

Abstract

This study aims at revealing problems and exploring strategies applied by pre-service teachers of the English Education Department Universitas Muhammadiyah Yogyakarta (UMY) in teaching speaking. This study underlies the background that speaking is disparaged in teaching English as Second or Foreign Language and is taught with old-fashioned. That is why pre-service teachers feel difficult to teach speaking because most of teaching method and sources reflects on written language more than spoken language. The researcher used qualitative research method in conducting the study. The data are obtained through interview and observation. Participants were chosen by using snowballing sampling based on the criteria. There are three criteria concerned the qualification as the participant of this study. Therefore, there are four pre-services teachers of English Education Department Universitas Muhammadiyah Yogyakarta who are qualified as the participants in this study. Then, this study revealed four major problems faced by the pre-service teachers in teaching speaking. Those problems come from students, teachers, environment, and materials. Moreover, the strategy explored in this study are direct strategy consisting of memory and cognitive strategy and indirect strategy containing metacognitive, affective, and social strategy. This study also gave recommendation for teacher, students, institution, and future research to create teaching and learning process that can cover speaking skill effectively.

Keywords: speaking skill, teaching speaking, problems, strategies, pre-service
teacher