

Abstract

In language learning process, one of the most important skills is speaking because it is a vital part in communication. Some students speak English in their daily conversation. They often use their local languages in or out of the classroom. This is due to several problems: the students lacked practice of speaking English, they were afraid of making mistakes, they did not have self-confidence. To solve these problems, the teachers have to find an appropriate strategy to encourage the students to speak. This research adopted descriptive research. In this research, the researcher attempted to find out teachers' strategies in teaching speaking skill and students' perceptions toward teachers' strategies in teaching speaking skill at an English Education Department. The subject of this research were two English teachers that teach students of batch 2016 and three students that joining the subject of Listening and Speaking for Daily Conversation and they were chosen based on some criteria. First, they were teachers who have been teaching speaking more than one year and they have experience in improving teaching strategies. Second, they should be teachers who teach the students of batch 2016 the subject of Listening and Speaking for Daily Conversation. Third, they were accessible and willing to talk, discuss, express and reflect their ideas, knowledge, and experiences. The reason why the researcher chose Listening and Speaking for Daily Conversation because the researcher wants to know more about the speaking ability of different students like the strategy used by both students and teachers in the class. From this subject, Listening and speaking for Daily Conversation also encourages students to be more active in the class to use simple

or daily language. This research was conducted at an English Education Department and the data collected was organized through the research problem.

The finding revealed that the strategies that were used by some English Education Department teachers to improve students speaking skill were group discussion, group presentation, brainstorming, and role-play. In addition, related to the students' perception toward the teachers' strategies, the researcher found some perceptions such as, role-play and group presentation strategy that can improve the students' confidence in speaking, for example, first, two strategies make the students feel easier to speak up in front of their friends. Second, brainstorming strategy makes the students easier to share their ideas in the class. Third, role-play strategy allows the students to have more vocabularies. Fourth, group discussion strategy makes the students to be more active and creative in the class. Fifth, group discussion strategy makes the students to know how to be a good teamwork. And then, brainstorming strategy can help the students recall learnt materials. The last, brainstorming strategy makes the students feel easier to do the task.

Keyword: Teachers strategies, Speaking skill, Students perception