



**EMERGING TREND OF STRATEGIES IN TEACHING SPEAKING TO
EFL LEARNERS**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah And Teacher Training of IAIN Batusangkar as
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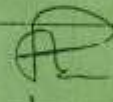

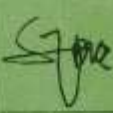
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THESIS ADVISOR'S APPROVAL

The thesis advisor of **ERNI DIANA SARI, 15 3004 00031**, entitled **“EMERGING TREND OF STRATEGIES IN TEACHING SPEAKING TO EFL LEARNERS”**, approve that be mentioned thesis fulfilled the requirements to proceed to thesis examination.

This approval is granted and used appropriately.

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ABSTRAK

ERNI DIANA SARI, Reg. No. 15 300 400 031, judul skripsi: **“EMERGING TREND OF STRATEGIES IN TEACHING SPEAKING TO EFL LEARNERS”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar, 2022.

Permasalahan dalam penelitian ini adalah 1) trend strategi apa yang saja yang mengemuka dalam pembelajaran speaking untuk pembelajar EFL, 2) strategi apa yang paling sering di gunakan, dan 3) strategi apa yang paling jarang digunakan. Penelitian ini bertujuan mengetahui 1) srategi apa saja yang mengemuka dalam pengajaran speaking untuk pembelajar EFL, 2) strategi apa yang paling sering digunakan, dan 3) strategi apa yang paling jarang digunakan.

Jenis penelitian ini adalah penelitian kualitatif dalam bentuk analisis konten. Sumber data yang digunakan dalam penelitian ini ada berupa artikel tentang *English Language Teaaching* (ELT). Data dari penelitian ini adalah 20 artikel publikasi dari tahun 2011 sampai 2020. Data ini dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini menggunakan instrument yaitu tabel note taking berupa daftar yang memuat komponen artikel yang digunakan sebagai alat memandu peneliti dalam menganalisis data dikemukakan oleh R. Nordquist dalam M. C. Friedman (2019). Analisis data dilakukan dengan melalui beberapa tahapan, yaitu: mengidentifikasi jurnal terkait, mencari artikel yg relevan dengan penelitian ini, memindahkan komponen artikel kedalam indstrument penelitian.

Berdasarkan tahapan analisis data diatas, hasil penelitian menunjukkan bahwa 1) terdapat tujuh strategi yang mengemuka dalam pembelajar speaking untuk EFL Learners yaitu: a) improving students' discussion b) role play c) advanture game and picture d) storytelling e) interview f) think pair share (TPS) dan yang terakhir g) competitivelearning. 2) strategi yang paling sering digunakan adalah improving students' discussion (7dari 20 artikel) 3) strategi yang paling sedikit digunakan adalah competitive learning (1 dari 20 artikel).

TABLE OF CONTENTS

PERNYATAAN KEASLIAN SKRIPSI

HALAMAN PENGESAHAN TIM PENGUJI

THESIS ADVISOR'S APPROVAL

ABSTRAK.....	i
TABLE OF CONTENTS.....	ii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Research Focus and Question.....	3
C. Definition of Key Terms.....	3
D. Purpose of the Research	3
E. Significance of the Research	4
CHAPTER II REVIEW RELATED LITERATURE.....	5
A. Review Related Theories.....	5
B. Review of Relevant Studies.....	35
CHAPTER III RESEARCH METHODOLOGY	38
A. Reseach Design.....	38
B. Data and Source of Data.....	38
C. Research Instrument	41
D. Research Procedure	42
E. Data Analisis and Interpretation	43
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	46
A. Research Finding	46
a. Year of Publication	47
b. Research Country	47
c. Sample of Journals.....	48
d. Research Model	48
e. Data Collection Tool.....	48
CHAPTER V CONCLUSION AND SUGGESTION	58
A. Conclusion.....	58

B. Suggestion	58
BIBLIOGRAPHY.....	59

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an ability which is utilized by somebody to convey in day by day life, regardless of whether at school or outside the school. Speaking abilities permit understudies to make associations between what they know and what they realize, and assists them with acquiring information and investigate groundbreaking thoughts. Speaking is an action including or more individuals in which the members are both the audience members and the speakers acting what they tune in and make their commitment at rapid, (Brown 2004: 140). Up to this point, English is as yet utilized as a language of tact, business, the travel industry, instruction, science, diversion, PC innovation, and media at the global level. Moreover, English is utilized as an apparatus for creating correspondence, innovation, programming, and programming. Presently, the utilization of English shows up in unfamiliar nations, for example, Indonesia, and English is getting more well known for individuals in this country. As a result of this significance, Indonesian understudies should dominate this language particularly the ability.

In teaching speaking the teacher must be able to create and develop strategies that aim to achieve learning objectives. It means that the teacher must be able to play an important role in determining what are strategies can encourage students participation in the learning process, therefore learning English without speaking is futile. Through speaking, the students can convey their ideas, feeling and thoughts spontaneously in oral form. Even though speaking is a significant goal for EFL students, it does not mean that only students take the responsibility to improve their ability in speaking English. Both, teacher and students play important role in improving speaking ability.

As presented in curriculum 2013 document, teacher is the main educational power who improves idea and plan to teaching and learning

process. Taking that role, teacher has to provide learning process which support students' needs of being fluent in speaking English. Canado (2010, p. 105) suggests that teacher needs to leave traditional roles in teaching English as director, instructor, and source of information but transforms into modern teacher who acts as motivator, modifier, stimulator, creator of a positive classroom atmosphere, counselor, tutor, adviser, guide, helper, facilitator, resources, observer, participant, planner, supervisor, and investigator. Seeing teachers' roles suggested by Canado, it can be stated that in English language teaching, teacher is not the center in the classroom. In this case, in relation to teaching speaking, teacher needs to provide creative strategies to help students to be fluent in speaking English without trying to become the director, instructor or source of information. Porter (2012) defines strategy as unique approach of an organization in achieving its goals and how to deliver its value. Moreover according to Nickols (2016, p.7) strategy is "perspective, position, plan, and pattern." He adds that the formulation of a strategy relies on the goal to be achieved. Therefore, the strategies in teaching speaking must be matched to the objectives of speaking teaching and learning.

There are several Previous studies about teacher in teaching speaking: Improving Students Speaking Skill By Using Action Learning Strategy In English Lesson At The Eighth grade Students Of MTs. Muhammadiyah Limbung by Mar'atun Shaliha MS, improving students' speaking ability through communication games by Ulviana (2011). Further developing understudies' talking abilities utilizing informative exercises: a study hall activity research at abe's group, a pre-middle class of English made simple by Intan Nur Charina, students' speaking skill is improved through portofolio conference by Mulyani S, improving students' speaking skill through debate technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011) by Richa Rubiati. The researcher want to discover how many strategies used in teaching speaking.

In conclusion, the strategies may be used by the teachers in the classroom to improve their students, speaking skills and other can continuous this reseach in next research. Based on several previous studies above, the researcher is interested in conducting a study about **“EMERGING TREND OF STRATEGIES IN TEACHING SPEAKING TO EFL LEARNERS”**

B. Research Focus and Question

Based on the background above the researcher conduct the focus and question as follows:

1. What is the emerging trend of strategies in teaching english speaking skills?
2. What is the most commons strategy in teaching english speaking skills?
3. What are the least common trend strategies in teaching speaking skills?

C. Definition of Key Terms

1. Strategy is methods or techniques of teaching speaking used in teaching English found in articles of ELT journals to EFL Learners.
2. Teaching Speaking is to teach EFL to: produce the English speech sounds and sounds patterns. Use word and sentence stress, intontion patterns and the rhythm of foreign learners. EFL Learners are students learning English whose country is not one of English speaking countries.

D. Purpose of the Research

1. To find out what are the emerging trend of strategy in teaching speaking.
2. To find out what is the most commons strategy in teaching speaking.
3. To find out what are least commons strategy in teaching speaking.

E. Significance of the Research

Based on result of this research has theoretical significance and practical significance. Theoriticaly, this research can be important information for another:

1. English teachers

This study will make the teachers know and can applied some strategy in teaching English especially in teaching speaking which innovative and can improve their students' ability

2. Other researchers

Related to this case, other research can develope or find out latest strategy that not found by researcher at now.

3. The researcher

The researcher hopes this research can applied by the teachers in developing their students ability in teaching english speaking. The purpose is to achieved banchelor degree (S1) at IAIN Batusangkar.

CHAPTER II

REVIEW RELATED LITERATURE

A. Review Related Theories

1. Speaking skills

Cameron (2001) specifies that speaking is the dynamic utilization of language to communicate meaning so others can sort out them. To communicate in the unknown dialect to impart understandings to others expects regard for exact subtleties of the language. A speaker needs to track down the most proper words and the right language to pass on importance precisely and exactly, and necessities to arrange the talk so an audience will comprehend. Thornbury (2001) states that speaking is intuitive and require the capacity to participate in the administration of talking turns. It likewise regularly happens continuously, with brief period for nitty gritty arranging. Further, he adds the idea of talking measure implies that the syntax of the communicated in language contrasts in the individual from huge ways from the punctuation of the composed language. Consequently, the investigation of composed syntax may not be the most proficient groundwork for speaking. In addition, Finnochiaro and Brumfit (1983: 400) suggest that talking implies giving oral articulation to contemplations, assessment and feeling in term of talk or discussion. To have the option to do this, language students ought to have adequate information on the sound, construction, jargon and social arrangement of English language. The students likewise need to consider the thoughts they wish to communicate. They must have the option to verbalize English sound well by changing the places of lips, jaws and tongue. Moreover, the students ought to be deliberately mindful of the fitting useful articulation just as syntactic, lexical and social highlights expected to communicate the thought, be touchy to the difference in register or style required by the individual to whom they talk and furthermore the circumstance in which the discussion

happens. The last, the students should have the capacities to adjust the course of their contemplations based on the individual's reactions. Harmer (2001: 46) states that talking happens when two individuals are imparting to one another; it is genuinely certain that they are doing as such for valid justifications. Their reasons might be that they need to say something, they have some correspondence purposes, and they select from their language store. It is a typical layman's assessment that communicating in an unknown dialect is the most troublesome undertaking of all. Experience shows there is a lot of truth in that proclamation. For the vast majority, the capacity to communicate in an unknown dialect is, tragically, not procured without any problem.

The researcher conclude that speaking skills is one of important skill in English language teaching that should be mastered by the teacher and learners, especially to EFL Learners.

a. The Nature of Speaking

As indicated by Finnochiaro and Brumfit (1983: 400) recommend that talking implies giving oral articulation to considerations, assessment and feeling in term of talk or discussion. To have the option to do this, language students ought to have adequate information on the sound, construction, jargon and social arrangement of English language. The students additionally need to consider the thoughts they wish to communicate. They must have the option to express English sound well by changing the places of lips, jaws and tongue. Moreover, the students ought to be deliberately mindful of the fitting useful articulation just as syntactic, lexical and social highlights expected to communicate the thought, be delicate to the difference in register or style required by the individual to whom they talk and furthermore the circumstance in which the discussion happens. The last, the students should have the capacities to adjust the bearing of their contemplations based

on the individual's reactions. Harmer (2001: 46) states that speaking happens when two individuals are conveying to one another; it is genuinely certain that they are doing as such for valid justifications. Their reasons might be that they need to say something, they have some correspondence purposes, and they select from their language store. It is a typical layman's assessment that communicating in an unknown dialect is the most troublesome assignment of all. Experience shows there is a lot of truth in that explanation. For the vast majority, the capacity to communicate in an unknown dialect is, sadly, not procured without any problem. Accordingly, perhaps the main components during the time spent obtaining the spelling expertise is consistent inspiration and a chance for the student to foster a sensation of accomplishment.

The researcher reason that nature of speaking is the manner by which somebody to communicate their thoughts, feeling, and assessment. That speaking happens when two individuals are conveying to one another, which discussion related with happens and circumstance. At the point when the vast majority needs to communicate their thoughts, they know about the sound, construction, jargon and social arrangement of English language to deliver the sound well, identified with the thought individuals need to say. So the importance of nature of this setting is individuals needs to show their plans to talk by changing the places of lips, jaws and tongue.

b. Aspects of the Speaking Skill

As per Nunan (1999), there are two fundamental parts of speaking ability; exactness and familiarity. Precision implies that the speakers are needed to utilize the right jargon, syntax, and elocution. While, familiarity implies that the speakers are needed to have the option to continue going when talking

suddenly. Nonetheless, it doesn't imply that the speakers talk so quick in light of the fact that occasionally stopping is significant. Nunan (1999) states that delay is a part of familiarity which might be long however not successive. Additionally, when talking easily, speakers ought to have the option to convey the idea with whatever assets and capacities they have and paying little heed to any linguistic and different slip-ups. In addition, Harmer (2001b) states that the capacity to talk easily isn't just knowing information on language highlights, yet additionally the capacity to deal with data and language on the spot '. In addition to the aspects of speaking skill, Harmer (2001b) proposes four uncommon language highlights in talking. The principal highlight is the utilization of associated discourse. Compelling speakers of English should be capable not exclusively to create the individual phoneme of English yet in addition to utilize familiar associated discourse. In associated discourse, modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Because of the intricacy of the associated discourse, accordingly, English instructors ought to include the understudies in exercises which are intended to work on their associated discourse. The subsequent element is the utilization of expressive gadgets. Some local speakers of English utilize expressive gadgets in talking through certain ways, like changing the pitch and stress of specific pieces of expressions, shifting volume and speed, and utilizing looks.

The utilization of these gadgets can add to the capacity to pass on implications. Thusly, to be completely successful communicators, understudies ought to have the option to utilize those gadgets. The third highlights are the utilization of lexis and syntax. The utilization of normal lexical and syntactic

highlights can be found in unconstrained discourse when playing out certain language capacities. The last component is the utilization of exchange. The arrangement is utilized to look for explanation and to show the construction of the speakers is saying. The speakers need to request explanation when paying attention to another person. In the interim, speakers utilize arranged language to show the construction of their contemplations or to reformulate what they are saying to be more clear, particularly when they realize that their discussions are not being perceived. Then again, a large portion of the EFL (English as Unknown dialect) understudies believe that talking in English is troublesome in light of the fact that there are a few elements in talking that are viewed as being troublesome as Brown (2001) has recognized them. The principal factor that makes the talking troublesome is bunching, on the grounds that a familiar discourse isn't word by word, yet it is phrasal. The subsequent factor is excess which can give the more clear importance. The third factor is diminished structures, since certain understudies who don't learn conversational constrictions here and there make a low quality of talking. The fourth factor is execution factors, like execution waverings, stops, backtracking, and adjustment. The fifth factor is the casual language which is regularly utilized in casual circumstance. The 6th factor is the pace of conveyance. In talking, the understudies are wanted to talk easily, yet the vast majority of them neglect to do that. The seventh components are pressure, beat, and sound. English has its own pressure, beat, and inflection which have a place with articulation angles and contrast from different dialects. The articulation is significant in English on the grounds that various burdens, rhythms, and pitches pass on various importance. The last

factor is the connection which needs the inventiveness of conversational arrangement. Those elements which are here and there can't be found in the principal language can repress the students to talk in English. Moreover, there are a few attributes of discourse that vary it from composing. In the first place, individuals talk in deficient sentences, like 'Mug of espresso?' rather than 'Would you like some espresso?'. Second, speakers ordinarily rehash what different says. Additionally, speakers likewise will in general utilize compressions, for example, 'here's' and 'that's', though recorded as a hard copy, an essayist normally utilizes the full types of the assistant action words, as 'here is' and 'that is'. At last, a few words recorded as a hard copy are utilized contrastingly in talking. For instance, the word 'in any case' is more normal recorded as a hard copy than in talking, and 'began' is significantly more typical than 'started' in speaking (Harmer, 2001).

The researcher concludes there are two parts of talking: precision and familiarity. Exactness implies that the speakers are needed to utilize the right jargon, language, and articulation. While, familiarity implies that the speakers are needed to have the option to continue going when talking suddenly (how somebody communicates their thoughts or data immediately and the speaker needs to stop the data and get what the speaker implies by listener).

c. Types of speaking skills

1) Microskills of speaking

In teaching speaking, teachers need to not just aid the understudies to see the entire picture yet additionally to assist understudies with seeing the bits of language directly down to the little parts, called miniature abilities, that make

up the entire (Brown, 2001:271). The micro skills of speaking proposed by Brown are as follows:

- 1) produce lumps of language
- 2) orally produce contrasts among English phonemes and allophonic variations,
- 3) produce English pressure designs, words in pushed and unstressed position, musical construction, and intonational shapes,
- 4) produce decreased type of words and expressions,
- 5) utilize a sufficient number of lexical units (words) to achieve commonsense purposes,
- 6) produce familiar discourse at various paces of conveyance,
- 7) screen your own oral creation and utilize different key gadgets – stops, fillers, self-rectifications, backtracking – to upgrade the clearness of the message,
- 8) utilize linguistic word classes (thing, action words, and so forth), frameworks (e.g., tense, arrangement, pluralization), word request, examples, rules, and curved structures,
- 9) produce discourse in regular constituents – in proper expressions, stop gatherings, breath gatherings, and sentences,
- 10) express a specific significance in various syntactic structures,
- 11) utilize strong gadgets in spoken talk,
- 12) fittingly achieve open capacities as per circumstances, members, and objectives,
- 13) utilize suitable registers, implicature, realistic shows, and other sociolinguistic highlights in up close and personal discussion,
- 14) pass on connections and associations among occasions and impart such relations as primary thought, supporting thought, new data, given data, speculation, and epitome,
- 15) utilize facial highlights, kinesics, non-

verbal communication, and other nonverbal signals alongside verbal language to pass on implications, and 16) create and utilize a battery of talking techniques, like underscoring watchwords, rewording, giving a setting to deciphering the importance of words, engaging for help, and precisely evaluating how well your conversationalist is getting you. Students are supposed to be fruitful speakers in the event that they ace every one of the abilities above. Hence the educator needs to build up the understudies to grasp the language includes through rehearsing and boring a few words and articulating them with fitting way. It is additionally fundamental for the instructor to consider the circumstances where the correspondence occurs and the members engaged with the correspondence so she/he can lead suitable exercises for the understudies. In this manner, other than building up understudies to learn language angles, the educator needs to train them to consider the other suitable things, for example, members and the circumstances when they need to talk.

2) Macroskills of Speaking

The macro-skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004: 143). The students have to accomplish appropriately communicative functions according to situations, participants, and goals; use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations; convey

links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; use facial features, kinesthetic, body language, and other nonverbal cues along with verbal language to convey meanings; and develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Van Ek and Trim (1998) explain six categories of language-functions for threshold level. The first is imparting and seeking information. This category includes reporting (describing and narrating), correcting, asking, and answering question. The second is expressing and finding out attitudes. This category includes expressing agreement and disagreement; expressing about pleasure, happiness, displeasure, unhappiness; expressing likes and dislikes; expressing about satisfaction/dissatisfaction; expressing surprise/lack of surprise. The third is deciding on course of action (suasion) includes expressing hope, disappointment, fear, gratitude; reacting to an expression of gratitude; offering and accepting of apology; expressing about approval/disapproval. The fourth is for socializing.

This category includes attracting attention; greeting people when meeting a friend or acquaintance; replying to a greeting from a friend or acquaintance; and addressing a friend or acquaintance; addressing a stranger. The fifth is structuring discourse includes asking someone's opinion; showing that one is following a person's discourse; interrupting; asking someone to be silent; giving over the

floor; indicating a wish to continue; encouraging someone to continue; indicating that one is coming to an end; closing; and telephone opening. The last is communication repair includes signaling understanding/non-understanding; asking for repetition of sentence; and paraphrasing. One of the implications of the list is the importance of focusing on both the forms and functions of language. In teaching speaking, the teacher does not limit students' attention to the whole picture but he/she also help students to see the small parts of language that make up the whole. As the teacher plans a specific technique, such a list helps the teacher to focus on clearly conceptualized objectives. The teacher can select one or several from the list as the objective to teach speaking to the students and to assess their speaking ability.

The researcher concluded that microskills is how the teacher guide his/her students to understand pieces of language to the small part of language.

d. Criteria of good speaking skills

Speaking isn't just communicating something orally. There are a few viewpoints that should be gained by understudies to have great talking abilities. Those are elocution, familiarity, precision and jargon (Brown, 2001:268). The explanations of each are as follows:

1) Pronunciation

Pronunciation is the manner in which a specific sound or sounds are delivered (Longman Word reference, 2002:429). It covers the way for speakers to create clear language when they talk. To have the option to have an effective correspondence, the speaker of a language should have the option to see each other

without any difficulty (Nunan, 2003:112). It implies that the speaker must have the option to give clear message to the audience members. Showing elocution including pressure, beat, and sounds is vital in talking.

2) Fluency

Fluency is likewise a significant viewpoint in talking. Fluency is the capacity to talk rapidly and consequently (Harris and Hodges, 1995:14). It's anything but a familiar speaker is an individual who can utilize the language rapidly and naturally in a discussion. One might say that the capacity to continue going the discussion normally when talking precipitously. Subsequently, the exercises zeroed in on familiarity are should have been led by the educator.

3) Accuracy

Accuracy is the capacity to create syntactically right sentences or expressions (Longman Word reference, 2002:204). Brown (2001:268) additionally adds that a speaker is supposed to be exact on the off chance that he/she creates clear, articulate, linguistically and phonologically right language. It implies that to talk precisely the speaker needs to keep the principles of the language like punctuation and construction. For this situation, the instructor can give syntax, structure and numerous different activities to further develop precision of the understudies.

4) Vocabulary

Vocabulary is a bunch of lexemes, including single words, compound words, and expressions (Longman Word reference, 2002:580) that are ordinarily utilized when looking at something. Burton (1982:98)

expressed that without a huge vocabulary, it is difficult to utilize English absolutely and clearly. It implies that jargon is one of the perspectives which must be learnt on the off chance that somebody needs to talk in English. A speaker of an unknown dialect will talk fluidly and precisely on the off chance that the person acquires sufficient jargon and has ability to utilize it precisely. Along these lines, the educator should lead exercises to further develop understudies' jargon authority for instance through boring.

In conclusion, there are several criteria of good speaking such as pronunciation it means the way to spell a word or sentence by orally, including stress, rhythm, and intonation are important. Fluency is the ability to speak quickly and automatically. Vocabulary is a set of lexemes, including single words, compound words, and idioms. Accuracy is the ability to produce grammatically correct sentences or utterances.

2. Teaching Speaking

a. Nature of Teaching Speaking

According to Thornbury (2001) that talking is intuitive and require the capacity to coordinate in the administration of talking turns. It additionally commonly happens continuously, with brief period for itemized arranging. Further, he adds the idea of talking measure implies that the punctuation of the communicated in language contrasts in the individual from huge ways from the syntax of the composed language. Henceforth, the investigation of composed language structure may not be the most proficient groundwork for talking.

In addition, Finnochiaro and Brumfit (1983: 400) recommend that talking implies giving oral articulation to contemplations,

assessment and feeling in term of talk or discussion. To have the option to do this, language students ought to have adequate information on the sound, design, jargon and social arrangement of English language. The students additionally need to consider the thoughts they wish to communicate. They must have the option to verbalize English sound well by changing the places of lips, jaws and tongue. In addition, the students ought to be deliberately mindful of the proper utilitarian articulation just as syntactic, lexical and social highlights expected to communicate the thought, be delicate to the difference in register or style required by the individual to whom they talk and furthermore the circumstance in which the discussion happens. The last, the students should have the capacities to alter the bearing of their considerations based on the individual's reactions.

Furthermore, Harmer (2001: 46) states that speaking happens when two individuals are conveying to one another; it is genuinely evident that they are doing as such for valid justifications. Their reasons might be that they need to say something, they have some correspondence purposes, and they select from their language store. It is a typical layman's assessment that communicating in an unknown dialect is the most troublesome undertaking of all. Experience shows there is a lot of truth in that explanation. For the vast majority, the capacity to communicate in an unknown dialect is, sadly, not procured without any problem. In this manner, perhaps the main components during the time spent securing the spelling ability is steady inspiration and a chance for the student to foster a sensation of accomplishment. Reviewed and successive practice is of incredible worth in fostering the speaking capacity. To improve the English-speaking practice, a few students may officially start by emulating the manners in which that the English local speakers communicate in the language. Notwithstanding, the

objective of seeming like a local speaker is ridiculous in any course of study. The critical component is the level of estimation which is focused on in the course. Consistently, the educator should assume the part of a reasonable evaluator. In the event that the students have a lot of trouble delivering an English sounding, r, it's anything but important to assault consideration regarding the issue. Genuine correspondence can in any case occur if the —rɪ sound is non-local. At each stage it is attractive for students to utilize what they know and to have work on chatting with local speakers, regardless of whether they don't seem like local speakers themselves.

In conclusion, teaching speaking is the way that used by the teacher to teach his/her EFL students related with his/her ability. Language learners to express their ideas uses oral expression related with language features such as grammar, vocabulary, pronunciation, fluency, and accuracy. If the learners have a great amount of difficulty producing an English sound.

b. Notion of Teaching Speaking

Harmer in Asrida (2016: 62) states that the point of showing speaking is to prepare understudies for correspondence. To do that, the instructor ought to have the option to foster exercises that elevate understudies to utilize language in genuine correspondence.

In addition Razmjoo and Ardekani in Rahmawati (2017: 5) have ordered speaking systems like obstruction of first language, blunder amendment, exactness, non-verbal communication and replacement, instructive guide techniques and instruments, retention and outline, and affectability toward changes. They further gap the classifications into two arrangements of system: disconnected and on-line procedures. Disconnected procedures are instructive guide strategies and instruments, remembrance and outline, and affectability toward changes. Online techniques are those systems utilized at the hour of talking and incorporate

obstruction of primary language, blunder remedy, precision, and affectability toward changes.

There are a few rules that ought to be considered by the instructor in educating talking. Brown (1994:275) specifies a few rules that ought to be trailed by the instructor in talking abilities. In the first place, use methods that cover the range of student needs, from language put together concentration with respect to exactness to message-put together concentration with respect to communication, which means, and familiarity. Second, give characteristically inspiring methods. Third, energize the utilization of valid language in significant settings. Fourth, give proper input and remedy. Fifth, profit by the regular connection among talking and tuning in. 6th, offer understudies chances to start oral correspondence. Seventh, energize the advancement of talking systems.

Moreover, Nunan (2003: 54) suggests some principles in teaching speaking.

- 1) The teacher ought to know about the contrasts between second language and unknown dialect learning settings. Give students practice with both fluency and accuracy.
- 2) Provide freedoms for understudies to talk by utilizing bunch work or pair work, and restricting instructor talk.
- 3) Plan Talking errands that include exchange for significance.
- 4) Design study hall exercises that include direction and practice in both value-based and interactional talking.

The researcher can reason that the point of showing talking is to prepare understudies for correspondence furnish students with the informative capability, homeroom exercises appear to be a significant part of a language course. In this manner, the educator

ought to think about certain angles in planning and managing such exercises which can make the understudies simpler to learned.

c. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan (2003) such as:

- a. Consider about second and foreign language learning setting. It is to explain that the objective language of a second language setting is language of correspondences in the general public since they utilize the objective language consistently. While in the unknown dialect setting, the objective language isn't in the language of correspondence in the general public. So that getting the hang of talking in this setting is testing.
- b. Offer the chances for the understudies to foster both familiarity and precision. Familiarity is the degree to which a speaker utilizes the language rapidly and unhesitatingly with few wavering or unnatural stops. Exactness is the degree to which understudy's discourse matches what individuals really say when they utilize the objective language.
- c. Offer the chance for the understudies to talk by utilizing pair and gathering work. Those exercises used to expand the hour of understudies' talking practice and to restrict the instructor to talk.
- d. Consider about the haggling for significance. It is to explain and affirm if the understudies have seen one another. It tends to be finished by requesting explanation, reiteration, or clarification during discussion to get the arrangement.
- e. Plan the study hall exercises include direction and practice in both value-based and interactional talking. Value-based talking includes correspondence to complete something,

including the trading of labor and products. Interactional talking is correspondence with somebody for a unique reason. It incorporates both setting up and which means social relationship.

According to Anuradha et al (2014), following are the principles of teaching speaking skills:

1. Encouraging understudies to talk directly right from the start. If not, as ahead of schedule as could be expected and not to stand by till she shows them a supply of words, expressions or sentences.
2. Tolerating the understudies if some of them just recurrent what they say.
3. If an understudy offers single word response to any question, bear it for the present.
4. Let the students talk effectively with whatever English information they have.
5. Proposing designs/phrases/words and let the students use it in various circumstance and drill however much as could reasonably be expected.
6. Encouraging back-binding or tail-sending method to make long sentences by joining in excess of ten sentences.
7. Organizing pretend and pair-function however much as could reasonably be expected and administer the students to address the dynamic ones and enact the aloof ones.
8. Be solid and steady ahead of time as far as exercise arranging, exercises and undertakings.
9. Let the students submit blunders and mix-ups at the essential stage. Interference and revision upset familiarity and debilitate the student.

3. Strategy of Teaching Speaking

According to Ur in Robiasih & Widyaningsih (2018: 47), there are a few attributes of fruitful talking, they are students ramble, interest is even, inspiration is high, and language is of a worthy level. Achievement in talking is the reason for instructor in educating talking. It can happen if the methodologies utilized by instructors are exceptionally compelling. Understudies' accomplishment in talking relies upon the educator's method of instructing talking. To track down a reasonable technique in instructing isn't simple, instructors should consider how the system will be executed, is it proper to understudies' necessities or not. According to Wijayanti (2018:21) stated that teaching speaking is a vital piece of language learning. The capacity to impart in a language plainly and effectively adds to the achievement of the student in school and achievement later in each period of life. Thusly, it is fundamental that language educators' give extraordinary consideration to instructing talking. Maybe than driving understudies to unadulterated remembrance, giving a rich climate where significant correspondence happens is wanted. With this point, different talking exercises, for example, those recorded above can contribute an extraordinary arrangement to understudies in creating fundamental intuitive abilities vital forever. These exercises make understudies more dynamic in the learning cycle and simultaneously make their learning more significant and a good time for them. In the showing learning interaction of talking, educators need talking procedures to make the learning cycle function admirably and can assist understudies with talking and effectively. Killian (2015) on *The Australian Society for Evidence Based Teaching* explained how to improve student's speaking skills needed most teaching strategies in class.

Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking. The strategies are as follows:

1) Setting clear lesson goals

It is significant that the educator be clear about what he needs understudies to master during every exercise. On the off chance that the instructor can't rapidly and effectively state what he needs the understudies to know and have the option to do toward the finish of a given exercise, the objective of the exercise will be indistinct. Clear exercise objectives help the instructor (and understudies) to zero in on each and every part of the exercise on what makes a difference most.

2) Showing and telling.

Educator ought to typically begin exercises with sharing time. Set forth plainly, telling includes imparting data or information to the understudies while showing includes displaying the best way to accomplish something. At the point when educator has cleared about what he needs understudies to know and have the option to do before the finish of the exercise, an instructor needs to tell 3) them what they need to know and show the best way to do the undertakings.

3) Questioning to check for comprehension

Educators use inquiries to check for comprehension inside an exercise. An instructor ought to consistently check for comprehension prior to moving onto the following piece of their exercise. Methods like randomized testing, understudy answer-sheets, and tell-a-companion are useful.

4) Summarizing new learning in a graphical manner.

Realistic frameworks incorporate things, for example, mind maps, stream graphs, and Venn outlines. Educator can utilize them to assist understudies with summing up what they have realized and to comprehend the interrelationships between the parts of what instructors have instructed them. Talking about a graphical synopsis is a fabulous method to polish off instructor's sharing time. Educator would then be able to allude to it once again toward the finish of the exercise.

5) Plenty of training.

As said by Killian, careful discipline brings about promising results. Practice assists understudies with holding the information and abilities that they have acquired while likewise permitting another chance to check for comprehension. In the event that instructor needs to outfit the intense force of training, he should guarantee that understudies are rehearsing the right things. At last, research shows that understudies improve when their educator has them practice exactly the same things over a scattered timeframe. Furnishing understudies with criticism.

6) Input is the morning meal of champions, and it is the morning meal served by unprecedented instructors all throughout the planet. Set forth plainly, giving input includes telling the understudies how they have performed on a specific undertaking alongside ways that they can improve. In contrast to commend, which centers around the understudy instead of the undertaking, input furnishes understudies with a substantial comprehension of what they progressed admirably, of where they are at, and of how they can improve.

- 7) Being adaptable about what amount of time it requires to learn.

The possibility that given sufficient opportunity, each understudy can learn isn't pretty much as progressive as it sounds. It is additionally the focal reason behind dominance learning, a method that has a similar impact on understudy results as financial status and different parts of home life.

- 8) Getting understudies cooperating (gainfully)

Gathering work isn't new and instructors can see it in each study hall. Be that as it may, useful gathering work is uncommon. When working in gatherings, understudies will in general depend on the individual who appears to be generally willing and ready to the main job. To expand the efficiency of the gatherings, educators should be particular about the errands they dole out to understudies and the individual job that each gathering part plays.

- 9) Teach methodologies not simply content

Instructors can expand how well understudies do in any subject by expressly showing them how to utilize important methodologies. When training kids to peruse, instructor needs to show them how to assault obscure words, just as techniques that will develop their cognizance. When showing them Math, you need to show them critical thinking systems. Also, similarly likewise with content, you need to enlighten understudies regarding these methodologies, to tell them the best way to utilize them, and to give them directed practice prior to requesting that they use them autonomously.

- 10) Nurture meta-insight

Numerous educators accept they are urging understudies to utilize meta-cognizance when they are simply requesting that understudies use techniques, for example, making

associations when perusing or self-expressing when tackling issues. Urging understudies to embrace systems is significant, however it's anything but meta-discernment. Meta-cognizance includes pondering choices, decisions and results and it has a considerably bigger impact on understudy results than educating methodologies. When utilizing meta-perception the understudies may consider what systems they could use prior to picking one, and they may consider how viable their decision was prior to proceeding with or changing their picked technique.

The Researcher can conclude that teachers should choose right strategies in helping students in achieving the goals in speaking.

4. Strategy in Teaching Speaking

a. Types of teaching strategy

According Masitoh (2017:15-18) there are several types of learning strategies as well as supporting reference by teachers in teaching, such as: First startegy is learning startegy. Learning Strategies Expository Is a strategies that emphasizes the delivery of content verbally process of a teacher / instructor to sekelomok trainees with the intention that trainees can master the subject matter optimally. Second is quantum learning. Quantum Learning combines suggestology, accelerated learning strategies, and NLP with the theories, beliefs, and the specific method. Including concepts: the theory of the right brain and the left brain, the theory triune brain, selection modalities, holistic education, learning with symbols, and simulation, concept of learning Quantum design a learning process harmoniously combines elements of academic skills, physical feats, and skills in life. Then, the third is cooperative Learning Strategies.

Cooperative Learning Strategies is a series of learning do students in small groups with different abilities to achieve the

learning objectives that have been formulated. The fourth is Inquiry Learning Strategy. Teachers act is digging a maximum capacity of students and the potential existing on students in completing the discharge of duties/problems in the learning process. The next strategy is strategy problem based Learning (SPBM). The learning objectives can be achieved if the educational activities focused on tasks or problems that authentic, relevant, and presented in a context, learning begins with problems and these problems will determine the direction of learning in groups.

The other strategy is Contextual Learning Strategies. Contextual Learning Strategies is a learning strategy that emphasizes the process of involvement of students to be able to find the material studied and relate them to real life situations that encourage students to be able to apply it in their lives. The last is Active Learning Strategies. In active learning activities, it was students who perform the learning activities, it is they who must find and solve problems on their own, finding examples, tries skills, and perform learning tasks that must be accomplished. Teachers needed some theory strategy for teaching especially in teaching speaking it make easier teachers to teach, as like: Learning strategies expository, quantum learning strategies, cooperative learning strategies, inquiry learning strategy, strategy problem based learning (SPBM), contextual learning strategies, active learning strategies. To support the teacher in teaching learning listening some strategies can be used in order teaching learning process can be good and interested.

So, the strategy is something that important for teachers to teach and deliver teaching materials properly and to establish a classroom atmosphere becomes more fun and interesting, so that achievement of learning goals, especially speaking comprehension.

b. Strategies for 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** This strategy is done to raise students' familiarity with highlights of communicated in language. It is to open them to occurrences. The strategy is done by playing learners recordings of monologue or multiparty talk. By doing this activity, the learners will know how the speaking activity goes and how discourse management is in progress. Example : teacher gave transcript about one topic that suitable with recording. When it play, students listen and speak based on transcript imitatate the native speaker from recording.
2. **Using Live Listening** This strategy is used to raise students' familiarity with highlights of communicated in language too. By using live listening it gives the bigger chance for the students to engage in a learning activity with their teacher. The advantage of live listening is that the learners can interact to ask questions, clarify details, and solicit repeats. Example : Teacher told about a topic, then students paid attention, asking questions, giving critics or argumentation based on topic.
3. **Noticing-Gap-Activities** This strategy is used by making the learners to get significant messages about their present status of capability by taking care of their own yield, and by making examinations between their yield and that of others. In the learning of speaking, learners may benefit from first “having a go” and then observing a skilled practisioner performing the same task. Example : Students make a

group, each group have a same topic, then they told about the content of the topic and compare it to other group.

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. Drilling also provides a means of gaining articulatory control over language-of “getting your tongue round it”. Chants, on the other hand, is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. Chants is more memorable than in standard drills.Example : students imitate some words and then they memorize it. After that, students back to mention those words again.
5. **Writing Tasks** Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. It can act as a way of easing the transition from learning to using. Learners tend to rely on a very narrow repertoire of memorized expressions in face- to-face interaction. So, an important function of classroom speaking activities is to help learners extend their range of such features. The form of the activities can be in dictation, paper conversations, computer mediated chat and rewriting.Example : teacher told about a story, then students write on paper, after that they retell the story orally.
6. **Dialogues** Practicing exchanges has a long history in language educating of course, since language is basically dialogic in its utilization, and any syntax structure or lexical

region can be worked into a discourse with a little inventiveness. Exchange practice likewise gives a valuable difference in concentration from educator drove study hall communication. Indeed, even in an enormous classes with fixed furnishings, setting up pairwork is definitely not an unfavorable administration challenge. Example : students got a pair with their friends, they practice a dialogue about the topic which has given by teacher. dialogue is one of the technique dependent on informative language showing which gives "entire errand practice", permits normal learning, and makes a setting which supports learning (Littlewood in Liu, 2010: 136)". Moreover, Richards and Rogers (1986: 76) referenced "exchange as one of the instances of social association exercises viable with an open methodology which familiarity and satisfactory language is the essential objective". Varela and Torre support this thought by expressing that "pretend adds to the improvement of conversational abilities and are reasonable to create student's familiarity and communication (2017: 5)". Along these lines, the primary target of this system is to plan understudies for the genuine language use by rehearsing in the homeroom the circumstance that may occur, all things considered. In rehearsing conditional interactional talk where message and collaboration are significant, discourse can be utilized as a methodology that expect understudies to be engaged with data sharing and partake a ton in discussion. In utilizing this procedure, the instructor directs the understudies how to articulate a few words and articulations identified with the specific circumstance examined in the study hall. A while later, the understudies need to work on utilizing the words and

articulations in a discussion between two speakers. To make it seriously testing and to know whether the understudies can interface sentences, their discussions depend on signs composed on two cards. The understudies ought to ask and react utilizing the words and articulations they learnt previously.

7. **Task Repetition** The contextual teaching can impact the fluency of learners' English speaking. This strategy is also influence the students' accuracy and complexity of production. With the advent task-based learning, it is found that by manipulating the condition of speaking tasks:
 - a. Giving learners unlimited time when performing a task increases their accuracy, but at the expense of their fluency.
 - b. Allowing time for pre-task planning enhances fluency, resulted faster speech and fewer silent pauses.
 - c. Likewise, pre-task planning has a positive effect on the complexity of the language that is produced.
 - d. Repeating a task shown gains in accuracy (including pronunciation), fluency, and complexity.
8. **Presentation and Talks** Whether or not learners will have to give presentations or talks in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to questions. Example: she sked students to present about a topic then another student will ask it.
9. **Stories, Jokes and Accounts** Narrating is a general capacity of language and one of the principle elements of easygoing discussion. Through their accounts students practice the

fundamental expertise, however they can likewise become more acquainted with each other: we are our accounts. Portrayal has consistently been one of the principle method for having students describe classic stories, or interesting or emotional occurrences dependent on a progression of pictures.

The benefit of urging students to recount their own accounts has been perceived, and coursebooks now incorporate customized describing assignments, regardless of whether monologic or dialogic, as matter of course. Example :She sked students to read a fairy tale, then she sked them to retell orally about the story that they have read. Story telling is an inventive fine art that has engaged and educated across hundreds of years and societies (Fisher in Handayani, 2010) and its informative possible keeps on serving instructor. Narrating or oral writing has a considerable lot of its underlying foundations in the endeavor to clarify life or the secrets of world and the universe – to attempt to bode well out of things (Tway in Sokowati 2012:14). Narrating has been utilized as a method for correspondence since soonest times, however at now, storrtelling is getting one of the critical fixings to overseeing interchanges, instructions, preparing and inovation. Features for begginer instructive narrating is committed to assisting kids with developing fundamental abilities and information, in inventiveness, in capacity to think and reason, and some more. In Talking, narrating can be a strategy to further develop the understudies' talking. In view of Chastain in Sokowati (2012:3) talking a functioning movement, so the understudies need to make expression. She additionally add about the technique of this

strategy. To begin with, understudies can momentarily summarize a story or story they heard from someone ahead of time, or they may make their own accounts to tell their schoolmates. Narrating encourages inventive reasoning. It likewise help understudies express thoughts in the organization of beginning, improvement, and finishing, including the characters and setting a story must have. Second, understudies likewise can make enigmas or quips. For example, at the earliest reference point of each class meeting, the educator may call a couple of understudies to make short puzzles or quips as an opening. Thusly, not exclusively will she address understudies' talking capacity, yet in addition stand out enough to be noticed of the class. Utilizing the vehicle of the performing expressions, Remenyi (2015) reports that narrating is a crucial strategy for dividing information between individuals as it permits members to be shipped to some other time and location. Using engaging oral language, understudies can have an improved involvement in writing. Then , It means story telling is a creative art form that has entertained and informed across centuries and cultures. It also has good potential to motivate students in speaking. The important thing that this strategy is suitable to junior high school students.

10. Drama, Role-play, and Simulation Speaking activities including a show component, wherein students remove an innovative jump from the limits of the homeroom, give a helpful springboard to genuine language use. Circumstances that students are probably going to experience when utilizing English in reality can be mimicked, and a more prominent scope of registers can be

rehearsed than are regularly accessible in classroom talk. Also, reproduction and cunning suit the demeanor of certain students, who may feel awkward "acting naturally" in a subsequent language. Model: she sked understudies to make content of dramatization, then, at that point they should introduce it before the class.

11. Discussion and Debates The best discussion in the classroom is the one that is spontaneously arise in the English speaking class, either it is because of the students' personal experience that they report in the classroom or from a text or topic in the textbook that triggers some debate. It is become important to the teacher to be able to raise the situation where discussion and debate can be formed in more formal way for teaching English speaking. Example: Teacher gave students a topic, then teacher divided students to some groups. After that students asked by teacher to debate about the pro and contra of the topic content.
12. Conversation and Chat Classroom conversation and casual chat have varied over the years. Conversation and chat provide a good condition in English as a second language class. Conversation and chat is best to be applied in a traditional grammar-focused class. Example: She sked students to have practice with their friends.
13. Outside-class Speaking Learners can increase their speaking ability with the ease of the transition from classroom to the outside world, the teacher can use the strategy as a task to do outside class. Example :she ccompanied students to go out calss. She skerd students to observe around of them. Then, she sked students to tell what have they seen about their environment orally.

Regards to the given classifications of English speaking teaching strategies by Brown and Yule (2010) and Thornburry (2015) above, the researcher sums up that the classification of English speaking teaching strategies are based on the learning theories namely behaviorist, cognitivist and sociocultural theories. The English teaching strategies offered by the experts above can be used in an English as second language speaking class. The researcher uses the classification of the strategies offered by Thornburry (2015) since they can be used in classroom speaking activities, especially in MTs An Nur Tangkit . The strategies have also covered what learners needs in learning English speaking. The researcher also concludes that the strategies are better in the term that they fulfill learning theories of cognitivism and sociocultural theories. Thus, the researcher uses the English speaking teaching strategies offered by Thornburry above in composing the research instrument.

In light of the clarification over, the analyst presumes that instructor procedure is a method of settling on choices about a course, an individual class, or even a whole educational program, starting with an investigation of key factors in the educating circumstance. These factors incorporate the attributes of the students, the learning targets, and the educational inclinations of the educator. When these factors have been examined, educated choices can be made about course content, structure, techniques for appraisal, and other key parts.

B. Review of Relevant Studies

There are three relevant studies that the writer takes about english Teacher's strategies in teaching english. They are teacher's strategy in

teaching english at junior high school and teacher strategy they are : Emerging Trend of Strategy in Teaching Speaking to Introvert Students by Antoni (2020), This research is motivated by the emergence of various studies on speaking teaching strategies for introvert students. This study aims to describe the teaching strategies used by the teacher in teaching speaking to introvert students. The research design used is descriptive qualitative with the method used is library research. The data of this research are speaking teaching strategies for introvert students obtained from scientific articles.

The technique of data analysis is Content Analysis. The instrument in this study used a table of note taking. The source of the data is 20 scientific articles with techniques of data collection using purposive sampling technique and published in the last ten years through Google Scholar search. In this study, researchers act as a key instrument. The analysis of research data shows that there are 7 strategies used by the teacher in teaching speaking to introverted students, namely, 1) Improving Student Discussion, 2) Forming Role Play, 3) Creating Story Telling (Storytelling), 4) Interview Training, 5) Adventure games and picture, 6) Using think-pair share (TPS) technique, and 7) competitive learning, Technology in Teaching Speaking Skill by Kuning (2019), Berbicara merupakan salah satu kemampuan yang harus dimiliki oleh siswa dalam belajar bahasa Inggris, karena berbicara digunakan sebagai alat untuk berkomunikasi satu dengan yang lainnya. Pada abad ke-21 ini, banyak sekali inovasi pembelajaran yang diperkenalkan sebagai alat untuk belajar berbicara, salah satunya adalah teknologi modern. Dalam pembelajaran, banyak jenis teknologi modern yang diperkenalkan untuk membantu siswa dalam belajar berbicara, seperti laboratorium bahasa, video, satelit, internet, blog, kamus digital, dan lainnya. Teknologi modern tersebut bertujuan untuk meningkatkan kemampuan siswa dalam berbicara terutama berbicara bahasa Inggris. English Teachers' Strategy in Teaching Speaking by Handayani (2019), The type of this research was qualitative. In this research, the teacher and the students of SMP N 1 Balong were as subject of the research and the sources of the data. The techniques of data collection used were observation,

interview, and documentation. The triangulation technique was for data validity. In this research, the data was analyzed, namely reduction data, display data, and conclusion. The findings showed that: first, English teachers in SMP N 1 Balong use various strategies to improve students' speaking abilities, because this is the main goal in learning English. Some of the main strategies most often used by English teachers in SMP N 1 Balong to improve students' speaking skills are role play, drilling, outdoor activity, and direct strategy.

The relevants and differences of previous studies above are the differences between this research and previous studies are subject, the subject of the previous studies focus on writing for EFL learners, and writing for introvert students, that prevoius study above discuss about impact of personality in teaching writing based on their students' personality, comparative and developing ability, meanwhile this research focus in teaching speaking to EFL learners.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a literature review research. Le Compte & colleagues in Randolph (2009:2) states that leading a writing survey is a method for exhibiting a writer's information about a specific field of study, including jargon, hypotheses, key factors and marvels, and its strategies and history. Leading a writing survey additionally educates the understudies regarding the compelling analysts and exploration bunches in the field. Finally, with some modifications, the literature review is a legitimate and publishable scholarly document. In this study, the researcher used a literature review design to determine the teaching of speaking skills in several other people's research journals.

In conclusion, this research is concerned with a literature review to describe the strategy in the teaching of speaking skills in several other people's research journals.

B. Data and Source of Data

The data of this study about the strategy of teaching speaking to EFL Learners that taken from twenty journal between 2011 until 2020.

C. Source of Data

The source of data of this researcher will be online journal articles taken randomly from research journals published between 2011 until 2020 using Google Scholar with several criteria: 1) the article should be related to this research, 2) the article must be published between 2011 until 2021, 3) identified the article published 4) the article should be have two types there are national and international publishing. Data of this research are the strategy of teaching writing to to extrovert students that taken from from twenty journals listed 2011 until 2020, then the data are got from online journals articles randomly related through search engine like google search and scholar

selected the journals are as follows the criteria 1-4 the journals can be seen clearly in the table.

List of Article Journals

No.	Articles	Name of Journal	Years
1.	Strategy for Developing Speaking Skills by Sudents of ENGLISH Education Department	Jurnal interview	2014
2.	Improving Students' Speaking Skills Through Communication Games, Recorded Role Play and Peer Feedback	Journal of ELT Reseach	2016
3.	Improving Students Speaking Skills by Using Their Speaking Video Recording	SALEE	2019
4.	Improving the EFL Learners Speaking Ability Through Interactive Story Telling	DINAMIKA	2016
5.	Improving Students Speaking Skills Through English Movie in Scope of Speking for General Communication	ELTIN Journal	2019
6.	Improving Students Speaking Skills Through Socio Dramatic Play at Grade Students of SMAN 2 Mamuju	ELT WordWide	2020
7.	Improving Students Speaking Ability Through Debate Technique	Celtic: e-Journal of culture, ELT, Literature and Linguitics	2020
8.	Improving Students Speaking Using Drama Technique	Pend. Bhs. Inggris FKIP Untan, Pontianak	2018
9.	Improving the Students Speaking Skills	Inoviste Journal	2017

	Through Talking Chips		
10.	Improving Students English Speaking Skills Through Portofolio Conference	-	2013
11.	The Use of Brainstroming Games to Improve Students Speaking Ability at Eight Grade Student of SMPN Sumber Waringin-Sukowo-Jember in 2015/2016 Academic Year	-	2016
12.	Improving the Students Speaking Skills of the Elevent Grade of SMK Gajah Mada Puri Mojokerto Through Comic Strip	Journal pendidikan Maja vidya	2013
13.	Improve Speaking Skills Through Active Learning Strategy of the Year Eight Students	e-journal of ELT Society (ELTS)	2016
14.	Role Play Strategy in Teaching Speaking	Jurnal ilmiah eduresearch	2014
15.	Multimedia Presentation as a Strategy of Teaching Speaking	-	2014
16.	The Strategy of Teaching Speaking Through Culture	-	2020
17.	Action Research on Improving Students Speaking Proficiency in Using Cooperative Story Telling Strategy	-	2018
18.	Teachers Strategy in Teaching Students at Secondary Level	Journal of English of Education	2013
19.	Using the Think Pair Share (TPS) to Improve Students' Speaking Ability at STAIN Ternate	Journal of Education and Practice	2015

20.	Using Communicative Games in Improving Student' Speaking Skills	ELT	2017
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D. Research Instrument

The key instrument is Resesarcher Herself beside the researcher also uses note taking table. The instrument that used in this research is note taking table. Note taking table are important to conduct a review literature research (R. Nordquist in M. C. Friedman: 2019). The research instrument of this research was following the table of Note Taking:

Table 1: Note Taking Table

Author	
Year	
Title	
Name of journal	
Volume	
Issue	
Pages	
Doi	
Website	
Abstract	
Purpose/research question (s)	
Literature review	
Methods (describe how the study conducted by the researcher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analysis	
Result/finding	
Discussion	

E. Research Procedure

According to see Cooper in Randolph (2009:4), The data of this research was analyzed by using five activities, namely Problem formulation, Data collection, Data evaluation, Analysis and interpretation, and Public presentation. It was explained below:

1. Problem Formulation

In this study, the purpose of this study, to find out what are the emerging trend of strategies in teaching speaking to EFL Learners, what are the most and least common strategies in teaching speaking to EFL Learners.

2. Data Collection

In this study, researchers collected data from journals that relevant to this research from the internet, and then recorded complete data from the journals that research, such as the author's name, year of publication, university, and address of the site where the journal was found by the researcher. After that, the researcher gave the coding on the set of important information needed to determine the strategy of teaching speaking skills

3. Data Evaluation

In this research, the researcher gave code journal, collects and records important information contained in a journal related to what is needed for research.

4. Analysis and Interpretation.

In this research, the researcher was groups of each point of strategies contained in twenty journals that have been read.

5. Public Presentation

In the final of the research, the researcher analyzed all of the data from the review results and then the researcher draws a conclusion. Furthermore, the researcher conducted a thesis or munaqasyah exam and revised the thesis after munaqasyah. From beginning to end researcher was guided by advisors

F. Data Analysis and Interpretation

Data analysis based on Darmadi (2011:257) states the part which comprises of the interaction of information decrease which the last of this part will finish up the information. In this research, the researcher used one way that is descriptive research. The researcher also used. The researcher chose ten journals to look at the emerging trend of strategies in teaching speaking skills. In analyzing the data, the researcher applied procedures as follows:

1. Reading the journal or article

The journal is taken from Google Scholar. It consists of the Title, Writer, purpose or research question, research design, instruments, research procedures, and techniques of analysis data and results for the comparison to analyze the result of journal or article.

2. Identifying of the journal.

After reading some journal, then the researcher identifying some of the strategies in teaching speaking skills

3. Displaying and interpreting data

The next after reading some were displaying and interpreting data. The researcher using some theories because in library research.

4. Analyzing and interpreting in the table.

After interpreting the data, the researcher find out the percentage of each indicator that analyzed by using formula that suggest by Sudijono (2005:40) as follows:

$$P = \frac{F}{N} \times 100 \%$$

P = percentage

F= frequency

N= the total of frequency

After calculating the percentage of the emerging trend of strategies in teaching speaking, the researcher was ranked the percentage to see the applied strategies in teaching speaking skills.

5. Drawing the conclusion

After the information were shown and deciphering then the scientist made an inference about systems in showing representing thoughtful person understudies dependent on the analyst has perused. The end was clarified to make the perusers simpler to know the consequence of the investigation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. General Finding

This chapter discusses the findings on the emerging trend of emerging trends in strategy in the teaching of speaking from the published articles from 2011 to 2020).

Based on the analysis of 20 articles on Teaching speaking, it was that 1. General finding: a) *Publication Years*, which one of twenty journals who got the highest percentages 35% for journal of 2016 years, 20% for journal 2013 and 2020 years, 10% for journal 2014, 2015, 2017, 2018 and 2019 years are the most lowest percentages. b) *The Countries*, which one from twenty journals The highest 7 publications on the Teaching speaking article in Indonesia with percentages 95%, and the lowest 5% from 1 publication were conducted in Russia respectively. c) *The Sample Groups of Reviewed Studies*, which one the preferred sample groups in the analyzed publications indicated by Table 3, students were the most preferred sample group in analyzed articles with a frequency of 17 or 85%. It because the writers of the journal did experiment some strategies to the students. d) *Research Methods*, which one of twenty journal, the highest of analyzed studies were carried out using the qualitative research method with percentages 40%, mixed-method with 30%, quantitative research with 20%, descriptive Research for their data gathering with percentages 10%. e) *Data Collection Tools*, which one from twenty journals the most used tools for data collection over the past ten years. The highest percentage is 50% for observation and the lowest is post-test and speaking test are 15%. 2. Specific finding, the most recommended strategies in teaching Speaking from the journal is using discussion technique, because in 20 journals, there are 7 journals which had studied of using this technique and finding good beneficial result.

a. Year of Publication

Table 2.
Distribution of Articles According to Publication Years

Years	Frequency	Percentages
2013	3	15%
2014	2	10%
2015	2	10%
2016	4	20%
2017	2	10%
2018	2	10%
2019	2	10%
2020	3	15%

From the above, the number of articles according to their publication year. it can be seen that the emerging trend of teaching speaking (a content analysis of publish article between 2011 and 2020), based on the result from twenty journals who got the highest percentages 20% for journal of 2016 years and the lowest percentages for journal of 2014, 2015, 2017, 2018 and 2019 are 10%.

b. Research Country

Table 3.
Distribution of Articles According to the Countries

Countries	Frequency	Percentages
Indonesia	19	95%
Russia	1	5%

Shows the table distribution of articles by the country of implementation based on 20 journals between 2011 and 2020. The highest 19 publications on the teaching Speaking article in Indonesia with percentages 95% and the lowest 5% from 1 publication were conducted in Russia respectively.

c. Sample of Journals

Table 4.
The Sample Journals of Reviewed Studies

Sample Journals	Frequency	Percentages
Students	17	85%
Teachers	2	10%
Lectures	1	5%

The preferred sample groups in the analyzed publications indicated by Table 3 students were the most preferred sample group in analyzed articles with frequency of 17 or 85%, teachers with 2 journal or 10%, and lectures with 1 journal or 5%.

d. Research Model

Table 5.
Research Methods of Reviewed Studies

Research Methods	Frequency	Percentages
Quantitative	4	20%
Qualitative	8	40%
Mixed-Method	6	30%
Descriptive	2	10%

Table 4. Displays the number of articles according to the their research methods. As can be seen in the table, the highest of analyzed studies were carried out using the qualitative research method with percentages 40%, 6 studies using mixed method research methods for their data gathering with percentages 30%, 4 studies using quantitative research with 20% and descriptive research for their data gathering with percentages 10% respectively.

e. Data Collection Tool

Table 6.
Data Collection Tools of the Reviewed Studies

Data Collection Tools	Frequency	Percentages
Questionnaire	4	20%
Observation	10	50%
Speaking Test	3	15%
Pre-test and post-test	3	15%

Tables 6 shows the most used tools for data collection over the past ten years. The highest percentages 50% for observation, the lowest percentages 15% for pre-test and post-test, and speaking test respectively.

2. Specific Finding.

Based on the analisis above the researcher found the specific finding, there are seven strategies that used by the teacher in teaching speaking as follows:

a. Improving Student Discussion

The most trend strategies in teaching Speaking from the journal is using discussion technique because, in 20 journals, there are 7 journals which had studied of using this technique and finding good beneficial result. Suadi in *Improving students' speaking skills by using their speaking video recording*, Purwati and Inayah in *improving students' speaking skills through English movie in scope of speaking for general communication*, Mulyadi in *improving students' English Speaking skills through portofolio conference (classroom action research at Politeknik Madiun)*, Muh. Rodli and Dian Desiana in *improving thr students' speaking skills of the eleventh grade of SMK Gajah Mada puri Mojokerto through comic strip*, Siska Askia, Konder Manurung and Wahyudin in *improving students' speaking skills through active learning strategy of the year eight students*, Tatiana Bochina, Julia Ageeva and Victoria Vlascheva in *multimedia presentation as a strategy of teaching speaking*, Suranto, Aceng Rahmat, and Nuruddin in *the strategy of speaking through culture*.

The students are always invited to discuss to a conclusion. Sharing an idea about an event or finding a solution in a discussion group is always applied. In this way, students do not spend time chatting with each other about irrelevant things.

However, students can actually be involved in agreeing or disagreeing in opinion.

b. Role play

Muhamad Ybnu Taufan in *improving students' speaking skills through sociodramatic play at grade students of SMAN 2 Mamuju*, Friska Diniarti, Y. Gatot Sutapa Y., and Eusabinus Bunau in *improving students' speaking using drama technique*, Rini Fitria in *improving the students' speaking skillst hrough talking chips: a classroom action research on second semester students of English study program at STAIN Bengkalis*, Pipit Rahayu in *role play strategy in teaching speaking*. Related to the influence of the role-play, the finding of the students' responses that 100% of the students felt the increase of their speaking ability through role-play activity implied that the students showed their confidence, optimism, and positivism.

Students pretend that they are in various social contexts and have various social roles Role-play activities are usually applied primarily in haflah events (third-class farewell events). In addition, when the "Gebyar Bahasa" is held once a year, students are trained to create their own English-language drama with very simple themes such as daily learning activities or misbehaving student stories at school. In the face of Gebyar Bahasa event, each class must usually form three groups of drama or English role-play to be contested. This role-playing activity turns out to be of great interest to the students because, as Harmer points out, they find the elements of art and entertaining acting.

c. Adventure game and picture

Riska Arismayang in *improving speaking skills thorough communication games, recorded role play and peer feedback*, Diah fifin budiarti in *the use of brainstorming games to improve*

students speaking ability at eight grade students of SMPN Sumberberingin sukowo, jember in 2015/2016 academic year, ratna sari dewi, ummi kulsum and ari armadi in using communicative games in improving students' speaking skills. Adventure game provides opportunity for every student to perform in the class. This game gives the same chance for each student to participate in playing the game. Adventure game is played by rotating the chance to each group and each member in the group. Through playing adventure game, even if the Students seldom speaks in front of the whole class, his/her ideas from the small discussion can still be shared by another group member, in order to benefit everyone. Adventure game motivated students in learning. Naturally, when playing adventure game, students were trying to win or to beat other teams for their team. As in the adventure game, students were so cooperative doing task as good as possible in their group and so competitive to beat other teams that they wanted to finish fast and won the game. Adventure game can motivate students to learn more. Moreover, it could transform a boring class into a challenging one.

Speaking skills of English students who were taught by using adventure game is better than those who were taught by using pictures. It could be explained by some reasons. First, adventure games helped lower students' anxiety to speak, made them comfortable, and wanted to learn more. When they played adventure game, they relaxed and have fun. Since the student answered or spoke after discussing with her/his friends in the group and his/her friends supported him/her, it made them have more confidence to speak. When students are free from worry and stress, they can improve their fluency and natural speaking styles. Second, adventure game leads the students to use language. This game encourages students' productive skills and

elicits their speech fluency. The students, who want to take part in the activities, must understand what others are saying or have written on the card. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

Next, adventure game gives time for students to think before speaking. The time to answer the question or to describe is written in every game card, for example, to describe one place like Lembah Anai the students given 3 minutes to think and discuss in their group before speaking for class. Giving time to think may encourage introvert students to answer and avoid extroverted students' domination. Introvert students need more time to process information because they process more deeply. It is related to their brain work. An introvert ponders slowly and synthesizes deeply to tie multiple ideas together as a whole.

Then, adventure game provides an opportunity for every student to perform in the class. This game gives the same chance for each student to participate in playing game. Adventure game is played by rotating the chance to each group and each member in the group. A student is not allowed to perform in the class for secondly if other member doesn't perform yet. Therefore, classroom activity can not be dominated by several students.

In addition, adventure game motivated students in learning. Naturally, when playing adventure game, students were trying to win or to beat other teams for their team. As in the adventure game, students were so cooperative doing task as good as possible in their group and so competitive to beat other teams that they wanted to finish fast and won the game. Adventure game can motivate students to learn more. Moreover, it could transform a boring class into a challenging one.

d. Storytelling

Dani Ram Syarma in *action research on improving students speaking proficiency in using cooperative story telling strategy*, Marzuki, Johannes, Ananto Prayogo and Arwijati Wahyudi in *improving the EFL learners speaking ability through interactive storytelling*. In this activity, students are given a task and are trained to summarize stories or stories they hear from previous people verbally with English. Perhaps, they also make their own stories to tell their classmates. Storytelling cultivates creative thinking. It also helps students express ideas in their initial form, development, and outcomes, including the characters and setting a story should have. Students can also tell puzzles or jokes. In this activity, at the beginning of each class session, the teacher may ask some students to tell a short riddle or joke as an opening. In this way, the teacher will not only improve the students' language skills but also get the attention of the class.

e. Training Interview

Agung Darwanto in *strategy for developing speaking skills by students of english education department: case study*, Agung Ginanjar Anjani Putra in *teacher strategy in teaching speaking students at secondary level*. Students can do interview on selected topics with different people. Exercise as the interviewer is usually assigned to students in groups. In each group, some are assigned as cameramen and interviewers. With its English proficiency, the students interviewed several speakers around the boarding school who are able to speak English. It is a good idea that teachers give rubrics to students so they know what type of questions will be delivered. Students should prepare their own interview questions. This strategy is done by the teacher and affects the students so that this activity provides an opportunity to practice speaking.

f. Using think-pair-share (TPS) technique

Abdurrahaman, H. Usman in *using the think pairs strategy to improve students' speaking Ability at IAIN Ternate*. The students' hesitation was decreased because they know better about what they are going to say which means they became more comfortable about themselves. It showed after the data were analyzed. The answer to the main problem of this research was found. Therefore, the finding of this research was interpreted. It is found that there was a significant improvement of students' achievement in speaking skill which was applied with Think-Pair-Share Method hypothesis testing was accepted and there was a significant effect of applying the Think-Pair-Share Method to the students' speaking achievement at IAIN Ternate. Based on the result of the research, it was concluded that using the Think-Pair-Share Method to the English students' speaking achievement was more effective than using Conventional Method.

g. Competitive Learning

Resi Rosianna Lumbangao and Muhammad Riski Mazali in *improving students' speaking ability through debate technique*. The failure or success of learning English depends on students' ability and readiness to participate in learning activities, influenced by their attitudes and interests towards English. The attitudes and interests of students can be created. They can be developed with the lecturer's innovations to attract attention and foster students' interest and motivation to learn. Based on the researchers' observations, students cannot give opinions and respond to their friends' opinions in English. They cannot express their opinions to respond to other opinions, whether they agree or disagree with their friends' opinions. They were relatively silent when the lecturer asked them. It showed that they were passive, especially if the lecturer asks their opinions.

They are afraid to express their opinions and respond because they do not know how to express their opinions or arguments in English. The students are fearful of making mistakes. Therefore, by applying debate as a teaching technique, it is hoped that students can give opinions and respond to other people's opinions appropriately. Debate provides an opportunity to develop students' speaking skills. The debate can be a useful pedagogical technique because students are actively involved and responsible in the debate's learning process. By debating, students become more active in speaking and expressing their opinions or responses. The more students can express their opinions, the more likely they are to improve their speaking skills. The process of conveying ideas or opinions that occur to two or more opposing parties and trying to defend their thoughts or opinions is called debate. The debate is usually used in an EFL classroom to get students to practice their speaking English skills. Here, the debate parts are as follows: 1. Motion is the debate topic. 2. Definition can be done in two ways; word by word definition or the global definition; 3. Theme line is the fundamental reason that answers the big question of why one side supports or opposes a motion; 4. Argument is a tool used by groups to defend their opinions or to oppose others' ideas; 5. Rebuttal: There are two kinds of refutation. Global rebuttal: this is an attack on the opposing case's main core, the theme line. As a result, their case collapsed. Detailed rebuttal: this is an attack on every argument or example; 6. Sum-up/closing is simply concluding what has been through. The debate will help students be more courageous in sharing ideas and develop their oral English skills. Through debate, students are expected to be more confident in conveying their views on various matters.

Tables of Specific Finding

No.	Names of techniques	Frequecy	Percentages
1.	Students' discussion	7	35%
2.	Role Play	4	20%
3.	Advanture games and pictures	3	15%
4.	Interview	3	15%
5.	Story telling	1	5%
6.	Think pair share (TPS)	1	5%
7.	Competitive Learning	1	5%

From 20 articles, the researcher found 7 techniques that used by the teacher to teach English speaking. Based on the tables above, the most commons strategy in teaching speaking is students' disucssion the frequency and percentages of this technique is 7 frequency and 35% percentages, the most least commons strategy are story telling, think pair share (TPS), Competitive learning, the frequency and percentages are 1 frequency and 5% percentages.

3. Discussion.

Based on the result of the data analysis, it showed that there were seven of the findings of the emerging trend of emerging strategies of the teaching speaking to EFL Learners (Based on published articles from 2011 to 2020). The data of this research were collected through documentation of 20 article from Internet based on published articles from 2011 to 2020. The result as follow, Improving Student Discussion, Forming Role Play, Adventure game, Creating Story Telling (Storytelling), Training Interview, Using think-pair share (TPS) technique, and competitive learning, those are included in *Communicative language teaching (CLT)*, or the

communicative *approach*. Richards (2006:2) has explained that the goal of CLT is achieving communicative competence as proposed by Dell Hymes (1972) in *Pride and Holmes* (1972), who has stated that a speaker needs to know how to speak in order to be communicatively competent in a speech community.

The emerging trend of strategies in teaching Speaking from the articles is using discussion technique, because in 20 journals, there are 7 journals which had studied of using this technique and finding good beneficial result as follows, Suadi in *Improving students' speaking skills by using their speaking video recording*, Purwati and Inayah in *improving students' speaking skills through English movie in scope of speaking for general communication*, Mulyadi in *improving students' English Speaking skills through portofolio conference (classroom action research at Politeknik Madiun)*, Muh. Rodli and Dian Desiana in *improving the students' speaking skills of the eleventh grade of SMK Gajah Mada puri Mojokerto through comic strip*, Siska Askia, Konder Manurung and Wahyudin in *improving students' speaking skills through active learning strategy of the year eight students*, Tatiana Bochina, Julia Ageeva and Victoria Vlascheva in *multimedia presentation as a strategy of teaching speaking*, Suranto, Aceng Rahmat, and Nuruddin in *the strategy of speaking through culture*. Based on the result by the researcher are found the most trendiest strategy that using in teaching English speaking are students' discussion technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the general findings, the trend of strategies in teaching speaking in the journal articles was 7 emerging strategies in teaching speaking based on online published articles from 2011 to 2020). Those strategies were Improving Student Discussion, Forming Role Play, Adventure game, Creating Story Telling (Storytelling), Training Interview, Using think-pair share (TPS) technique, and competitive learning.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions follows:

1. The Teacher

From the result of the research, teacher know the emerging trend of strategy in teaching Speaking (A content analysis of publish article between 2011 and 2020) in general was analysis on emerging trends in strategy in the teaching of speaking to introvert students Therefore, the researcher would like to suggest to use the strategies to make the students more active in the class. The students try to push the students to active on the learning by use.

2. The Next Researcher

In this research not all of the strategies in teaching speaking for introvert students were showed yet. Thus, the researcher wants to suggest to the next researchers. Related to this case, it is expected to other researchers to do further research teaching Englishstudents

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