AN ANALYSIS OF STUDENTS' PERCEPTIONS ON TEACHING SPEAKING STRATEGIES AT THE EIGHT GRADERS OF SMP YP SUNAN DALEM GUMENO

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Abstract

This research was conducted to find out (1) the strategies used by the teacher and (2) students' perception on teaching speaking strategies at the eighth graders of SMP YP Sunan Dalem Gumeno. This research design was descriptive qualitative research. The subject of this research was the teacher and the students at the eighth graders of SMP YP Sunan Dalem Gumeno, in here there are one English teacher and twenty six students. The data were obtained through questionnaire and interview. The results showed that the teacher has various strategies used to teach speaking in class such as discussion, drilling, and games. The results of students' perceptions also showed good responses to the strategies used by the teacher to teach speaking. They could get many benefits from the strategies used by the teacher as they are more confident in speaking English, they can convey their ideas, they easily remember new vocabulary and they easily understand the material presented by the teacher.

Keywords: student's perception, teaching strategies, teaching speaking

INTRODUCTION

Based on the importance of English, there are four important skills in English. They are listening, speaking, reading, and writing. Speaking is one of the four important skills that students need to learn when learning English (Harahap et al., 2015). Speaking and writing skills are called productive skills. In other hand, listening and reading are called receptive skills (Firharmawan & Heriyanto, 2023; Harmer, 2018; Purwaningsih et al., 2020). They are crucial as they give students the opportunities to practice real-life-activities. Those two skills can be used as an indicator to check how much learners have learned.

According to (Damayanti & Arianto, 2020), speaking is the most important skill and important part in teaching language, and for second and foreign language learners mastering speaking skills is also important. Speaking skill is one of the four basic language skills. In understanding a particular language accurately, it is

very necessary to be able to speak a foreign language used to share understanding with others. When speaking, a person also needs to use the right words and correct grammar in order to express the meaning and intention so that the listener understands well what is being said.

In teaching speaking skills, a good teaching strategy was needed to be accepted by students. In this case, a teacher must use the right strategy to teach students how to practice speaking properly and correctly, according to the order of language. According to (Damayanti & Arianto, 2020) the learning aspect depends on how the learning process takes place, such as how problematic: problems related to the methods or techniques used in the educational process. The aim of teaching is to establish conversations that unite different individuals at the same core of learning (Damayanti & Arianto, 2020). In this case the strategy is an important aspect in the teaching and learning process. Strategy was an activity that must be carried out by both teachers and students in the teaching and learning process so that learning activities can be achieved to be effective and efficient. Of course here the teacher as a teacher has the first obligation to design strategies and be followed by student tutoring in learning activities. The strategy chosen by the teacher must be the right strategy in teaching speaking for students.

According to (Azizah & Lestari, 2017), there are several kind of teaching speaking strategies that can be used for teaching speaking are including role playing, simulations, drilling, discussions, storytelling, presentation, and communication games. These strategies can be used by teachers when teaching speaking skills in class and when teaching teachers can use several strategies that are believed to make it easier for students to develop their English, and the teacher can provide input when students are less than perfect in terms of grammar when speaking.

According to (Ahmadi, 2003), perception is the process of selecting, organizing, and interpreting information. It can be concluded that perception is a way of describing information or an event. Perception is a process used to manage and express sense impressions to give meaning to the surrounding environment. Perception can be negative or positive. Perception is done through the five senses.

In the process of learning perception is important because it affects the learning process of students. When students have a good perception of the strategies used by the teacher it can make it easier for them to succeed in English.

One of the success strategies in teaching and learning is how far students understand the material presented by the teacher. Each student has different abilities in understanding the material presented. Some students feel that the strategies used by the teacher in teaching are commonplace, but many of the students also feel that the strategies used by the teacher are fun and innovative. Teachers need students' perceptions to find out how much material is understood by students. This can help teachers to know the ability of students, and teachers can use innovative strategies to understand all students. Teachers can use various teaching strategies to achieve teaching and learning objectives (Widyaningsih & Robiasih, 2018). In learning, teachers are given the opportunity to apply various teaching strategies that can help students speak well. The strategy used is based on the needs and interests of students. So, learning goals can also be done.

Each teacher will adjust what strategies should be used when teaching speaking skills (Prabawa, 2016; Razmjoo & Ardekani, 201 C.E.). The teacher will choose the right strategy in each class so that students can understand the material presented, especially in SMP YP Sunan Dalem Gumeno. The teacher uses a strategy that has been adjusted in each class. However, not all students have the same ability when understanding the material and every opinion is different about the strategies used by the teacher. Therefore, in this research the researcher wanted to know the students' opinions about the strategies used by the teacher when teaching speaking skills and wanted to know the effectiveness of the strategies used by the teacher. For example, when the teacher delivered announcement text material, especially in learning speaking skills, the teacher must also use the right strategy so that students can easily understand or learn the material. This topic was important because speaking is a common way of communicating between people. In Addition, learning English skills is not an easy thing for students because they felt less confident or afraid of speaking the wrong way and lack of vocabulary, they known (Rasyid et al., 2023).

METHOD

In this research, the researcher used a qualitative descriptive method which accurately described phenomena in the form of words. Qualitative research is research that was carried out without numbering and calculations. So, the data collection was in the form of words or sentences, not in the form of numbers or the like (Sugiyono, 2020). Qualitative research had special relevance to the study of social relations, due to the fact of the pluralization of the world of life states, and is based on philosophy that is used to examine natural conditions of objects (Sugiyono, 2017). This method is also known as naturalistic inquiry because it studies phenomena in a natural way and is a type of research without procedures. So this research focuses on scientific research activities by understanding and describing the observed social phenomena. The researcher is focused on description to know about *The Types of Strategies and Students' Perceptions about Teaching Speaking Strategies at the Eighth Graders of SMP YP Sunan Dalem Gumeno*. This research used descriptive form with words from the data gathered from questionnaire and interview.

Population and sample are very important in conducting the study. The population of the research was the English teacher and all students of SMP YP Sunan Dalem Gumeno. The teacher just one and the total of all number of students were 73 students. Purposive sampling is sampling using certain considerations according to the desired criteria to be able to determine the number of samples to be studied (Sugiyono, 2017). The sample of this research was the English teacher and the eighth graders of SMP YP Sunan Dalem Gumeno. There were twenty six students that became the sample of the research. This number consisted of fourteen males and twelve females.

There were *two of techniques* that were used by researcher to collect the data. The First is questionnaire that is carried out by distributing a set of questions or written statements to respondents to answer (Sugiyono, 2020). This research used a combination of open and closed questionnaires to get more deeply informed information. The questionnaire was distributed to the eighth graders of SMP YP Sunan Dalem Gumeno, and the students which consisted of twenty six

students. The questionnaire helped students to be able to express what must be conveyed according to the form provided by the researcher, namely a questionnaire, not only helped students to find out their perceptions but could help researchers to find out data about the types of strategies used by the teacher in teaching speaking and student perceptions about teaching speaking strategies used by the teacher. The questionnaire used by the researcher consisted of 30 questions and was divided into four sections and distributed to twenty six students. The researcher translated it into Indonesian to make it easier for students to fill out the questionnaire. The second is interview. He defines an interview as a meeting of two people to exchange ideas and information by asking and responding, so that communication occurs and together the construction of meaning about a particular topic (Sugiyono, 2020). The purpose of using this type of interview was as a tool to find problems more openly, in which interviewers were asked to provide opinions and ideas. The interview was taken from the English teacher and thirteen students of the eighth graders of SMP YP Sunan Dalem Gumeno. This interview consisted of 14 questions asked to all students at the eighth graders and 15 questions asked to the English teacher. Interview was recorded using an audio recorder.

In this research, the researcher used the following technique to analyze the data. Data analysis was a process used to systematically research and collect data. It was obtained from questionnaires and interviews. Miles and Huberman in (Sugiyono, 2020) state that analyzing data is a way of analyzing qualitative data that is carried out interactively and continuously while doing so. There were three steps in analyzing data, namely data reduction, data display, and drawing conclusions/verification. First data reduction, Data reduction in this research was carried out by summarizing the raw data obtained from questionnaires and interviews. Then data display, in data display, data presentation displayed in the form of charts. The results of the data from the questionnaire were in the form of percentages in the form of questions. Meanwhile, this research was in a qualitative form so that the percentages were given descriptions to make it easier for the researcher to draw conclusions. In the interview the researcher classified each

question based on the informant's statement. And the last drawing conclusion/verification, it was the stage that shows the final results of the research. This stage was consisted of conclusions and verification which were carried out continuously during the learning process. The researcher made conclusions and interpretations of research results based on questionnaires and interviews.

RESULTS AND DISCUSSIONS

The Types of Strategies Used by the Teacher in Teaching Speaking at the Eighth Graders

Based on the results of interviews and questionnaires, the researcher found that the English teacher of the eighth graders of SMP YP Sunan Dalem Gumeno used three types of strategies. Those were Discussion, Drilling, and Games. The discussion of each of the strategies used by the teacher was described below.

a) Discussion Strategy

From the data taken, it appeared that the teacher believed that discussion strategies could help students to improve their ability in speaking skills (Harmer, 2018). Ms. Dia as a language subject teacher stated.

Teacher : *"In the beginning students were formed in groups which usually consisted of 3 to 4 people per group and continued to discuss together the topics determined by the teacher."*

Student 1 : *"When studying English in a speaking class, I sometimes use it to hold discussions in small groups which usually consist of 3 to 4 people per group."*

Student 5 : *"Learning to speak by having discussions was fun and was able to work together on assignments given."*

Student 22 : *"It was fun and makes us more courageous to express our opinions with other friends.".*

It can be concluded that the discussion strategy has many benefits when used to teach speaking. Based on (Srinivasan et al., 2007), they explained that

discussing in groups has several advantages such as making participants active and stimulated to learn in groups, helping participants explore or develop their knowledge, giving them the facility to exchange ideas and foster a sense of mutual care for one another and think critically. In groups they were focused on being able to solve a problem creatively. The results of the research proved that students benefited from the discussion strategy in practicing their speaking skills, although there were also those who argued that they did not benefit, but almost all students thought that they liked and enjoyed learning speaking skills by discussing. It was proven by students who feel more confident speaking English, increasing interaction with fellow friends, adding new information or knowledge, and being able to think critically in discussions. The results of previous research also showed that the discussion strategy has many benefits for students, so the research results have the same result as in (Damayanti & Arianto, 2020). This was indicated by the results of the questionnaire from number 7 to 14, some of the respondents showed positive opinions and only a few showed negative opinions about the discussion strategy used by the teacher to teach speaking skills. The results of the questionnaire in previous research also showed that most respondents chose "strongly agree" and "agree" only a few respondents chose "Disagree" on the small-group discussion strategy used by the teacher in teaching speaking skills (Damayanti & Arianto, 2020).

It could be concluded that this discussion strategy could be applied by teachers to teach speaking because it had a positive impact on students. Most students also felt the benefits and felt enjoy when learning speaking skills with discussion strategies (Damayanti & Arianto, 2020; Purwaningsih et al., 2020; Firharmawan & Heriyanto, 2023).

b) Drilling Strategy

Drilling was a strategy used by teachers to improve the pronunciation of English words by imitating and repeating words, phrases and even single sentences (Harmer, 2018). Usually, the teacher uses the drilling strategy at the beginning to start teaching speaking English. Because pronunciation is one of

the important things in speaking English. This was disclosed by Ms.Dia is an English teacher.

Teacher   : *"When teaching speaking English an important strategy at the beginning of learning to speak is pronunciation, for example I had a vocabulary that I had prepared and then thought students how to pronounce it along with knowing its meaning."*

Student 2   : *"We learn how to pronounce the words by repeating the word and then looking for the meaning together after that the teacher asks us to memorize the vocabulary as best we could."*

Student 10 : *"Drilling made me learn new vocabulary and remember it so well."*

Student 20 : *"I know a lot of new vocabulary during drilling which is usually done by the teacher before learning begins."*

It can be concluded that drilling was appropriate as a strategy to teach speaking skills. According to (Harahap et al., 2015; Harmer, 2018),the drilling strategy functions to make students paid attention to new material and emphasize words, phrases or utterances, made it easier to remember vocabulary, learned the correct pronunciation. This was proven by drilling students felt learning speaking became more fun and effective because they could learn how to pronounce English words, got new material or vocabulary, made it easier for them to memorize English vocabulary. The results of previous research also stated that students could improve their pronunciation with the drilling strategy and the tutor applied the drilling strategy because it had many advantages in developing or training students' speaking skills, so the research results have the same result (Damayanti & Arianto, 2020). This could be seen from the results of the questionnaire on questions number 15 to 22, most of the students showed positive responses and only a small number showed negative responses to the strategies used by the teacher. The results of the questionnaire from previous research also showed that the majority of respondents chose "Strongly agree" and "Agree" and only a small number of

respondents chose "Disagree" on the drilling strategy used by the teacher in teaching speaking skills.

It could be concluded that the drilling strategy was an important strategy for students in figuring out their pronunciation because it had many benefits, for example, the drilling strategy made students learn new vocabulary and easily remembered the vocabulary (Damayanti & Arianto, 2020; Harmer, 2018).

c) Games Strategy

In addition to discussing the drilling strategies, researchers also found that strategy games were used by teachers to improve students' speaking skills and creativity. Games were a popular strategy for teaching speaking. The teacher believed that games could help improve students' speaking skills and creativity and this strategy was used in almost every meeting because she wanted students to talk more and had the courage to speak in class.

One example of a game that the teacher gave during learning to speak was gave a ball made of paper, then they sang a song accompanied by throwing the ball to their friends and when the song is over, the last one holding the ball will be asked a question.

Teacher : *"By game I want to made students happy while learning and not get bored easily"*

Student 5 : *"Games made us enthusiastic about learning English and trained us to speak or speak English"* Student 5.

Student 15 : *"The learning was very fun when learning speaking with games"* Student 15.

Student 25 : *"The game was like whispering, throwing the ball but more often than not the teacher uses the ball throwing game by singing and when the song ends, the last one holding the ball will be asked a question"* Student 25.

It could be concluded that the game was a strategy that has a good impact on learning speaking skills. Games strategy had benefits, included participants more active, increased or aroused motivation, introduced team learning or collaboration skills, being challenged to ensure material, providing feedback and creating a fun atmosphere while learning (Frazier & Brown, 2001; Lander & Brown, 1995). The Game strategy was very useful for students, this was evident from students who feel motivated even more to learn, became more active when learning speaking skills with games, and students got or gave feedback to other friends. The results of previous research showed that the game strategy also had many benefits for students' speaking skills. The tutor also provided many variations of games so that learning speaking became more interesting and not easily boring. It was also stated that games were the most preferred strategy by students, which was the same as the results of this study which stated that students most liked and enjoyed learning speaking with the game strategy (Damayanti, 2020). This was shown by the results of the questionnaire on question number 23 up to 30 almost all students showed a positive response and only a few showed a negative response to the drilling strategy. The results of the questionnaire in previous research also showed that the majority of respondents chose "Strongly agree" and "Agree" and only a small number of respondents chose "Disagree." on the game strategy used by the teacher in teaching speaking skills (Damayanti, 2020)

It can be concluded that games strategies could be one of the strategies that could be used to train students' speaking skills. Games had many benefits for students to practice their speaking skills. Game was also a strategy that was liked by most students because it was fun and made learning not boring (Damayanti & Arianto, 2020; Frazier & Brown, 2001).

Students' Perception on Teaching Speaking Strategies at the Eighth Grader

a) General Information about Speaking

There are six questions related to general information about speaking which described as follow.
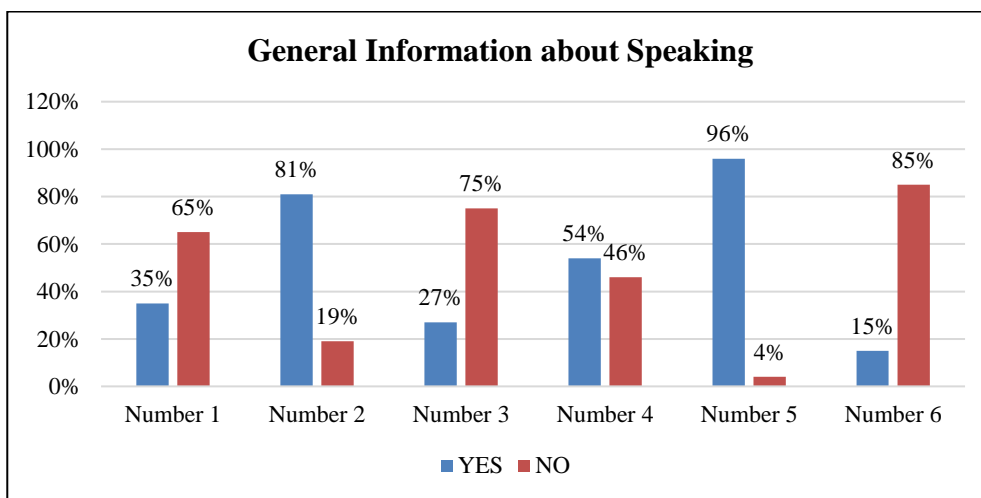
Figure 1 General Information about Speaking

From Figure 1, in chart number 1, it is known that out of 26 respondents there were 9 or 35% of respondents who said they liked to talk and there were 17 or 65% of respondents who said they did not like to talk, it could be interpreted if most students did not like to speak English. In chart number 2, it was known that out of 26 respondents there were 21 or 81% of respondents who stated that speaking English was difficult and 5 or 19% of respondents stated that speaking English was not difficult, so it could be seen if almost all students felt difficult to speak English. In chart number 3, it can be seen that of the 26 respondents there were 7 or 27% of respondents who answered that they often spoke English and 19 or 73% of respondents who answered that they did not often speak English, it means that most students rarely speak English. In chart number 4, it was known that out of 26 respondents there were 14 or 54% respondents who liked learning to speak English and 12 or 46% did not like learning to speak English, it mean that most students liked learning to speak English. In chart number 5, it could be seen that of the 26 respondents, 25 or 96% liked the strategies used by the teacher when teaching speaking, while there were only 1 or 4% of respondents who did not like the strategies used by the teacher when teaching speaking, so almost all students liked the strategies used by the teacher when learning speaking. In chart number 6, it could be seen that of the 26 respondents, 4 or 15% often feel bored when learning to speak

and 22 or 85% did not feel bored when learning to speak, it was shown that most of them agree that learning speaking is not easy to get bored with the strategies used by the teacher. It could be concluded that students did not like speaking English and practiced speaking English less often, but they were still passionate about learning to speak English and liked the strategies the teacher used when teaching speaking. They felt that they did not get bored easily when learning speaking, one of which was because of the strategies used by the teacher.

b) Discussion Strategy

There were two categories in this discussion, those were students' perceptions and the advantages discussion strategy on student speaking skill. The first category was based on the students' perceptions on discussion strategy in teaching speaking.
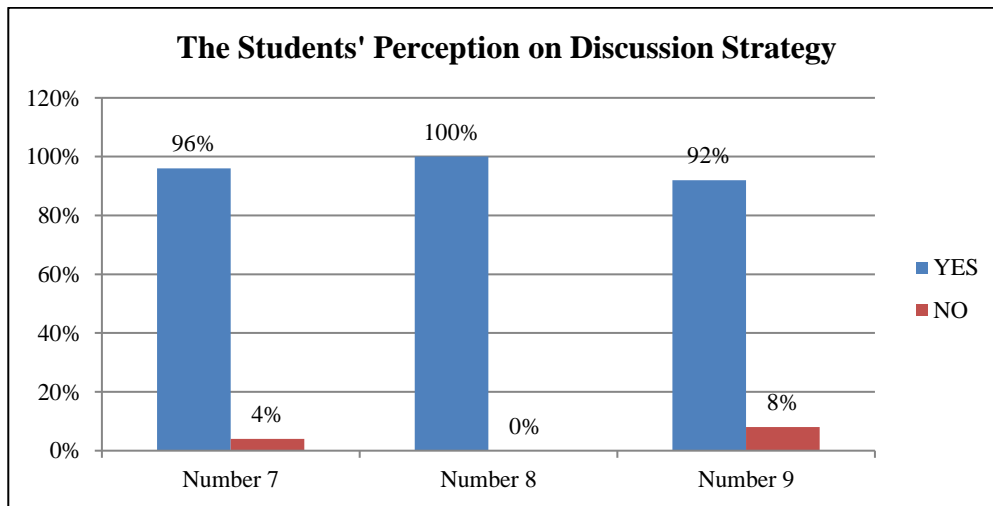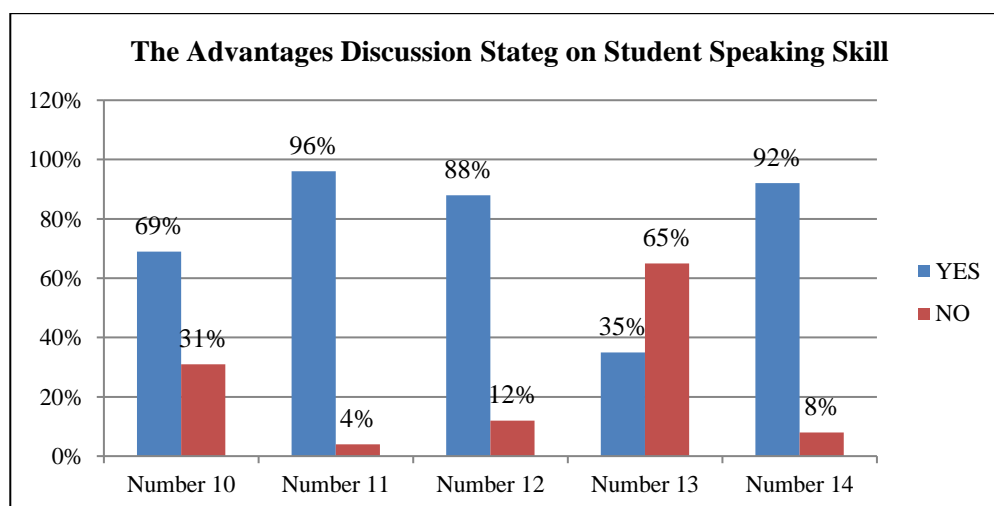

Figure 2 The Students' Perceptions on Discussion Strategy

From Figure 2, in chart number 7 it could be seen that of the 26 respondents there were 25 or 96% of respondents who answered "Yes" if they liked the discussion strategy in learning to speak and 1 or 4% of respondents answered "No", it could be said if almost all respondents liked discussion strategies when speaking learning. In chart number 8 it could be seen that 26

students or 100% of respondents answered "Yes" that speaking class became more interesting when using discussion strategies so all respondents felt learning speaking more interesting with the discussion strategy. In chart number 9 it was known that of the 26 respondents there were 24 or 92% of respondents who answered "Yes" if the discussion strategy was used it made learning to speak more effective while there were 2 or 8% of respondents who answered "No" if by applying the discussion strategy that made learning to speak more effective, so most respondents agree that the discussion strategy was effective for speaking learning. The resulted of previous research also showed that almost all respondents agree with the discussion strategy (Damayanti, 2020). It could be concluded that the majority of respondents had a positive perception of the implementation of the discussion strategy in speaking learning and the discussion strategy received a positive response from the students.

The second category was based on the advantages discussion strategy on student speaking skill.

The Advantages Discussion Stateg on Student Speaking Skill

Figure 3 The Advantages Discussion Strategy on Student Speaking Skill
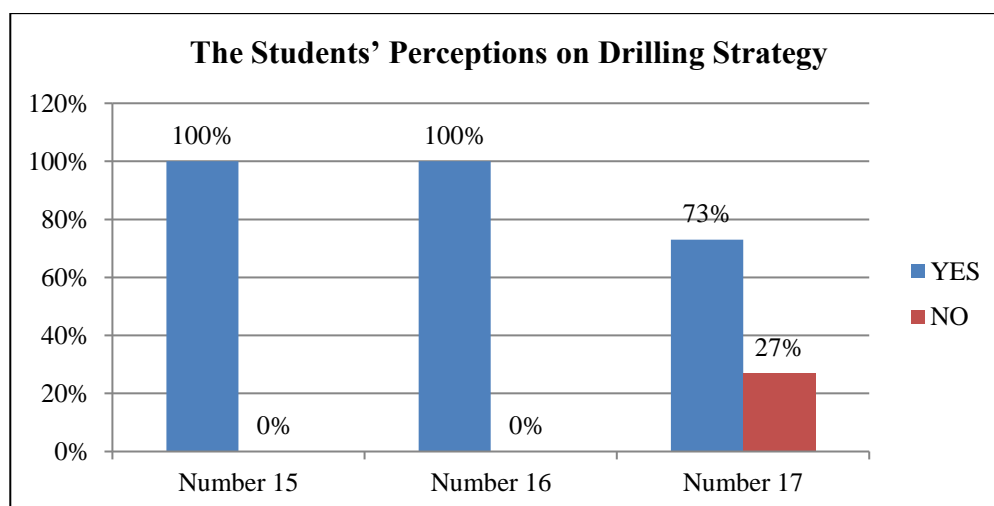
From Figure 3, in chart number 10, it could be seen from the 26 respondents that there were 18 or 69% of the respondents who answered "Yes" if the discussion made them feel confident to speak English while 8 or 31% of

the respondents answered "No" if by applying discussion strategy made them feel confident to speak English so most respondents felt more confident to speak English during discussions. In chart number 11, it could be seen that of the 26 respondents there were 25 or 96% of respondents who answered that they felt that discussing learning to speak with friends was more fun and only one or 4% of respondents answered "No", they were not happy so almost all respondents felt that learning speaking skills was more fun when discussing. In chart number 12, it could be seen that of the 26 respondents there were 23 or 88% of respondents who answered "Yes" if during discussions they gained a lot of knowledge while 3 or 12% of respondents answered "No" if that during discussions they gained much knowledge so most respondents got new knowledge when discussing with their friends. In chart number 13, it could be seen that of the 26 respondents there were 9 or 35% of respondents who answered "Yes" by discussing they could develop critical thinking skills while there were 17 or 65% of respondents who answered "No", they stated could not develop critical thinking skills by discussing, so most respondents are unable to develop critical thinking skills by discussing, but some stated that they were able to develop their critical thinking skills. In chart number 14, it can be seen that out of 26 respondents there were 24 or 92% of respondents who answered "Yes" by discussing they would pay more attention to their friends while there were 2 or 8% of respondents who answered "No" if they pay more attention to their friends during discussions, so by using discussing the respondents they could pay more attention or listen to their friends when expressing their opinions. The previous research also showed that most of the respondents agreed that discussions were very useful for them when learning speaking skills. It could be concluded that students felt the benefits of the discussion strategy (Srinivasan et all, 2007 and Damayanti, 2020).

c) Drilling Strategy

There were two categories in this discussion, those were students' perceptions and the advantages drilling strategy on student speaking skill. The

first category was based on the students' perceptions on drilling strategy in teaching speaking.

Figure 4 The Students' Perceptions on Drilling Strategy

From Figure 4, in chart number 15, it could be seen that 26 students or 100% of respondents answered "Yes" that they liked the drilling strategy when learning speaking, it mean that all respondents stated that they liked the drilling strategy when learning speaking skills. In chart number 16, it could be seen that 26 students or 100% of respondents answered "Yes" that speaking class would be more interesting with discussion strategy, it mean that all respondents stated that they liked the drilling strategy when learning speaking skills. In the chart number 17, could be seen that of the 26 respondents there were 19 or 73% of respondents who answered "Yes" that the drilling strategy was effective for learning speaking while there were 7 or 27% of respondents who answered "No" if it was effective if the drilling strategy was used for learning speaking, it mean that most of the respondents stated that the drilling strategy was effective for learning speaking skills. The results of previous research also showed that respondents showed good perceptions of the drilling strategy. It can be concluded that the drilling strategy received a positive response from the students (Damayanti & Arianto, 2020).

The second category was based on the advantages drilling strategy on student speaking skill.

The Advantages Drilling Stategy On Student Speaking Skill.
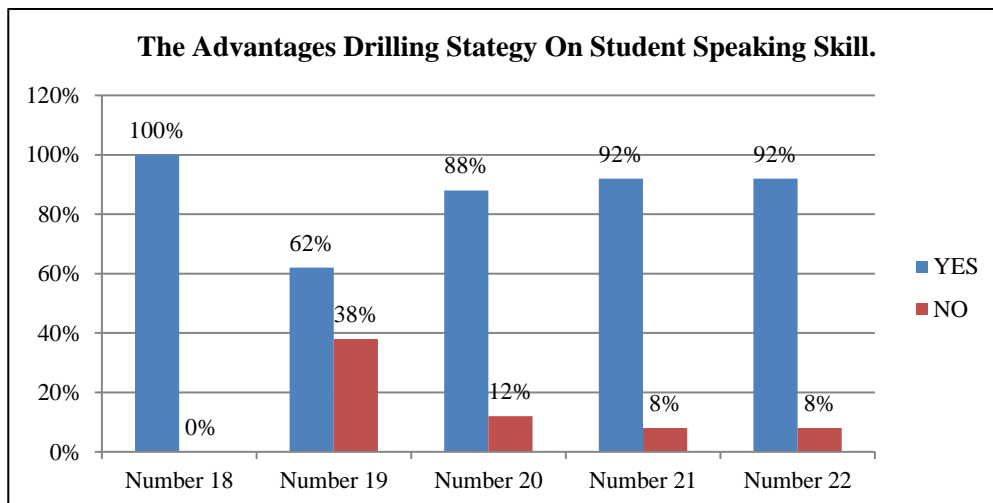
Figure 5 The Advantages Drilling Strategy on Student Speaking Skill
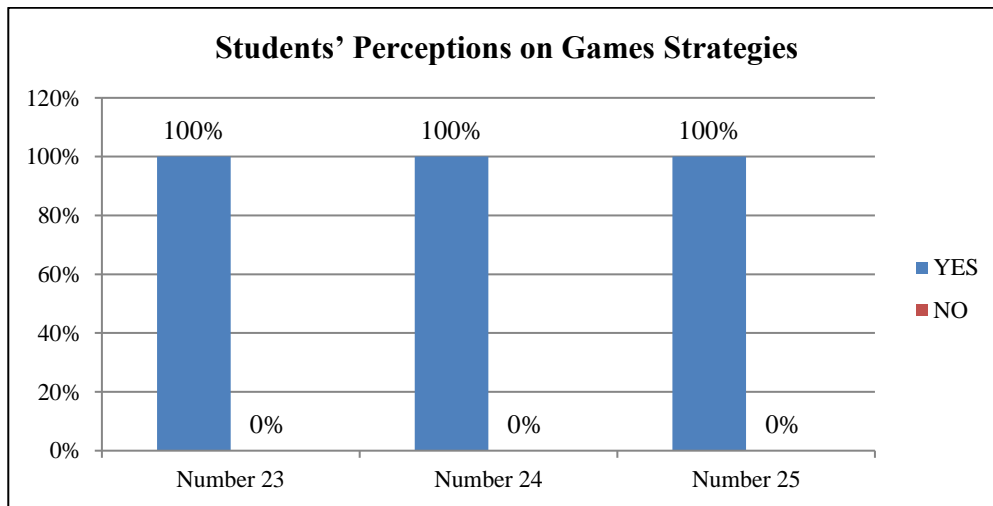
From Figure 5, in chart number 18, it could be seen that 26 students or 100% of respondents answered "Yes" that they felt happy when learning speaking using the drilling strategy, it showed that all respondents stated that they felt happy learning speaking skills by drilling. In chart number 19, it could be seen that of the 26 respondents there were 16 or 62% of respondents who answered "Yes" that they learned or knew new phrases while drilling while there were 10 or 38% of respondents who answered "No" that learn or know new phrases while drilling, it showed that most of the respondents learned new phrases while drilling. In chart number 20, it could be seen that of the 26 respondents there were 23 or 88% of respondents who answered "Yes" that they learned the pronunciation while drilling and there were 3 or 12% of respondents who answered "No" that they learn the pronunciation while drilling, it stated that most of the respondents learned the correct pronunciation while drilling. In chart number 21, it could be seen that out of 26 respondents there were 24 or 92% of respondents who answered "Yes" that they learned new vocabulary while drilling and there were 2 or 8% of respondents who answered "No" that they learn new vocabulary while drilling, it mean that almost all students can learn new vocabulary by drilling. In chart number 22, it

could be seen that out of 26 respondents there were 24 or 92% of respondents who answered "Yes" that they easily memorized new vocabulary by drilling and there were 2 or 8% of respondents who answered "No" that it was easy for them to remember new vocabulary by drilling, it showed that almost all respondents are younger by remembering new vocabulary by drilling. The results of the previous research also showed results if the respondent gets a lot of benefits when learning speaking skills with a drilling strategy. This could be concluded with the drilling strategy students felt many benefits and could develop or hone their speaking skills (Damayanti & Arianto, 2020).

d) Games Strategies

There were two categories in this discussion, those were students' perceptions and the advantages games strategies on student speaking skill. The first category was based on the students' perceptions on games strategies in teaching speaking.
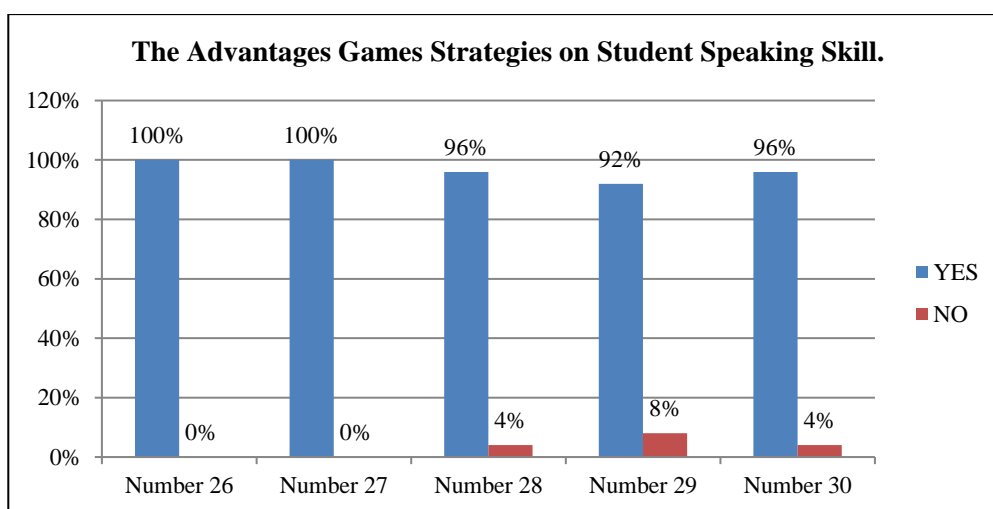

Figure 6 Students' Perceptions on Games Strategies

From Figure 6, in chart number 23, it can be seen that 26 students or 100% of respondents answered "Yes" that they liked games strategies in learning speaking, it mean that all respondents stated that they liked the game strategy that the teacher used in teaching speaking skills. In chart number 24, it could be seen that 26 students or 100% of respondents answered "Yes" that

speaking learning games became interesting, so all respondents felt that using game strategies to learn speaking skills becomes more interesting. In chart number 25, it could be seen that 26 students or 100% of respondents answered "Yes" that they all agreed that the game strategy was effective for learning speaking, it showed that all respondents agree that learning speaking is more effective with game strategies. The results of previous research also showed that all respondents showed a good perception of strategy games. It can be concluded that the game strategy has a positive response from all students and the strategy that is popular with students (Damayanti & Arianto, 2020).

The second category was based on the advantages games strategies on student speaking skill.

Figure 7 The Advantages Games Strategies on Student Speaking Skill

From Figure 7, in chart number 26, it could be seen that 26 students or 100% of respondents answered "Yes" that they were motivated when learning speaking with games, it mean that all respondents stated that games motivated them to be even more active in learning speaking skills. In chart number 27, it could be seen that 26 students or 100% of respondents answered "Yes" that they became more active in learning speaking in class with games, it showed that all respondents became more active when learning speaking with strategy games. In chart number 28, it could be seen that 26 students there are 26 or

96% of respondents answered "Yes" that they received feedback from teachers and friends during games and there were 1 or 4% of respondents who stated that they did not receive feedback while playing, it showed that almost all respondents got feedback from their teachers and friends when learning speaking with strategy games. In chart number 29, it could be seen that out of 26 respondents there were 24 or 92% of respondents who answered "Yes" that learning speaking situations became more fun with games. There are 2 or 8% of respondents who answered "No" that the learner's situation was fun by playing, so most respondents stated that learning speaking games was more fun and not easily bored. In chart number 30, it could be seen that out of 26 respondents there were 25 or 96% of respondents who answered "Yes" that there were games they liked when learning speaking and there were 1 or 4% of respondents who answered "No" that they like games, it mean that almost all respondents like the games used by the teacher, including ball throwing games, whispering games, and others. The results of previous research also showed results if the majority of respondents agree that this game strategy has many advantages for them in learning speaking. It could be concluded that the students agree that this game strategy provides benefits for them when learning speaking (Harmer, 2018; Damayanti & Arianto, 2020).

From the research results collected through interviews and questionnaires, the research concluded that there were several strategies used by the teacher in teaching speaking including discussion, drilling, and games, enabling students to receive a lot of information and knowledge to improve their speaking skills because each strategy used has its own benefits. These results have similarities to previous research conducted by (Damayanti & Arianto, 2020) on Solo Community Language Facts, according to which the strategies used to teach speaking can improve students' speaking skills, have many benefits for students, mentality to speak up, and so on. Members have a good perception of the strategies used by tutors in teaching speaking. It was same with this research where students have a good perception of the strategies used by the teacher in teaching speaking.

CONCLUSION

The results of this research was aimed at finding out the strategies used by teachers in teaching speaking and to describe students' perceptions of the strategies used by teachers in teaching speaking at SMP YP Sunan Dalem Gumeno. From the results of the interviews, the researcher found that teachers have various strategies for teaching speaking such as discussion, drilling, and games. In addition, students think that these strategies make it easier for them to understand the material presented and learning speaking becomes more fun.

The results of the questionnaire and interviews used by the researcher to answer the second research problem showed that all students' perceptions of the strategies used by the teacher in teaching speaking were good or positive from their statements in the questionnaire. They enjoyed the strategies used by the teacher because they could get some benefits from these strategies. The benefits that students got such as increasing the confidence to speak or express their ideas. Meanwhile, from the interviews, the researchers concluded that the strategies used by the teacher could make it easier for students to understand the material presented, practiced English speaking skills, and made them less bored when learning speaking skills in class. Overall, it could be concluded that students had a positive or good perception of the strategies used by the teacher in teaching speaking.

The suggestion, for the teacher, even though students give good perceptions of the strategies used by the teacher in teaching speaking, it is better for the teacher to use more interesting and fun strategies for students, so that they feel interested in learning speaking skills. Teachers can be more creative in using learning media so that students can easily understand the material presented. For the student, Even though students give good perceptions of the strategies used by the teacher in teaching speaking, it is better for the teacher to use more interesting and fun strategies for students, so that they feel interested in learning speaking skills. Teachers can be more creative in using learning media so that students can easily understand the material presented. For next researcher, the researcher realizes that this research is far from perfect. However, it is hoped that future

researchers who carry out the same research can analyze students' perceptions of the strategies used by teachers in other skills such as: listening, speaking, and writing. More research on other subjects of English subjects can also be researched to broaden the scope of study.

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