

**Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at
English Language Education Department of Universitas
Muhammadiyah Yogyakarta**

Putri Hayu Nur Azizah and Ika Wahyuni Lestari, S.Pd., M.Hum

*English Language Education Department, Universitas Muhammadiyah Yogyakarta, Jl.
Ring Road Barat, Tamantirto, Kasihan, Tamantirto, Kasihan, Bantul, Daerah Istimewa
Yogyakarta, 55184.*

Putrihayu3@gmail.com

Ikawahyunilestari@gmail.com

Abstract

This research aims to find out the kind of strategies used by pre-service teachers in teaching speaking and the challenges they face in employing those strategies. This research used qualitative research design and provided descriptive qualitative research. The research was conducted at English Language Education Department of Universitas Muhammadiyah Yogyakarta (ELED of UMY). This study involved five students from batch 2014 as the participants. In collecting the data, in-depth interview was used in this study. The finding revealed that there are five teaching speaking strategies used by pre-service teacher namely, drilling, discussion, presentation, role play, and games. The finding also showed that pre-service teacher faced five challenges in applying those strategies. Those challenges are including the challenge in relation to time, the challenge in maintaining conducive learning environment, the challenge in encouraging students' participation, the challenge due to the students' ability, and the challenges due to the students' lack of vocabulary mastery.

Keyword: speaking skill, teaching speaking strategy, teaching speaking difficulty.

Introduction

Speaking skill tends to be ignored in the teaching process especially in teaching foreign language. The teacher more often teaches writing or reading skill. In fact, based on the researcher' experience when studying in the elementary school until senior high

school, speaking skill was not included in national examination, but speaking skill was tested in practical examination in the school. Therefore, the teachers of foreign language tend to teach writing and reading skill to prepare the students for the national examination. Prator (1991) stated that reading and writing are considered as the focus of language teaching, while the ability to speak a foreign language is regarded as irrelevant.

Speaking is an important skill that must be mastered by the students. This is in line with Cahyono and Widiati (2006) who revealed that speaking or oral communication has been considered an important language skill for second or foreign language. By mastering English, students are likely to get a job because they have bilingual communication competence. However, mastering speaking is not easy to be learnt by students. Yesilyurt & Dincer (2013) stated that speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, and gesture. Based on the researcher' experience when studying in high school, the learners of foreign language were not be able to master English language. This shows that English is failure to be taught in Indonesia (Nur & Renandya, 2004 as cited by Widiati & Cahyono, 2006).

According to Yesilyurt and Dincer (2013), speaking ability is underestimated in foreign language learning contexts and taught with old-fashioned teacher-centered approaches. They also stated that the teacher in teaching speaking uses audio-lingual method by focusing students in memorizing and repeating conversation from textbook. It means that the teacher still use old way to teach speaking. Besides, based on the researcher' preliminary observation before doing teaching practice, the teacher often used drilling in teaching speaking. Whereas, there are some various kinds of the teaching speaking that can be applied in their teaching and learning process of foreign language.

Teaching speaking is not easy to be done by the teacher. Based on the researcher' sharing experience in the observation of internship program, the teacher told that there were some challenges regarding to teach speaking. The challenge encountered by teachers is time constraint. Teachers are unable to explore and teach comprehensively in ninety minutes. Another challenge faced by teachers is managing

classroom in the teaching and learning process. The teachers they found teaching speaking is a challenge, especially the pre-service teachers who do not have many experiences in teaching speaking. Based on the researcher' and the other pre-service teachers' when teaching English in internship program, they used several strategies to promote students' ability in teaching speaking skill. Pre-service teachers chose the appropriate strategies based on the age and students' ability. Every pre-service teacher use different strategies in teaching speaking. However, they still found that teaching speaking is very challenging especially to ask students to speak up. Students did not seem enthusiastic because they remained silent when the pre-service teachers requested them to practice speaking. They also seemed to underestimate the pre-service teachers. It causes the students not respect pre-service teachers as their teacher. Whatever the pre-service teachers ask, the students do not want to do their instruction.

For this reason, the researcher is interested in investigating the strategies used by pre-service teachers of English Language Education of Department of Universitas Muhammadiyah Yogyakarta (ELED of UMY) and challenges in applying the teaching strategies in teaching speaking.

To achieve the aim of this research, there are two research questions that are addressed, namely:

1. What are the teaching strategies used by pre-service teachers of ELED of UMY in teaching speaking skills applied in their teaching practicum?
2. What are the challenges faced by pre-service teachers of ELED of UMY in employing the teaching strategies in teaching speaking skills applied in their teaching practicum?

The researcher believes that this research is important. The significance of the research can be applied to ELED students, lecturers, and other researchers.

Pre-service Teachers. This research can give benefits for students at English Language Education Department as pre-service teacher who will conduct teaching practicum. This research provides some information about strategies in teaching speaking skill that they can implement in their teaching practice. This research can also be a reference for English Language Education Department pre-service teachers to know the difficulties that they may face during teaching speaking skill. By knowing the challenges in employing

speaking strategies, the students can find the solution to minimize the challenges before doing the teaching practice.

Supervisors. The supervisor is a lecturer who control or supervise students in teaching practicum. Based on the result of this research, the supervisor can recommend English Language Education Department students to use some strategies in their teaching speaking skill in their teaching practicum. Afterwards, the supervisor can help pre-service teachers to find the solution in overcoming the challenges in implementing the strategies.

Institution (ELED of UMY). This study can be beneficial for this institution because from this research, the institution can know the challenges faced by the pre-service teachers in applying the strategies in their teaching practice. Therefore, the institution can evaluate the internship program and help students to minimize challenges through regulation or facilitate them with preparatory course before the pre-service teachers do actual teaching practice in the internship program.

Other Researchers. This study is expected to give benefit for the other researcher. The result of this study can be used by other researchers as a reference in their study. The other researchers are those who will conduct another research about related topic. Theories in this study might become references for further researchers who conduct similar study.

Teaching speaking

Definition. Teaching speaking is an important part of foreign language teaching. Nunan (2003) stated that teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns and to use the language quickly and confidently with few unnatural pauses. According to Al-Hosni (2014), teaching speaking focuses on improving the oral production of learners. In other words, the ability of students to communicate in a foreign language fluently can signify the success of students in speaking. Therefore, teachers of foreign language should pay more attention to teach speaking. In teaching speaking, a teacher provides students with the language components, so they will eventually use the components when they speak (Nunan, 2003). Those language components are dialogue, grammar, pronunciations, and

vocabulary. That is why, in the process of learning speaking, students should recite dialogues, learn grammar, learn pronunciations, and learn vocabulary.

Strategies in Teaching Speaking

Definition. Teaching strategy becomes an important part in learning process. Without strategy, learning objectives would not be achieved. Teaching strategy involves some activities to help students to understand the knowledge. Armstrong (2013) explained that teaching strategy refers to a method used by a teacher in order to help students in understanding the content of the lesson and increase the learning outcomes. Besides, Lestari (2016) stated that teaching strategies as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy.

Kinds of teaching speaking strategies. To develop speaking ability of the students, some strategies that can be used to teach speaking are including role-play, simulation, drilling, discussion, storytelling, presentation, and communication games. Those teaching speaking strategies will be specifically explained below:

Role play. Role play is a role that is played by some people using manuscript of a story. Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. Role play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are not only as passive learners but also active learners because they practice speaking through conversation. Role play is a good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation. In this context, students are provided an opportunity to be more creative in using language. Harmer (2005) mentioned that students can take the role of completely different characters, for instance, one student plays a role as a tourist, and the other student plays a role as a tour guide. The procedures of role play are as follow: first, teacher divides students into some groups; second, teacher gives script for every group with different themes; third, the teacher and the students practice dialogue together; lastly, students practice the role in front of the class.

Drilling. One of the techniques that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First,

students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.

Discussion. Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

Simulation. Simulation is a technique used by the teacher in teaching speaking. Harmer (2001) defined that simulation is an activity where students imitate a real life environment. In simulations, students can bring items to the class to create a real life situation (Kayi, 2006). It is same as Nunan (2003) who mentioned that in simulation, props and documents provide a somewhat realistic environment for language practice. The example activity in simulation is a simulation of applying job vacancy.

Storytelling. Storytelling is a good way to combine instruction and entertainment. As (2016) stated that through storytelling, the teacher can create an atmosphere in which the students can learn English while being entertained. When the teacher tells stories to the students, the teacher communicates with the students, entertains them, and passes on information. Therefore by using storytelling, students can practice listening and speaking skills in a fun and interactive way. It is expected for shy or slow learners to be active participants to show their ability and get their confidence in communicating using English. This strategy also helps students to express and develop ideas from beginning up to the ending of the story about the characters and the setting the story (Kayi, 2006). Teacher can choose a simple story with only few characters and uncomplicated plot. The students listen to the teacher' story and repeat it. This aims to give them an opportunity to improve their speaking ability.

Presentation. Oral presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Nadia also explained the implementation of presentation. The first is that the topic of the presentation can either be given by the teacher or it is freely chosen by students themselves. The students find the information about this topic, and the students give the information to the audience afterward.

Communication Games. Game is a learning strategy that can be used to develop students' language skills. Game is an activity in which the learners play and usually interact with others (Wright, 2006). Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster's New Dictionary, 1994). Based on Amrullah (2015), teaching and learning process can be more interesting by using games because games are very helpful to energize the students and recharge their spirit in studying. Teacher can use games in warming-up activity such as mentioning some vocabularies that are related with an interesting topic. One of the example of games is guessing game. In the activity of guessing game, the students are divided in to groups. Every representative of the group chooses the picture that is given by the teacher and make simple sentence as a clue, for example if one group choose picture "apple", so the other group must guess the picture by asking many question like "Is it fruit? Is it small?" then the group that has the picture can only answer "Yes" or "No".

Challenges in Applying Teaching Speaking

Speaking is a difficult skill for English language learners because the students should learn about grammar, pronunciation, vocabulary, intonation, and stress words. In teaching speaking, teacher does not always succeed in implementing a strategy. Sometimes the teacher finds difficulties when teaching speaking in using teaching strategy.

Role play. In role play, lack of the time is the biggest challenge faced by teacher. Omulando, Barasa, & Maryslessor (2014) stated that teacher wishes to involve all the activity but time could not allow them. Role play needs a lot of time to do. Sato (2001) mentioned that role play spends a lot of classroom time. Regular 90 minutes

lesson is too short for an effective activity to take place. Besides, students at lower grades are more enthusiastic, but they sometimes become too noisy (Lin, 2009). As a result, teacher should take some times to control them. On the contrary, for students at higher grades, noisy was not an issue as they better-behaved but they have less enthusiastic. Westrup and Planander (2013) stated that students do not want to participate because they argued that this strategy is childish, or students feel an embarrassment to participate.

Discussion. A challenge that commonly appears when applying this strategy is that there are students who are passive in a group discussion. Freeman and Greenarce (2011) stated that in discussion, there are students who dominate the discussion and there are also those who are less active. Webster, Blatchford, and Baines (2015) stated that the students cannot work together and are unable to learn from one another, increase noise, disruption and off-task behavior. Therefore, the teacher will spend too much time to control the class and make the class to be conducive.

Presentation. In teaching speaking, the teacher also faces difficulty in applying this strategy. The factor of the difficulty is appearing from their students. Nadia (2013) revealed that most of students are not able to speak English. On the other side, the teacher is also having difficulty to make the students active in the presentation. Berhanu and Tesfaye (2015) asserted that shyness is a factor that hinders learners from participating actively in presentations.

Communication Games. Games are fun. However, implementing games is not always easy thing to do. Usually teacher faces difficulty in controlling the students in the class which makes students noisy and class is not conducive. Armadi, Kultsum, and Dewi (2017) said that the teacher in managing time and controlling the class. They also stated that students feel afraid, shy, and hard to pronounce new vocabularies, and are less motivated to play the game.

Storytelling. The challenges might be faced by teachers in teaching using storytelling. According to Keshata (2013), the teacher finds difficulties using this technique. It is frequently caused due to time constraint and noise inside the classroom. This may be attributed to the lack of teachers' knowledge and training of this technique.

Research Methodology

The purposes of this research was to find out the strategies used by pre-service teachers in teaching speaking and the challenges they face in employing those strategies, so the researcher uses qualitative approach. Cohen, et al. (2011) stated that qualitative research is also used to find out trends in thought and opinions, and dive deeper into the problem. Since this research was going to explore the pre-service teachers' thought about their experiences in teaching practice, qualitative research was best to be used as the research design.

The researcher used descriptive qualitative design. According to Sandelowski (2000), qualitative descriptive is especially to gain the honest and detail answers to questions relating to what are people's responses (e.g., thoughts, feelings, attitudes). It meant that the researcher tried to get much information from the participants. Besides, the result of this study was a thick of words or description, choosing descriptive qualitative was suitable to be used. The description of this study focused on explaining the strategies used by pre-service teachers and the challenges in employing those strategies in teaching speaking. The researcher also used descriptive qualitative study because it could give more detail explanation about the information.

Research Setting and Participants

In this part, the researcher explains the setting and the participants of the study. The research setting discusses the place and the time of the study was conducted. The research participants discuss the people who got involved and criteria in choosing participants. The researcher also gives the reasons of choosing the setting and the participants.

Research Setting. The research took place at English Education Department of UMY. The reason why the researcher chose this place was because English Language Education Department of UMY provides internship program that gave opportunity to ELED students to practice their teaching ability. Another reason was that the participants and the researcher studied at English Education Department. Therefore, it was easy to gather the data. The time of the data gathering started from 24th May 2017 until 3th June 2017.

Research Participants. The participants of this research consisted of five students from English Language Education of Department batch 2014. In this study, participants would be called as pre-service teachers. In qualitative research, the number of participants is not generally determined and it depends on the needed number to acquire the important information from this study (Sargeant, 2012). Hence, the researcher decided that choosing 5 participants to get the data would be enough and valid. The researcher selected students of batch 2014 as the participants because they had done the teaching practicum in elementary school, junior high school, and senior high school. Therefore, they have experiences in teaching practice including employing the strategies of teaching speaking and facing challenges in employing those strategies.

At first, the participants were chosen randomly. The researcher contacted the students of batch 2014 one by one. There were fifteen students that the researcher contacted, but only eight of them agreed to be interviewed. Before conducting the interview, the researcher made some considerations of the students' lesson plan and the number of meeting in teaching speaking. First, the students were asked to show their lesson plan as the confirmation whether or not the teaching objectives during internship program were achieved. Second, these participants need to complete at least three meetings of the internship in order to be interviewed. The reason was because by teaching three meetings, pre-service teachers would have experiences and different strategies in teaching speaking. After the researcher checked the lesson plan, evidently, five participants met the number of meeting criteria in teaching speaking. For this reason, the researcher was focused on batch 2014 as the participants for this study. In this study participants are presented as Participant one, Participant two, Participant three, Participant four, and Participant five.

After the researcher checked the participants' lesson plan, the researcher found that every participant had different number of meeting in teaching speaking. Based on the lesson plan, the researcher found that participant one, participant two, and participant three had five meetings in teaching speaking. Meanwhile, participant four had four meetings and participant five had three meetings in teaching speaking.

Data Collection Method

In this part, the researcher explains the technique of data collection. The technique is use interview. The researcher also did some steps to doing interview process.

Method. This research used interview as a data collection method of this study. This research used in-depth interview, because the information were in detail and clear. According to Boyce and Neale (2006), in-depth interviews are useful when researcher wants to get detail information about person thoughts or want to explore new issues in depth. The researcher decided to use open-ended question in which there was no limitation in answering the question. Hence, participants were free to answer the question. The interview was conducted in Indonesian language because it was the first language of interviewer and the participants. Therefore, it could help to avoid misunderstanding and miscommunication between participants and interviewer as well as to make participants' comfortable in answering the question. Therefore, the information was detail and clear.

Procedure. There were several steps in conducting the interview process. First, the researcher made interview guidelines. Second, the researcher made consent with the students of English Language Education Department who would be the participants of this research. Third, researcher made an appointment with the participants on the time and place of the interview process. Finally, the researcher met the participants and did the face to face interview.

Instrument of the Study

In the interview process, the researcher used three tools. The tools include interview guideline, voice recorder, and pen and book note.

Interview guideline. The interview guideline was designed based on the literature review. The researcher created the interview questions which would able to answer the research questions of this research. Besides, the researcher made the interview guideline to make the interview process more structured.

There were four questions proposed. The first question was related to strategies that pre-service teachers use. The question could answer the first research question. The second question was related to the implementation of the strategy. The third question was related to students' responses regarding teaching strategy implemented by pre-

service teachers. The last question was related to the challenges in implementing those strategies which can be used to answer the second research question.

Voice recorder. In the process of the interview, the researcher used voice recorder to record the conversation. The voice recorder was used as documentation that could help the researcher played the recording when missing some information in order to make the researcher got clear information.

Pen and book note. In the process of interview, book note and pen were also needed. These two tools were used to write down some important points.

Data Analysis

After the researcher finished collecting the data, the researcher analyzed the data. Data analyses included in this study were data transcribing, member checking, and coding. According to Hancock, Windridge, and Elizabeth (2007), transcribing is a procedure for producing a written version of an interview or conversation. After the data was transcribed, the researcher did member checking with every participant. Its aim was to ensure the data was valid and in accordance to what participants said. The researcher met every participant to do the member checking by showing the transcribed script of the interview to the participants in order to ensure whether or not it was in line with what they said. The participants confirmed that the transcript matches with their statement.

The next step is coding. Coding is processes of decreasing the amount of raw data which is relevant to the research question, breaking the data into manageable section, which allow the researcher to transform raw data to higher-level insights or abstractions as the development of theme (Vaismoradi, Jones, & Turunen, 2016). Coding helped the researcher to classify general information into specific information. There were four steps in coding. First step, the researcher underlined the important point from the answer of participants. Second step, the researcher labeled the data to categorize the information. Third step, the researcher gave theme or topic from the statement of the participants. Before giving theme, the researcher translates the participants' statements. As a result, the theme or topic would be based on the core of participants' statements. The fourth step, the researcher grouped the theme based on similar meaning of all participants. Afterward, data coding was reported by the researcher in form of words.

Finding and Discussion

This chapter presents the finding of this study based on collected data from five participants that have been interviewed. There are two major findings discussed regarding the objectives of this study. Firstly, it reports teaching strategies used in teaching speaking skill by pre-service teacher and the secondly, it discusses the difficulties faced by pre-service teacher in implementing the strategy.

Teaching strategies used in teaching speaking skill applied by pre-service teachers

Based on five participants, there were some findings related to the teaching strategies used in teaching speaking skill. It was found that there were some teaching speaking strategies, include drilling, discussion, presentation, games, and role play.

Drilling. The first strategy was drilling. It was found from the statement of all participants. All participants have different ways to implement this strategy. Participant one explained how he implemented strategies in his teaching as follow:

So in drilling, I gave handout material to them (students). Then I asked them to pay attention to me first on how to read it. Then they repeat after my pronunciation. Then I ask them to keep practicing until they know how to pronounce.

Therefore, the process of drilling was as follow: the teacher gave the teaching material to students, the students listened to the teacher' pronunciation, the students repeated the teacher' pronunciation and the students practiced the pronunciation over and over.

Participant two stated how to implement drilling in her teaching. She said, "In drilling, when students encountered new vocabulary, I would say it first, and the students repeated it after me. I repeated it over and over until they pronounced it correctly". In implementing drilling, participant two stated that if there was a new vocabulary, the teacher say first or give example on how to pronounce it, the students follow what the teacher say, and the students repeat it over and over until the correct pronunciation is attained.

Participant four explained how to implement drilling as follows:

It is the same as in mentioning verb and adjective activity, but, before they were practicing, I gave the example about how to pronounce verb or adjective. After that, they imitated what I said.

In drilling activity, participant four asked the students to mention verb and adjectives. The teacher gave an example of how to pronounce the word. Before the students practiced the drilling, the teacher said “repeat after me”, and then the students imitated what the teacher say.

Participant five explained the implementation of drilling as follow: “I usually wrote the material on the blackboard. Then I told them how to read it. Then I also asked them to repeat it. Then they tried to speak it with their seatmate”. In the process of drilling, participant five wrote the material in the blackboard and told the students on how to read them. The students repeated what the teacher had given and practiced to speak it with their classmates.

Hence, based on the statements from all participants, it showed that drilling was one of the strategies that were used in teaching speaking by pre-service teachers. In the process of drilling, generally they have the same way in implementing this strategy, but the difference was in the material given. In the next step, pre-service teacher gives examples of how to pronounce the word. The students imitated the pre-service teacher and keep practicing. It was supported by Thornbury (2005) who asserted that drilling is the strategy of teaching speaking that has activities such as repeating or imitating words, phrases, and utterances. Besides, Senel (2006) mentioned that drilling was useful in teaching pronunciation since it could create correct and accurate pronunciation.

Discussion. The second strategy was discussion. The researcher found that from five participants, four of them used discussion in their teaching practice. Every participant has his/her own way to implement this strategy, Participant one explained how to implement discussion as follows:

It is actually an assignment. It was to be discussed in pair first about any theme.

In the day, the students had not made the assignment. So, the previously given

text was used. They were just asked to change it a little bit. So it was based on the text that I gave”. Then “I asked them to present the result at their place.

Based on the explanation above, pre-service teachers asked the students to discuss the topic in pair and presented the result afterwards.

Participant three explained how the implementation of discussion, as follow:

In the discussion, after I explained the material, I divided them in pair or in group, then I gave some question, then they discussed the questions, so they would get different answers. I concluded the answer based on students answers. As I can remember, there was one or three group to present the result of their discussion.

Therefore, implementing discussion based on the explanation of participant three was that the pre-service teacher divided students in pair or group and gave some questions to discuss together. Pre-service teacher concluded the answer and then every group presented the result of the discussion.

Participant four explained the implementation of discussion as follow:

I asked the students to make a group of two students, then I asked them to analyze which one was verb and which one was adjective, after that I asked every group to come forward, then explained the content of the text and they mentioned the verb and adjective that they had found.

Therefore, pre-service teacher made group of students and asked them to analyze verb and adjective. Pre-service teacher asked the students to come forward for presenting the result of discussion.

Participant five explained the process of discussion in teaching speaking. She said “divided them in groups. Then I gave magazine to them. Then they should describe it to the friends in the group”.

To conclude, discussion was one of the teaching speaking strategies that wereapplied by pre-service teacher. Almost all of the participants used discussion in teaching practice. Through discussion students can learn grammar. Based on the

participants, the discussion could be done by dividing students into groups and giving material or topic to be discussed. The students discuss the topic with their group and present the result in the class. Kayi (2006) asserted group-discussion is to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Presentation. The third finding was presentation. Presentation was one of the strategies that are used by pre-service teachers in teaching speaking. In this strategy, three participants use presentation in teaching speaking skill. Every participant has his/her own way to implement this strategy.

Participant three explained the implementation of presentation in her teaching speaking as follows:

In using presentation, first thing I did was divide them into groups, and then I gave topic for every group. After that, they would look for references in a book or the internet. Only after that, the presentation was held.

Therefore, the implementation of presentation that was done by participant three was pre-service teacher divided them into group and gave them the topic. The students looked for references in books or the internet and then do presentation.

Participant four explained the implementation of presentation as follows:

They were asked to explain the topic that I gave. They basically described and present the material that I gave. I gave them a text contained of some opinions. I asked them to analyze, which one was an agreement and disagreement. Then they came forward to explain which one was an agreement and disagreement.

From the explanation above, pre-service teacher gave a text to the students. The students then analyze the text and explain the content of the text.

Hence, presentation belongs to teaching a speaking strategy that was applied in teaching practice. Through presentation, students could improve their pronunciation. It was shown through the activity in presentation done by the participant. The process was that the participants give the material to the students and the students present the result in front of the class. In line with Nadia (2013) stated that presentation is the activities which use oral expression to develop students' speaking skill

Games. The fifth finding was games. To make the students to have some fun and enjoy learning in the class, pre-service teacher uses games. Three participants used games in teaching speaking. It was stated by participant one, he said that “using games to memorize the vocabulary, like using gesture”. In games, three participants also have different ways in implementing them. It could be seen by participant one, he explained the implementation games in his teaching practice:

In the beginning, I managed the students. Then I wrote down the common vocabulary used in the daily activity. I used gesture to arise students’ interested, basically, it was random gesture that was fun to use to memorize the vocabulary while saying what the word was, for example, saying flower with gesture and a fun voice.

Participant one conditioned the students first and wrote the vocabularies. He used gestures while saying the word.

Game is an activity in which the learners play and usually interact with others (Wright, 2006). Based on participant two, she used games in teaching speaking. It proven by her statement, “the strategy that I usually used is game” (P2.2). She has own way in the implementation of games as follow:

So the students from one corner to another corner were asked to mention vocabulary based on the last letter of the previous vocabulary. For example, if the last letter of a vocabulary is A, then the next students need to mention another word initiated with an A letter A.

Therefore, in implementing games, participant two asked the students from corner to corner to mention a vocabulary. Then the next student should mention the vocabulary that suitable with the last alphabet.

Unlike participant one and participant two, participant five used dice in implementing game. She said, “They made a group using a dice. The group number decided by the number that appeared on the dice. So they need to mention the vocabulary that had been learned together with their group”. From the statement,

participant five divided the students into groups first. The group that has the same number as shown by the dice should mention vocabulary.

Based on the explanation above, participants also used games in their teaching practice. The participants have own ways to teach English through games. Games allowed students to have fun way to learn new vocabulary and learn pronunciation. It was supported by Amrullah (2015) who asserted that using games in the class is to help students learn and have fun.

Role play. The last finding was role play. Role play was also used in teaching speaking by the pre-service teachers. But from five participants, only one participant used role play in their teaching practice.

Participant two explained about implementing role play in teaching speaking below:

After the material, I usually prepared the slide. The next slide I already prepared like dialogue. Then I give example how to read. Then I ask the students to read dialogue, two lines as buyers and two lines as a seller. I ask them to divide them in a pair group. I give the time to memorize the dialogue. Then told to practice in front of the class (P2.6).

In the implementation of role play, participant two prepared the slide and showed the dialogue in the slide. Then, pre-service teacher and the students practiced the dialogue. Pre-service teacher gave time to the students to memorize the dialogue and practice the dialogue in front of the class with their seatmate.

To conclude, role play was one of applied strategies to teach students speaking skill. Through role play, the students could practice speaking and can improve pronunciation. Taking a look on the finding above, it reported that role play was usually done by pre-service teachers to prepare the dialogue and practice together with students. Pre-service teacher gave the time to students to memorize the dialogue. The students practiced dialogue with seatmate in front of the class. Nunan (2001) asserted that role play is approved to be communicative language learning because students actively got involved in conversations.

In conclusion, it was found that five teaching speaking strategies were used by pre-service teachers at EED of UMY. There are drilling, discussion, presentation, games, and role play. Drilling and discussion were the most used strategies in participants' teaching practice, it was seen from four participants in this study.

The Challenges in Implementing the Strategies Faced by Pre-service Teacher of ELED of UMY

The collected data showed that there were five challenges faced by participants at ELED of UMY. The challenges were the pre-service teacher found the challenges in relation to time, maintaining conducive learning environment, encouraging students' participation, due to the students' ability, and due to the students' lack of vocabulary mastery. The further discussion of these challenges was presented below.

The pre-service teachers found challenges in relation to time. The first challenge was relation to the time. The result showed that participants found it hard to manage time especially in doing role play, discussion, and presentation. Such challenge was faced by participant one, participant two, and participant four. Participant two faced challenge in teaching role play. She said that "the challenge in role play is lack of time, because role play need more time to do" (P2.13). Participant one and participant four also considered the time to be the main issue for discussion implementation. Participant one said that "because there was a time problem too" (P1.17). As mentioned by participant four, "the challenge was caused by the time. Since English class was held in the afternoon after the lunch break, many of them were lazy" (P4.14). Besides, participant one considered time as a challenge in presentation implementation, as mentioned by participant one, "previously, it was because of the time problem, there was not enough time to repeat" (P1.38).

This finding showed that managing the time was considered as speaking teaching challenge. Time constraint problem was frequently encountered in doing role play and discussion. Omulando, Barasa, and Maryslessor (2014) asserted that the teacher would wish to involve all the learners in activities such as role play and discussion but time could not allow them.

The pre-service teacher found challenge in keeping conducive learning environment. The second finding was keeping conducive learning environment.

Conducive learning environment is condition where students are easy to learn (Encyclopedia Britanica and Longman English Dictionary Online, 2010). This finding was proven from three participants. Based on the three participants, they faced challenges in conducting drilling, discussion, and games. The challenge in drilling faced by participant one was keeping conducive learning environment as he mentioned “it was also challenge to manage and to make the class to be conducive. Vocational high school students’ are active and noisy though, so it was difficult to control them” (P3.31). Participant one, participant three, and participant five faced challenges in group discussion. Participant one said that “The common challenge in discussion was to make it conducive” (P1.38). Because participant one found some problem in group discussion, so he considered to be a challenge likes he statement “Instead of discussing, they just did chit chatting, playing mobile phone, walking around, and some were making excuses to go to the toilet” (P1.39). This was in line with the statement of participant three. She stated that “In the discussion, there was some group who had not done answering the questions yet because some of them were just chit chatting” (P3.9). Participant three also faced challenge to make the students focus in doing assignment. She said that “It was challenge to make them focus on the given task” (P3.10).

On the other sides, participant five found another challenge in group discussion. She said that “the challenge is they are noisy in a group, then they not understand with the instruction” (P5.15).

Participant one found challenge in games. He said that “the challenge was to manage them. Some of them were running around during the games” (P1.40).

Based on the finding above, keeping conducive learning environment was an issue faced by the participants at ELED of UMY. Participants as pre-service teachers felt challenged to make the class conducive. It was caused by the students making some noise in the class, hyperactive students, and students who were not attentive. Webster, Blatchford and Baines (2015) also mentioned that students cannot work together and are unable to learn from one another because of noise, disruption and off-task behavior.

The pre-service teachers found challenge in encouraging students’ participation. The third challenge was students’ participation. This challenge was found from participant one, participant two, participant three, and participant four. From those three participants, they had different issues in implementing the strategy. Those

strategies were drilling, role play, discussion, and presentation. The participant five found the challenge in drilling, there were students who did not want to follow the lesson. As explained by participant five, “some of them did not want to do drilling, usually they were afraid to have a bad pronunciation” (P5.17).

In role play, participant two stated that the students did not want to do role play. He mentioned “the students did not want to do a role play, unless they were given a motivation first.” (P2.13)

In discussion, participant four found the students that were not active. She stated that “the challenge was that since I wanted all students to be active, some students were not active so they just kept silent. In the other words, only few students were active” (P4.13).

In presentation, there were three participants who have challenge in implementing this strategy. The challenge was when the participant asked the students to present in front of the class. Participant one said that “the challenge in presentation is ask them to present” (P1.34). Similar with participant three, she stated that “Some students did want it, and some did not. When I told them to present, the students just remained silent.” (P3.8). Participant four showed that “The challenge in presentation was when I asked the students to describe a picture, they had little vocabulary mastery, so they only said or describe what they knew” (P4.11)

It was also found that students’ participation becomes a problem met by the participants at ELED of UMY. It was proven that there were students who werenot active and active. Most of participants agreed that students’ participation was a challenge in teaching speaking. This was in line with Ahmadi and Leong (2017) who support the idea from these three participants that the challenges in the speaking class was that the participation is very low. Thus, only some of the students dominated in the speaking class while the others remained silent.

The pre-service teachers found challenge due to students’ ability. This challenge faced by participant because the students’ pronunciation, the students used mix language, and students’ shyness. In students ‘pronunciation, participant one found the difficulty in drilling and presentation sections. Participant one found that students

forget the pronunciation when they are practicing drilling. He said “the problem was that they were forgetful, so when I asked them to close the text and pronounce, they forgot it” (P1.30). Meanwhile, participant one also faced the challenge in implementing presentation. He faced the students were lack of good pronunciation when speaking in English. He said that “Sometimes they were lacking in pronunciation when they were in front of the class” (P1.36).

The challenge was due to the students used mixed language. It was shown by participant one, in which he considered this issue as a difficulty. The students used two languages in drilling section. He said that “in practicing drilling, some students were using Javanese language and Indonesian language, so it was out of the context. I reminded them not to use another text” (P1.32)

The challenge was due to students’ shyness. Students’ shyness was one of the challenges met when teaching use presentation. When the teacher asked the students to come forward, they were shy. Participant one and participant four mentioned the same statement. Participant one mentioned “They were shy to come forward, they refused to do it. May be it was the challenge” (P1.35). Similar with participant one, participant four stated “in general, the challenge that I faced from the students was that the students were still shy to come forward and shy to speak” (P4.14). This statement meant that the students were shy to speak English because they had poor ability.

To conclude, participant at ELED of UMY mentioned students’ ability as a challenge they faced. The first challenge was due to students’ pronunciation. Based on the finding above, the students were lacking of pronunciation and they tend to forget the pronunciation in presentation. Haryanto and Riswanto (2012) mentioned that in teaching and learning process the most common problem is pronunciation. It was in line with Gan (2012) who revealed that one of the obstacles in speaking English is poor of pronunciation. The second challenge was due to the students used mixed language. Students preferred to use mixed language of the target language and use their mother tongue during the drilling practice. The third challenge was students being shy. This challenge found in teaching using presentation. As mentioned by participant one and participant four, it was demanding to ask students to come forwards because they were timid. In line with Berhanu and Tesfaye (2015) who asserted that shyness is challenges that hinder learners to participate actively in presentations.

The students lack of vocabulary mastery. The last finding was students' lack of vocabulary. This challenge was found when the participant used games. The students did not have any idea when mentioning the vocabulary. It could be seen from participant two's statement. She said that "in games, students usually should mention a vocabulary based on the last letter of the previous vocabulary from the friends, for example the last letter of *burung kakak tua* (parrot) is "A," but sometimes they did not have any idea, so they would need a help" (P2.11).

Based on the finding above, students' lack of vocabulary during learning became a challenge. It usually occurred in games. The statement of the participant showed the students' were lack of vocabulary. Urrutia and Vega (2010) asserted oral performance of learners was influenced by their lack of vocabulary, diffidence, and afraid of being despised.

This study found five challenges faced by five participants at ELED of UMY. The first challenge was the pre-service teacher found it challenge in relation to time. This challenge was faced by three participants are found that faced challenge in implementing role play, presentation, and discussion. The second challenge was keeping conducive learning environment. These challenges were faced by three participants in implementing drilling, discussion, and games. It was caused by the students making some noises in the class room and students did not concentrate on the task. The third challenge was students' lack of active participation. This challenge was faced by three participants. There were students who wanted to participate and there were students who did not participate during implementing in drilling, role play, discussion, and presentation. The fourth challenge was the students' ability. This challenge was faced by participant one when implementing drilling and presentation. Those challenge due to students' pronunciation, students used mixed language, and students' shyness. The last challenge was the students' lack of vocabulary mastery. This challenge was faced by participant two in implementing the games. The table below presented the kind of teaching speaking strategies and the challenges in teaching speaking.

Table 4.1 <i>Summary of the kinds of teaching speaking strategies and the challenges in teaching speaking.</i>		
No	Teaching Strategies	Challenges
1.	Role play, presentation, and discussion	Challenge in relation to time
2.	Discussion, drilling and games	Challenge in keeping conducive learning environment
3.	Drilling, role play, discussion, and presentation	Challenge in encouraging students' participation
4.	Drilling and presentation	Challenge due to students' ability
5.	Games	Challenge due to the students lack of vocabulary mastery

Conclusion

This research has two main objectives; the first is to find out the teaching speaking strategy used by pre-service teacher at ELED of UMY and the second objective is to find out the challenge faced by pre-service teacher in applying the strategy. Those two objectives were discussed based on the ELED of UMY's students' perception.

The first objective is to find out the teaching speaking strategy used by pre-service teacher at ELED of UMY. The finding showed that five participants applied five teaching speaking strategies in their teaching practice. The strategies are drilling, discussion, presentation, role play, and games.

The second objective is to find out the challenges faced by pre-service teacher in applying teaching speaking strategy. The finding showed that there are some challenges that the participants faced. Those challenges are including the challenge in relation to

time, the challenge in maintaining conducive learning environment, the challenge in encouraging students' participation, the challenge due to the students' ability, and the challenge due to the students' lack of vocabulary mastery.

References

- Abdullah, Bakar, Mahbob. (2012). Students's participation in classroom: what motivates them to speak up? *Social and Behavioral Sciences*, 516-522.
- Amrullah A. Z. (2015). Developing language games to teach speaking skill for Indonesian Senior High School learners. *JEELS*, 2(2), 13-33.
- Ahmadi& Leong. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*.34-41.
- Armstrong. (2013). The 10 most important teaching strategies.Retrieved from <http://www.innovatemyschool.com/ideas/item/446-the-10-most-powerful-teaching-strategies.html>.
- Al Hosni. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.
- As, A. B. (2016).Storytelling to improve speaking skills. *English Education Journal*, 7(2), 194-205.
- Armadi, Kultsum, &Dewi. (2017). Using communicative games in improving students' speaking skills. *English Language Teaching (10)*1, 63-71.
- Boyce.C & Neale.P. (2006).*Conducting in-depth interviews: a guide for designing and conducting in-depth interviews for evaluation input*. Watertown: Pathfinder international.
- Berhanu.K &Tesfaye.S. (2015). Improving students' participation in active learning methods: group discussions, presentations and demonstrations: a case of MadaWalabu university Second Year Tourism Management students of 2014. *Journal of Education and practice* 6(22), 29-33.
- Cohen, L., Manion, L., & Morrison, K. (2011).*Research methods in education*.7th ed. London: Routledge
- Encyclopedia Britanica.(2010). *Concept of conducive learning environment*. Vol.x.:New York Encyclopedia Incorporated.

- Freeman, L., & Greenacre, L. (2011). An examination of socially destructive behaviors in group work. *Journal of Marketing Education*, 33(1), 1-17.
- Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1), 43-59.
- Hadfield, Jill & Hadfield, Charles. (2000). *Oxford Basic: Simple Speaking Activity*. Hongkong: Oxford University Press.
- Haryanto, E. & Riswanto. (2012). Improving students' pronunciation through communicative drilling technique at Senior High School 07 South Bengkulu, Indonesia. *International Journal of Humanities and Social Science* 2(21), 82-87.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson: Longman.
- Hancock, Ockleford, & Windridge. (2007). An introduction to qualitative research. *The NIHR Research Design Service for the East Midlands*.
- Kayi, H. (2006). Teaching speaking: activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11).
- Keshata, A. S. (2013). Using storytelling in teaching English in Palestinian schools: perceptions and difficulties. *Education Journal*, 2(2) 16-26.
- Lin, Y. (2009). *Investigating role-play implementation: a multiple case study on Chinese EFL teachers using role play in their secondary level*. Windsor: University of Windsor.
- Longman English dictionary online. (2010). Concept of conducive learning environment. Retrieved from <http://www.idoceonline.com/dictionary/conducive>.
- Lestari, I. W. (2016). What teaching strategies motivate learners to speak?. *Journal of Foreign Language Teaching and Learning*, 1(1), 73-81.
- Leon & Cely. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian Public School. *Issues in Teachers' Professional Development* 12(1), 11-31.
- Mart, T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2(6), 91-96.
- Mirza & Parveen. (2012). Internship program in education: effectiveness, problem and prospects. *International Journal of Learning & Development*, 2(1), 487-498.

- Nadia.Z. (2013). *The use of students' oral presentations in enhancing speaking skill in the English language classroom*. Algeria: University of Biskara.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: The MacGraw-hill Companies, Inc.
- Nunan, D. (2001). *Principles of Communicative Language Teaching*. Cambridge. Cambridge University Press.
- Omulando, Barasa, & Maryslessor. (2014). Challenges teacher face in the use of the communicative language teaching approach in teaching listening and speaking lessons in Lugardidistrict, Kenya. *International Journal of Science and Research* 3(9), 83-92.
- Riyanto, H. A. (2015). Improving speaking skill through small group discussion. A Graduating Paper.
- Sato, R. (2001). Role-play: Effective role-play for Japanese high school students.
- Senel, Mufit. (2006). Suggestion for beautifying the pronunciation of EFL learners in Turkey. *Journal of Language and Linguistic Studies*, 2 (1), 112-125.
- Sargeant, J. (2012). Qualitative research part II: participants, analysis, and quality assurance. *Journal of Graduate Medical Education*, 4(1), 1-3.
- Saunders, Kitzinger, & Kitzinger. (2014). Anonymising interview data: challenges and compromise in practice. *Qualitative Research*, 15(5), 616-132.
- Sandelowski, M. (2000). Focus on research methods whatever happened to qualitative description? *Research in Nursing & Health*, 23, 334-340.
- Sikder, S. (2016). Role of teacher in teaching speaking by following a communicative approach: to what extents is this possible in an ESL context like Bangladesh?. *Global Journal of Human Social Science: G Linguistic & Education*, 16(3).
- Tuli & File. (2009). Practicum experience in teacher education. *Ethiopian Journal Education & Science*, 5(1), 107-116.
- Tim Penulis. (2016). *Panduan Praktikum*. Yogyakarta: Universitas Muhammadiyah Yogyakarta.
- Urrutia Leon, W., & Vega Cely, E. (2010). Encouraging Teenagers to improve speaking skills through games in a Colombian Public School. *PROFILE*, 12(1), 11-31.

- Vaismoradi, Jones, & Turunen. (2016). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*, 6(5), 100-110.
- Westrup & Plander. (2013). Role play as a pedagogical method to prepare students for practice: the students' voice.
- Webster, Blatchford & Baines. (2015). The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. *International Journal of Primary, Elementary and Early Years Education*, 43(1) 15-29.
- Wright, A. (2006). *Games for Language Learning* (3rd ed.). Cambridge: Cambridge University Press.
- Widiati, U. & Cahyono, Y. B. (2006). The Teaching of EFL speaking in the Indonesian context: the state of the art.
- Yesilyurt & Dincer. (2013). Pre-service English teachers' beliefs on speaking skill based on motivation orientations. *English Language Teaching* 6(7), 88-95.

