

**STUDENTS' PERCEPTION TOWARD EFL TEACHERS' STRATEGIES
IN SPEAKING SKILL PRACTICE IN EIGHT-GRADE AT SMP
MUHAMMADIYAH JAYAPURA**

Undergraduate Thesis

Submitted to the Faculty of Education Teacher Training as a Requirement for the
Bachelor Degree of Education (S.Pd) in the English Education Department



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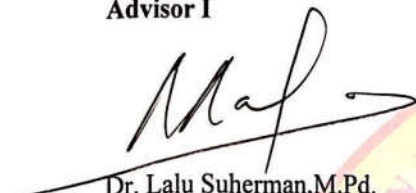
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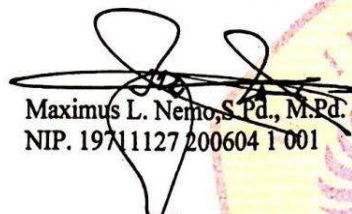
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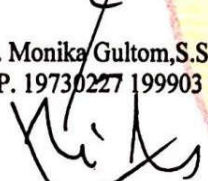
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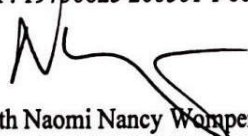
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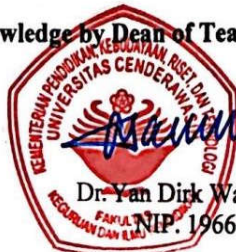

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MOTTO

“Live as if you were to die tomorrow. Learn as if you were to live forever”.

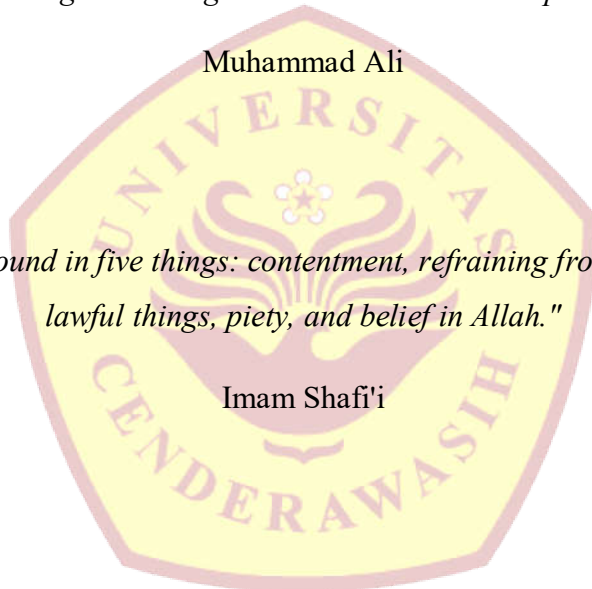
Mahatma Gandhi

“He who is not courageous enough to take risks will accomplish nothing in life”.

Muhammad Ali

“Goodness is found in five things: contentment, refraining from harm, seeking lawful things, piety, and belief in Allah.”

Imam Shafi'i



DEDICATION

This paper is sincerely dedicated to my beloved parents,
father (Mr. Sajito) and mother (Mrs. Jaklatin,S.Pd),
my younger sister (Rani Puji Lestari), my extended family.

All my English study program friends who prayed, encouraged and supported me during the years of my academic living up to completing this thesis as well as my English study program lecturers who have guided and dedicated their honorable knowledge and skills to prepare me becoming candidate of professional English language teachers.



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Finally, the author hopes that this thesis can be useful for all parties, especially for readers and other researchers whose related issues dealing with this thesis.

Jayapura, September 23th, 2023

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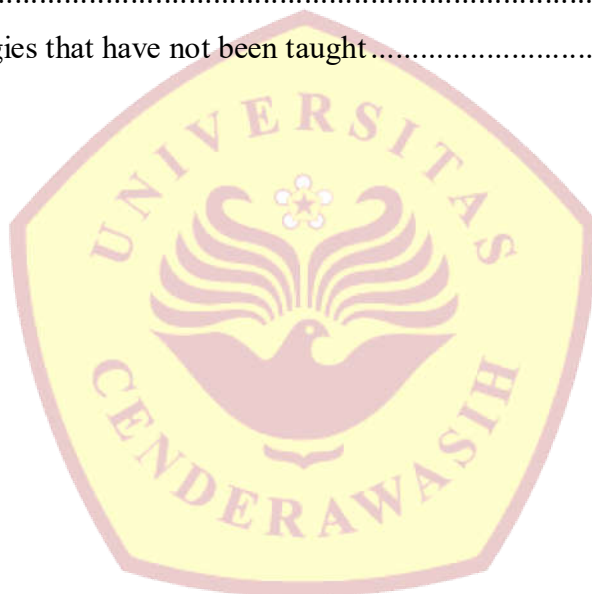
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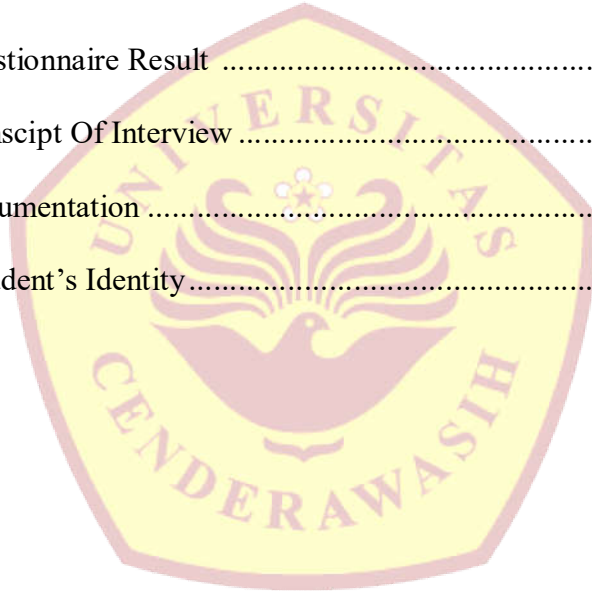
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ABSTRACT

Kafi, Ade Sindy Kurnia. 2023. Students' Perception Toward Efl Teachers' Strategies in Speaking Skill Practice in Eight-Grade at SMP Muhammadiyah Jayapura, Thesis, English Education, Department, Faculty of Education and Teacher Training, Cenderawasih University Jayapura. Advisor I : Dr. Lalu Suhirman,M.Pd; Advisor II : Maximus L. Nemo,S.Pd.,M.Pd.

Keywords : Teacher Strategy, Speaking, Teaching speaking

This research aims to (1) describe the perceptions of class VIII students regarding the methods used by English teachers in teaching English speaking skills at Muhammadiyah Jayapura Middle School (2 identify what methods most students like and think can motivate them to be able to speaking English. (3) identify obstacles that interfere student in speaking English. The design of this study uses a descriptive-qualitative method. The sample for this research was class 8 consisting of 6 study groups, with a total of 134 students, while the sample used was 3 study groups consisting of 97 students. The sampling technique used was a purposive sampling because these 3 study groups had been taught by the same teacher (the teacher who is currently being used as a source of information). The instruments used to collect data in this research were interviews and questionnaires. Interviews were used to collect data related to students' perceptions of the types of methods used by EFL teachers in speaking skills in the classroom. while a questionnaire is used to identify the speaking skill method most preferred by students. To find out the obstacles faced by students in speaking skills, interviews were conducted as well as observations regarding the availability of learning facilities. The research results show that EFL teachers use various strategies in teaching speaking skills in the English language learning context. There are 4 strategies that they like most from several speaking skill strategies presented in the questionnaire, namely: "taboo" and annoying letters, playing short, imitating, and discussing with percentages of 80%, 79%, 72%, and 72% respectively. Additionally, EFL teachers often ask direct questions to encourage student participation resulting in quick responses. Students are required to answer the teacher's questions in English as a means of honing their speaking skills.

ABSTRAK

Kafi, Ade Sindy Kurnia. 2023. Students' Perception Toward Efl Teachers' Strategies in Speaking Skill Practice in Eight-Grade at SMP Muhammadiyah Jayapura, Thesis, English Education, Department, Faculty of Education and Teacher Training, Cenderawasih University Jayapura. Advisor I : Dr. Lalu Suhirman,M.Pd; Advisor II : Maximus L. Nemo,S.Pd.,M.Pd.

Keywords : Teacher Strategy, Speaking, Teaching speaking

Penelitian ini bertujuan untuk (1) mendeskripsikan persepsi siswa kelas VIII mengenai metode yang digunakan oleh guru bahasa Inggris dalam mengajarkan keterampilan berbicara bahasa Inggris di SMP Muhammadiyah Jayapura (2) mengidentifikasi metode apa yang paling disukai siswa dan menurut mereka dapat memotivasi mereka untuk dapat berbicara bahasa Inggris. (3) mengidentifikasi hambatan yang mengganggu siswa dalam berbicara bahasa Inggris. Desain penelitian ini menggunakan metode deskriptif-kualitatif. Populasi penelitian ini adalah kelas 8 yang terdiri dari 6 rombongan belajar, dengan jumlah siswa 134 orang, sedangkan sampel yang digunakan adalah 3 rombongan belajar yang terdiri dari 97 orang. Teknik pengambilan sampel yang digunakan adalah purposive sampling karena 3 rombongan belajar tersebut diajar oleh guru yang sama (guru yang saat ini dijadikan sumber informasi). Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah wawancara dan kuesioner. Wawancara digunakan untuk mengumpulkan data terkait persepsi siswa terhadap jenis metode yang digunakan oleh guru EFL dalam keterampilan berbicara di kelas, sedangkan kuesioner digunakan untuk mengidentifikasi metode keterampilan berbicara yang paling disukai oleh siswa. Untuk mengetahui kendala yang dihadapi siswa dalam keterampilan berbicara, dilakukan wawancara serta observasi terkait ketersediaan fasilitas pembelajaran. Hasil penelitian menunjukkan bahwa guru EFL menggunakan berbagai strategi dalam mengajarkan keterampilan berbicara dalam konteks pembelajaran bahasa Inggris. Ada 4 strategi yang paling mereka sukai dari beberapa strategi keterampilan berbicara yang disajikan dalam kuesioner, yaitu: "tabu" dan huruf yang mengganggu, bermain singkat, menirukan, dan berdiskusi dengan persentase masing-masing 80%, 79%, 72%, dan 72%. Selain itu, guru EFL sering mengajukan pertanyaan langsung untuk mendorong partisipasi siswa yang menghasilkan respon cepat. Siswa diharuskan menjawab pertanyaan guru dalam bahasa Inggris sebagai sarana untuk mengasah kemampuan berbicara mereka.