take part in class interaction

Observing the situation of kids in schools whose progress in learning English is slow and they are less excited about learning, the instructor must have a strategy in place so that children can learn enthusiastically, effectively, and efficiently, achieving the desired outcomes.

In order to teach second language learners how to speak in the best way, some activities that can improve speaking skills are below and can be applied immediately in class. For this reason, teachers must create a classroom environment where students have communication such as real life, authentic activities, and meaningful assignments that improve English speaking skills. This can occur when students collaborate in groups to achieve an indicator or complete an assignment. To create a learning and teaching process that produces an appropriate result, teachers need strategies or methods to teach.

The teaching method is the method used by the teacher in establishing relationships with students during the course of teaching. The teaching method is a means of interaction between the teacher and students. The teacher acts as a mobilizer or mentor while students act as the recipient or the mentee. A good teaching method is a method that can foster student learning activities. The accuracy of teaching selection is very dependent on the purpose, content, teaching and learning process and learning activities, teaching.

Teaching English to junior high school kids or teenagers is regarded the most difficult. They don't have the vocabulary, grammar, or pronunciation to hold a meaningful conversation. Speaking, on the other hand, is the foundation of communication, requiring the correct, fluent, and appropriate use of language diversity in daily conversation. As a result, both within and outside the classroom, students must learn how to communicate meanings and intents in English.

There are three problems faced by students in speaking English. First, students are less enthusiastic in carrying out conversations. Low enthusiasm and participation cause students to feel embarrassed or afraid when talking to others. They feel ashamed because what they say is irrelevant topic. This can be caused by the background knowledge of students about the topic in conversation. This can make students tend to be silent in conversation and less participate in talking to others. In

addition, students are afraid of making mistakes in conversation such as spelling and pronunciation.

Second, students struggle with the incapacity to explain their thoughts. A low vocabulary count is most likely to blame for this issue. The most important part of language is vocabulary, and it is crucial in establishing a discourse. Vocabulary serves as a conduit for communicating messages from the speaker to the listener. Students with a limited vocabulary will find it challenging to express their thoughts and opinions. Furthermore, in speaking, the utilization of internal linguistic structure plays a significant function. The message's meaning will be shaped by the students' inadequate ability to use linguistic structures, making it difficult to comprehend.

Third, lack of motivation students speaking skills. It will be tough for students to hold a conversation if they lack enthusiasm to communicate. This issue is most likely caused by the teacher's lack of an effective technique for teaching speaking. Students are less driven to speak as a result, and they are less likely to practice speaking. Students have minimal familiarity with English due to the teacher's usage of the mother tongue in the learning process. As a result of internal and external causes, pupils have little desire to speak English and are hesitant to learn English.

The goal of this study was to identify the difficulties that teachers face when teaching speaking. Also, find strategies or methods of teaching speaking that students can understand, and look for strategies to improve students' speaking skills. English speaking training is essential for teaching students how to speak English more fluently and effectively. It is hoped that because a good language is the foundation of good communication, this will improve students' English skills. Students must be able to speak effectively in order to communicate effectively.

2. METHOD

It deals with type of the research, research object, research subject, data and data source, techniques of collecting data, data validity, data analyzing technique. This research uses qualitative research methods, qualitative research according to Moleong (2007, p. 6) is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., in a holistic manner, and by means of descriptions in the form of words and language, in a specific natural context and by making use of various natural methods. Qualitative research does not use the term population, but using a "social situation" or a social situation consisting of three elements, namely: place, actor, and activity that interact synergistically (Sugiyono, 2006, p. 207). Fraenkel & Wallen (1990, p. 368) describe further that "qualitative research is research studies that investigate the quality of relationship, activities, situations, or materials".

This qualitative approach was taken because in this study the target or the object of research was limited so that the data taken can be extracted as much as possible and so that in this study it is not possible to widen the object of research. The research is carried out directly in the field, the

problem formulation is also found in the field, and the possibility of the data changing according to the data in the field means that a new theory will be found in the middle of the field. This research starts with inductive thinking and then thinks deductively. This research considers data as inspiration for theory.

Qualitative research uses qualitative methods, namely observation, interviews, or document review. This qualitative method is used for several reasons. First, adapting qualitative methods is easier when dealing with multiple realities. Second, this method presents directly the nature of the relationship between the researcher and the respondent. Third, this method is more sensitive and more reliable adjust to a lot of sharpening the joint influence on the value patterns encountered (Moleong, 2007, p. 10)

In qualitative research, researchers conduct research on a small scale, in groups that have specificity, excellence, innovation, or it could be problematic. The group under study is a socio-cultural unit that is natural and interacts individually or in groups (Sukmadinata, 2009, p. 99). From the theories above, it can be concluded that research qualitative descriptive using research steps from observation of phenomena that can be explained in detail and scientifically. Scientific observations are meant to be observations that start from the smallest/narrower things to the biggest/widest things or in other words, this research is from an inductive form to a deductive form.

In this case, the researcher is interested in learning about the English teacher's strategy for teaching English to junior high school students at the Sangen Sukoharjo Muhammadiyah Islamic Boarding School, as well as the difficulties students had with the previous teaching strategy. And the author wants to find out what strategies can be used to help students solve various problems.

3. FINDING AND DISCUSSION

In this chapter, the researcher wants to present data regarding the formulation of the problem in Chapter 1. Therefore, this report is divided into two parts. namely, research findings and discussion. This research has three objectives. The first is to describe what problems the 8th graders face in speaking lessons. The second to describe how do teachers deal with students' speaking learning problems and describe the strategies used by English teachers in teaching speaking. And the third is to describe how do teachers deal with students with low abilities in speaking?

3.1 Findings

Data for this one research objective were collected from interview with two English teachers from each class (grade 8 male and grade 8 female)—via Voice Recorder on Handphone, and also a questionnaire that has been spread out to 14 8th-grade students through the distribution of question papers. The distribution of questionnaire sheets to students was carried out on Saturday, October 22, 2022, during student free hours. This implementation has been done with permission from the

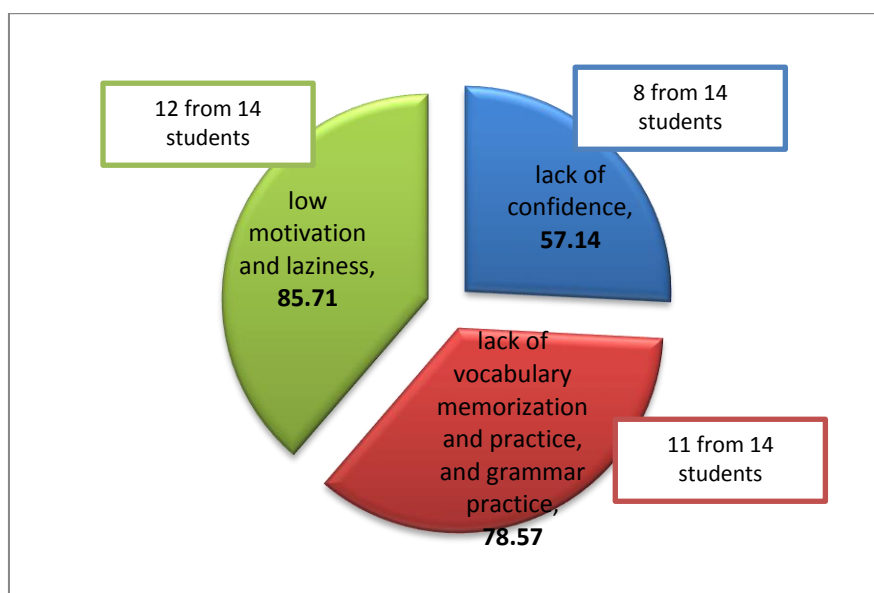
curriculum section at SMP Muhammadiyah Sangen, which is where the researcher conducted the research.

Then the interview that the researcher directed was to the English teacher for grade 8, totaling 2 English teachers, and the grade 8 students the researcher took as a representative for each grade 7 class, consisting of 2 classes. The first interview with Teacher 1 (IN) as an English teacher at SMP Muhammadiyah Sangen was held on Wednesday, 2 November 2022. On Saturday, November 5, 2022, the second interview with Teacher 2 (M) as an English teacher at SMP Muhammadiyah Sangen, was held.

For interviews conducted to support the questionnaire data. The interview procedure with teachers that the researcher went through was pretty complex. Due to time constraints, the researcher had to modify the free schedules of the interviewed teachers. And for the second teacher who was going to be interviewed, the researcher had to meet him at his house during the interview process because he suggested it throughout the research. For the interview, it was done to support the data from questionnaire. The type of this interview was personal in-depth interview, so the researcher did it by personally asking questions related to the strategies used by English teachers in teaching speaking. The questions were based on Syaiful Bahri Djamarah (2013) about basic strategy in teaching and learning speaking.

For the questionnaire, the type was open-ended, so the answer is made to dig out further information from the students. There were 43 questions based on Syaiful Bahri Djamarah (2013) about basic strategy in teaching and learning speaking: identify and establish specifications and qualifications for the expected changes in behavior and personality of students; choosing a learning approach system; selecting and determining procedures, methods and teaching technique; establishing norms and minimum limits of success or criteria and standards of success. In the questionnaire or questionnaire paper distribution session, researcher took the afternoon after the formal teaching and learning process was over. And for the decision to take time, the researcher asked permission from the curriculum section so that researcher could ask students for additional time for this research. The result of students 'questionnaire was served in the descriptive text, then followed by supporting data from the interview that can be seen below:

The researcher collected data through questionnaires distributed to 14 8th students by distributing questionnaire papers to discover about the problems faced by 8th graders in speaking lessons. The questionnaire has 43 questions. After evaluating and recapitulating the findings of the questionnaire answers supplied to the students one by one, the researcher determined that there were 10 problems encountered by students in speaking lessons. However, the researchers condensed it into three points. And the truth is that all of their students have 2 or more difficulties. As a result, have summarized it in the table below.



Pictures 1. Students' Problems in Speaking English

According to the data presented above, the eighth-grade students at SMP Muhammadiyah Sangen have three major problems with speaking lessons. And these problems are shared by the majority of students, if not almost all of them.

The first problem is a lack of self-assurance. This is a condition that affects more than half of all students. Specifically, the research shows that 8 out of 14 students lack self-confidence. Self-esteem is one of the internal, non-linguistic variables that helps students realize their full potential. The success of students in speaking and studying is heavily influenced by their lack of self-confidence. This is in accordance with the opinion of Ormrod (2008, p. 20), which states that belief in self-efficacy is a person's assessment of his own ability to carry out certain behaviors or achieve certain goals. When students are unsure of their abilities, they will tend to be reluctant to carry out these objectives. Someone who lacks confidence will tend to avoid communication as much as possible. They weak self-confidence is caused by certain assumptions about themselves that give them the bravery to act, as well as a lack of appreciation for they own grandeur. Afraid of being wrong when speaking, afraid of being ridiculed by his friends, afraid of his friends' negative opinion of him. As the evidence we attach from the data we collect through distributing questionnaires. From the observational data, it shows in question no. 16 and no. 23, i.e.

Apakah anda kesulitan dalam berbicara pada pembelajaran berbicara/speaking karena merasa takut atau tidak percaya diri?

Do you find it difficult to speak when you are learning to speak because you are afraid or insecure?

“Apakah anda merasa kurang percaya diri saat berbicara dengan bahasa inggris?”

Do you feel less confident when speaking English?

In question no. 16 there were 8 out of 14 students who chose the answer "yes" in the multiple choice given. Then on question no. 23, 8 out of 14 students there chose the answer "yes" from the multiple choice given by the researcher in the question. Self-confidence is very important to instill in every student, because self-confidence can motivate students to carry out their assignments at school and during the learning process at school. Confidence is associated with the ability or individual courage to take actions that not only carry physical risks but also psychological risks. Students who have low self-confidence (difficulty adjusting) in their personal lives are filled with doubts about determining an action or are often anxious and like to be alone and away from the environment. And it hinders the student learning process, so students have difficulty in speaking lessons.

The form of language includes four aspects, namely phonology (phonology), vocabulary (vocabulary), grammar (grammar), and a series of sentences (discourse). Phonology deals with pronunciation. Vocabulary is related to meaning (lexis) and word arrangement. Grammar is related to word changes (morphology), sentences (syntax), and a series of sentences (discourse), which are related to long sentences that are viewed contextually or from social aspects (Cunningsworth, 1984, p. 17). And in learning English, there are 2 components, namely vocabulary and grammar. Vocabulary is very important in learning a foreign language because vocabulary is a person's main capital in order to learn sentence construction, in order to be able to speak, communicate, understand conversation, and also other skills in language. With a large vocabulary, students will be able to write, speak, read, listen etc. The following is the evidence that we attach from the data that has been collected: On question no. 17, no. 18, no. 19, no. 22, no. 24, no. 34, and no. 42

“Apakah anda kesulitan dalam berbicara dengan bahasa inggris pada pembelajaran berbicara/speaking karena anda merasa kesulitan mengerti tatanan bahasa atau struktur kalimat?”

Do you have difficulty speaking English in speaking lessons because you find it difficult to understand the structure of the language or sentence structure?

8 out of 14 students there answered "yes," and 5 out of 14 other students answered "sometimes"

“Apakah anda sudah hafal dengan kosa kata dasar yang dipakai sehari –hari?”

6 out of 14 students answered "no, while 8 out of 14 other students answered "sometimes".

“Apakah anda sudah paham dengan tata bahasa/grammer dalam pelajaran bahasa inggris?”

There were 8 students out of 14 who chose the answer "yes" in the multiple choice provided.

“ Apakah anda sering menggunakan kosakata bahasa inggris yang baru saja anda ketahui dalam berbicara?”

5 students answered "no," and 2 students answered "sometimes"

"Apakah anda sering mengulang kembali kosa kata yang baru saja anda pelajari?"

9 out of 14 students there answered "no". And 3 of the 14 other students answered "sometimes".

"Apakah anda sering mengulang kosa kata yang telah anda hafalkan dulu dan yang telah anda hafalkan baru saja?"

12 out of 14 students there answered the question with a "no."

"Apakah anda sering membaca kamus bahasa inggris?"

There were 12 students out of 14 who answered "no" to the question.

Vocabulary mastery is an important part of teaching English as a foreign language. Vocabulary is an important part in all languages where the learner or student must continuously learn words while the learner or student is also studying grammar (grammar/structure) as well as pronunciation (pronunciation). This means that vocabulary is the initial stage to be taught before teaching other aspects of language. The limited time and place for using English as a communication tool is one of the challenges of developing language skills. Lack of English literature to support reading interest. And there is no place to channel creativity in English outside of class hours. The importance of learning vocabulary is often forgotten when learning English. Laziness and the notion that learning vocabulary is a difficult thing to do make students reluctant to learn vocabulary. Lack of vocabulary is the biggest problem experienced by almost all grade 8 students at SMP Muhammadiyah Sragen. According to data obtained by researchers through interviews with English teachers at Muhammadiyah Middle Schools,

The teacher said:

"Tentunya kesulitan yang dihadapi murid itu ada, dan tidak bisa dipungkiri. Yang paling susah adalah murid murid itu mengucapkan pada bagian mereka tidak tahu apa yang harus mereka ucapkan. Karena lagi-lagi yang saya fokuskan adalah vocabullary mereka. Karena sebagian masalah terbesar mereka adalah kurangnya perbendaharaan kosakata. Karena tanpa vocabullary mereka tidak akan bisa berbicara."

"Surely the difficulties faced by students exist, and they cannot be denied. The most difficult *thing* was that the students said, on their part, they didn't know what to say. Because again, what I focus on is their vocabulary. because some of their biggest problems are due to a lack of vocabulary. Because without the vocabulary, they will not be able to speak."

The vocabulary treasure will affect students' ability to compose sentences. Students will be unable to use the grammar (grammar/structure) and language functions (language function) they have

learned for broad communication unless they have a large vocabulary. Grammar is an essential component of language learning. Correct grammar is the student's key to speaking English fluently and confidently. Knowing grammar will help students avoid mistakes that make English sound foreign to native speakers. Grammar in English is very different from grammar in Indonesian. Grammar in English is more complicated than in Indonesian. The time of the incident affects changes in the structure of the language and the form of the vocabulary used. And because of that, it makes it difficult for students to learn grammar, and it is this assumption of difficulty that causes students to be reluctant and lazy to practice speaking using grammar. However, according to the survey results, the majority of students did not understand grammar lessons. And that is the reason why students do not train themselves to speak according to grammar.

3.2 Discussion

After the research findings are clearly described, the researcher explains them in more detail. In this sub-chapter, the formulation of the research problem is discussed: problems faced by students in speaking lessons, what are the strategies used by English teachers in teaching speaking, and how do English teachers deal with students with low proficiency levels, based on data analysis that has been done before. The explanation is presented as follows:

The first discussion in the findings above states that there are 3 problems faced by students. The first is a lack of self-confidence. Confidence is a psychological condition that affects students in the teaching and learning process. Lack of self-confidence can affect student success in learning. When self-confidence is lacking, students will not dare to take action or take a risk and will not even believe in their own abilities. So that students will be embarrassed to express their opinions or embarrassed to speak in English. Someone who lacks confidence will tend to avoid communication as much as possible. Kumalasari (2017, p. 16) also said that students' self-confidence problems can pose major obstacles in the areas of social life, learning, and careers. The second problem is a lack of vocabulary and practice in grammar. Lack of vocabulary is the main factor causing problems in language learning. In language, vocabulary plays an important role in fluency and ease of communication. The greater a student's vocabulary, the easier it is for students to communicate in English. Lack of English literature to support reading interest. And there is no place to channel creativity in English outside of class hours. This statement was highly approved by the researcher because it was in accordance with the facts found in the data that had been collected. So that it becomes the cause of students' difficulties speaking English lessons. And the third problem is low motivation. Motivation is a form of student support from within that encourages students to take action in the learning process. When students have high motivation, the motivation to learn is also high. So as to encourage students' initiative to learn, increase their vocabulary, demonstrate their abilities, and show courage in expressing their opinions during the teaching and learning process. Motivation itself is the root of the problems faced

by students. In the world of education and teaching, it will be very difficult to achieve its goals to the fullest without motivation or encouragement for each individual who has a relationship with educational activities, especially students. This problem is of utmost concern because almost all of the 8th grade students at SMP Muhammadiyah Sangen experience it. So of course, it affects the development of the teaching and learning process in speaking lessons and affects the level of students' ability in speaking lessons. The greater the motivation students have, the greater the potential for student success in speaking lessons. But conversely, the lower the motivation of students, the lower the potential success of students in speaking lessons. Motivation can also be said as a series of efforts to provide certain conditions, so that a person wants to do something, and if he doesn't like it, he will try to negate or avoid that feeling of dislike.

The next discussion is about the strategies used by teachers in dealing with problems faced by students. In dealing with these problems, the teacher uses several strategies, namely, a periodic and in-depth learning approach. This strategy is to find out more about the level of students' abilities and the problems they face, before determining what material they don't understand. This is in accordance with the statement of an expert, namely Syaiful Bahri Djamarah (2010), namely: Identifying and determining the specifications and qualifications for expected changes in student behavior and personality; choosing a learning approach system; selecting and determining procedures; teaching methods and techniques; and establishing norms and minimum limits of success or criteria and standards of success. Furthermore, teachers frequently combine multiple variables of teaching techniques and strategies so that students are not bored and are more enthusiastic about learning. In addition, the combination of teaching technique variables aims to allow students to choose teaching and learning techniques that suit them. Because students' personalities and abilities differ, the teaching techniques that are appropriate for each student are not all the same. This statement is supported by Maryanti, Ghani, and Marhaban (2021) in their research, which states that the solution to the problem shows that the teacher takes a different approach to solving the problem. It is recommended that teachers are always looking for new ideas, strategies, or techniques for teaching and learning so that students remain interested in participating in the learning process. And also, Noviyenty (2018) stated in his research that teachers should introduce more strategies for learning to speak English to their students through various teaching techniques in class as well as additional activities outside the classroom. The next step is that the teacher often gives motivation to students in each teaching and learning process, so that students are more enthusiastic and have a strong urge to improve their ability in speaking lessons. Because the benefits of being able to master English are many and long-term. Istiqomah, Wahyuna, and Nugraha (2021) argue in their research that "teachers motivate students by including motivational videos in every online learning process. And by continuing to encourage students to speak English.". Maryanti (2021) in her research said "students are not always in good

learning conditions, and it is the teacher's responsibility to always motivate them to follow the spirit of learning and be active in speaking."

And the last discussion is the teacher's strategy in dealing with slow learner students. According to the findings of interviews with English teachers at SMP Muhammadiyah Sangen, the teacher approached students with low ability levels as a first step in dealing with students with low ability levels. The teacher pays more attention to his abilities. Students with low abilities are called one by one, with the intention of gradually and intensively teaching them in greater depth and detail. So that students are able to catch up on material that is left behind like other students in general, and understand the contents of the subject matter well. In addition, the teacher also always provides new teaching techniques to create a comfortable and enjoyable learning atmosphere.

4. CONCLUSION

The researcher draws the following conclusion based on the problem statements and study results, There are 3 problems faced by Grade 8 students of SMP Muhammadiyah Sangen in speaking lessons, namely: 1) Lack of confidence, 2) Lack of vocabulary and grammar, and 3) Low motivation The teacher's strategy in dealing with the problems faced by students is to provide periodic and in-depth learning approaches, provide vocabulary with dictation and writing techniques so that students also listen and read, then repeat and memorize, and then the teacher also combines several teaching technique variables so that students do not get bored easily and can find teaching techniques that suit them, and also the teacher motivates students about the importance of speaking lessons so that students are expected to be more enthusiastic about learning speaking lessons. The teacher's strategy in dealing with students with low abilities is to call these students one by one, then provide special learning slowly, in depth, and in detail so that students with low abilities can pursue material like other students. Also, the teacher gives gifts for every problem that students get right.

This research can be useful for adding information, insight, and input for English teachers regarding problems commonly faced by junior high school students during speaking lessons, such as low motivation, lack of vocabulary, lack of confidence, etc., and information regarding the strategies used by the teacher in dealing with problems faced by students, as well as information related to the process of developing speaking skills for junior high school students. Then it can increase the effectiveness of learning and overcome challenges or problems in learning to speak at Muhammadiyah Sangen Middle School and how to deal with low-ability students. It can also be used to increase knowledge about learning strategies to solve problems encountered by students when learning to speak, strategies to develop junior high students' speaking skills, and as comparison material to improve the quality of learning speaking skills in junior high students. With this research, the teacher can apply strategies to be used in dealing with problems. And with this research, it is

hoped that teachers will pay more attention to students' problems during speaking lessons, and explore the strategies used to deal with these problems so that learning outcomes are maximized.

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