

Implementing School Policy: Teachers' Strategies in Improving Students Speaking Ability

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ABSTRACT

The problem of learning language skills especially speaking still exists in many educational institutions in Indonesia. For schools and English teachers, overcoming this problem becomes a huge challenge because Indonesian learners still underestimate the capability of formal educations also English teachers to educate them in the right way. This research will investigate the school's policy and the teachers' strategies in improving students' speaking ability in a Bilingual High School in Indonesia. The research questions to be are what the school policy is on improving students' speaking ability, what the teachers' strategies are in implementing the school policy to improve students' speaking ability. A case study is employed for this research. The data of this research is taken from an in-depth interview with English teachers and school officials, observation, and documentation. The techniques of data verification in this research are using triangulation technique and member check. The purposes of this research are to show the positive teachers' strategies in implementing school policy in improving students' speaking ability.

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Keywords:¹

Teachers' role, school policy, speaking ability.

INTRODUCTION

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language, because speaking skill is the most important skill out of four skills – reading, listening, writing, and speaking –, as Ur (2009) says, "Of all four skills, speaking is considered to be able to be the most important skill" (p. 120). However, speaking skill is an important skill that language learners should master when they learn a language. It means learning a language is not only learning about theory but also how to practice it in real communication, as the function of language. In other words, the ability of speaking can measure the success of learning the language.

Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate properly. Harmer (2007, p. 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or to clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, ask and give services, and others. Yet, to most people, speaking is the most difficult part in learning a foreign language because its usage sense involves the manifestation either of the phonological system or the grammatical system of the language. By the time we think of what we want to say, we also have to think about what words to use, how to conjugate them, how to construct the sentence, and how to pronounce it. So, we need to respond to every word quickly. We have to recall grammar and vocabulary quickly when we have a conversation.

Practically, at schools, English should not only be taught but also used to communicate (Thanasoulas, 2001). Learners often hesitate to speak because they are afraid of pronouncing the words wrongly or the students feel really shy about talking in front of other students, although everyone knows that the best way to speak a language as knowing the language and therefore view learning the language is learning how to speak the language, because success is measured in terms of ability to carry out conversation in the target language. Therefore, if the students do not learn how to speak in the language classroom, they may soon get bored and lost interested in learning a foreign language. On the other hand, if

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the right activities are taught in the right way, speaking in the class can be a lot of fun, raising general motivation and making the English classroom a fun and dynamic place to be.

Teaching speaking is not an easy job. The students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students' speaking skill is still low. According to Brown (2007, p. 270), some features make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, the intonation of English and interaction. Even though speaking skill is very important to ensure the learners' language ability; in fact, almost every school in our country only applies to teach English in giving knowledge of grammar and vocabulary to the learners. The students can't speak English well because they don't use English in their daily lives. The fact shows that the students can't speak in English though they learned it for several years. English should not only be taught but also used to communicate effectively. Learners need giving an understanding of the use of English for communication. Consequently, the teachers may have to conduct some techniques of teaching speaking to encourage the students to practice this skill. Because of the reasons above, some schools and institutions establish some strategies to improve students speaking skill. To produce good learners in their speaking ability, the teacher has to do some processes in the teaching and learning process such as deciding the strategies of teaching speaking or planning the activities to motivate the students in their speaking ability. Besides, there are some schools which are successful enough in handling English as a foreign language lesson. The success of the schools in providing an English lesson is supported by some factors, for instance has innovative strategy and motivation (Syafaruddin, 2008).

School has vital roles in facilitating students' learning process. School is one of the main factors in achieving the success of teaching and learning because it has many strategies to achieve vision and mission. Also, Kyriakides et al. (2015) give the opinion that each organization needs to develop a policy that connects its vision and goals to internal operations. School has strategies that are useful for teachers, students, and staff. What is meant by the school in this context is the schools' leader resulting in schools' policy. Several studies have been conducted by some researchers to discuss the importance of establishing effective school policies which may affect improving student learning outcomes (Hattie, 2009; Reynolds et al., 2014; Kyriakides et al., 2015). Spillane (2005), as cited in Kyriakides et al., (2015) argues that local school systems are more than mere implementers of top-down educational policies. Schools should be allowed to respond to national policy initiatives by developing and adapting their distinct policies. It means that increasing schools' authority and flexibility will create better and more effective teaching and learning processes. Moreover, the success of the school in handling good teaching speaking is not far from the contribution of the teachers in implementing the school's policy for the students. The teachers bridge between the school's policy and the students' needs. Teachers have to perform appropriate strategies for speaking in teaching and learning processes, because the difference in students' speaking proficiency may depend on the teachers' use of strategies. The ideal role of the teacher in the teaching and learning process is organizing a classroom to be an interactive classroom. Good communication between teachers and students shows an indicator of teaching success. Teachers need to control students in the learning process and performing various learning processes because various learning processes can build a good learning situation. Teachers' strategy is also useful to increase teachers' capability in delivering material so the students get building their desire to study (Brown, 2007, p.117).

Some previous studies on the theme of school policy have been conducted by some researchers. Kyriakides et al. (2015) conducted a longitudinal study about The Impact of School Policy and Stakeholders' Action on Student Learning. This study was proposed a theoretical framework on how school policy can promote student learning. Here, school policy was considered to have an indirect effect on students' achievement by changing school stakeholders' action toward improving the school learning environment and teaching practice. A reciprocal relationship between school policy and stakeholders' action was also considered in this study. This study used a longitudinal study to test the framework's main assumption. Frick et al. (2012) conducted a study entitled "Responding to the Collective and Individual 'Best Interests of Students': Revisiting the Tension between Administrative Practice and Ethical Imperatives in Special Education Leadership". This study examined how elementary principals interpret their experience of leadership decision making as a moral activity in relation to the Ethic of the Profession and Model for Students' Best Interests. Here, a phenomenological research method was used to capture administrators'

perspective involving moral practice and ethical decision making as it relates to students with disabilities. The main data collection method here was interview.

A case study entitled "In the 'best interest' of the student: perceptions and implications for leadership practices in secondary schools in Kenya" conducted by Jwan in 2011 discussed the contrasting views of what constitutes the 'best interests' of students and the implications of such perceptions for leadership practices in secondary schools in Kenya. The study was in two phases. The first phase included interviews with twelve school principals to explore their perspectives on democratic school leadership and provide a rationale for selecting the two case schools. The second phase was a case study of two schools. The findings here suggested that the leadership practices perceived by most principals and teachers to be in the 'best interests' of students were contentious and in direct contrast to what the students considered to be in their best interests. Moreover, a case study conducted by Flores in 2004 about the impact of school culture and leadership on new teachers' learning in the workplace explored the ways in which school culture and leadership impact on new teachers' learning in the workplace. This study was carried out over a two-year period and involved a cohort of 14 new teachers and 18 elementary and secondary schools. Here, data were collected through semi-structured interviews with the new teachers and head teachers and a questionnaire which was also administered to all staff in each of the schools. Findings here suggested the key role of school culture and leadership in (re)shaping teachers' response to the institutional and situational constraints of the workplace and their learning and socialization process at school. In addition, a study conducted by Blasé and Blasé in 1999 entitled "Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools" examined teachers' perspectives on principals' everyday instructional leadership characteristics and the impacts of those characteristics on teachers. In this study, over 800 American teachers responded to an open-ended questionnaire by identifying and describing characteristics of principals that enhanced their classroom instruction and what impacts those characteristics had on them. All of the studies above more less have some similarities in term of school leadership. Most of them discussed the impact of school policy on students' learning in general. Yet, none of them discussed about school policy's implementation on a specific term such as students' speaking ability. Thus, the researcher here wants to discover some school policies that encourage the student in improving their speaking skill and the ways how the teachers implement those policies in teaching and learning processes. School has a vital role in making output in terms of students (Kyriakides et al., 2015). School has a policy in determining teachers' and students' roles. Every school is different from the others. People judge the differences based on the culture of each school. Every school has a different culture to reach schools' visions and missions. It is important for the school to develop a policy that connects its vision and goals to internal operations (Kyriakides et al., 2015). School has strategies that are useful for teachers, students, and staff. One kind of policy is implementing the national curriculum to reach an educational purpose. In this country, the curriculum containing some educational goals implemented in all schools. In implementing the curriculum, schools provide some lessons. The school policy in offering lesson impacts teachers' preparation. Meanwhile, the national curriculum can be developed based on schools' leader ideas. The national curriculum contains a standard curriculum for standard education.

However, there are chances for schools to develop a standard curriculum in increasing their quality. The consideration of development is based on the schools' leader itself (Blasé & Blasé, 1999). The fact shows that students' input in each school is different. So, this is possible that a certain school may compete with another school to reach a good output. Good quality of schools' output can be identified by the students' mastery. Thus, developing a curriculum is needed. The developed curriculum can increase students' quality, in which they can build a learning strategy. It is possible that the school develops an English lesson and makes policy on how to practice to use English. Besides, to obtain a good result from the school policy, the school needs the contribution of the teachers in implementing the school's policy for the students. The teacher has numerous roles and they can be grouped in various ways. Consideration of the school as an institution that should contribute to the overall development of each student influenced the increase in the number of roles that a teacher has to realize. Harden & Crosby (2000) as cited in Zlatkovic et al. (2012) state that the teacher is certainly more than a lecturer. Teachers' role is important because their implementation in the educational process ensures the quality of human and social resources of society.

According to Nunan (2003:156), there are some principles for teaching speaking: 1.) Give students practice with both fluency and accuracy. At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency; 2.) Use group work or pair work. To improve students' speaking skill, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson." In this way, the students will get a chance to interact and practice the language with other students. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques: 1.) Use techniques that cover the spectrum of learner needs, from the language-based focus on accuracy to the message-based on interaction, meaning, and fluency; 2.) Provide intrinsically motivating techniques; 3.) Encourage the use of authentic language in meaningful contexts; 4.) Provide appropriate feedback and correction; 5.) Capitalize on the natural link between speaking and listening; 6.) Give students opportunities to initiate oral communication; 7.) Encourage the development of speaking strategies. Another strategy for teaching speaking is using authentic material. According to Kuimova (2011), authentic material can develop students' speaking ability. Kuimova (2011) states the use of authentic materials in classrooms is important as it performs a lot of functions: widening and reinforcement of language knowledge, language material training, and development of abilities in oral speech. Also, the other teachers' role in speaking the classroom is the teacher's deciding activities for speaking the classroom. Harmer (2001, p. 348-352) states six classroom speaking activities. They are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1.) In the playing scripts, the students need to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process; 2.) Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities; 3.) Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussions. For example, students are expected to predict the content of a reading text or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor of or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their thoughts on the subject; 4.) Prepared talks. Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible, students should speak from notes rather than from a script; 5.) Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any appropriate topic. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks; 6.) Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations. Students

can act out simulation as them or take on the role of completely different characters and express thoughts and feelings as they doing in the real world.

Besides, Kayi (2006:52-54) in the *Internet TESL Journal* suggested some activities to promote speaking: 1.) Information Gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language; 2.) Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas; 3.) Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability but also get the attention of the class; 4.) Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class; 5.) Reporting. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class; 6.) Picture Describing. Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then, a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills; 7.) Find the Difference. For this activity, students can work in pairs and each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role-play activities when they teach expressions. Teachers can ask them to write some dialogues and after that, they have to act them out in front of the class. It may be used by the teachers in using acting from a script. In the discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English

METHODOLOGY

This research was intended to know what the school policies in improving students' speaking ability are, and what the teachers' role in implementing the school policies to improve students' speaking ability. The research was conducted in a Bilingual High School in Indonesia that applies English as the instruction language. The subjects of this research are the school principal, the school staff, English teachers and students of tenth grade of the selected school. There are four English teachers who became the subjects of this research, a female English teacher, and three male English teachers.

The students who became subjects of this research are students from tenth grade, which consisted of 125 male students and 188 female students between the ages of 14-16. There was 12 classes in level X (10th grade), and all of them were science major. The school was actually focused on science major and did not open for other majors. From the 12 classes, they were divided into 3 major classes based on the main learning method implemented for the classes. They are: Cambridge Class which implemented Cambridge

International Curriculum as the main curriculum, ICT (Information and Communication Technology) Class which implemented ICT-based learning, and Tahfidz Class which had some extra programs focus on students' tahfidz progress. The total numbers of the level X students were 313 and each class consisted of 21 to 35 students.

The data of this research were taken from the interview with the school principal, the school staff, English teachers and students, observation, and documentation. The instruments here are field notes, interview transcripts, and some documents such as teachers' lesson plans, the teachers' speaking assessment sheets, and some pictures of speaking activities. Teachers' lesson plan was used to enrich information about teaching speaking strategies and speaking activities which were conducted by the teacher. Teachers' speaking assessment sheets were used to enrich information about speaking assessment techniques that were used by the teacher. The techniques of data verification in this research were using triangulation technique and member check. To analyze the data, the researcher conducted some steps included organizing and coding, summarizing, and interpreting the data. (Arikunto, 2002; Ary et al., 2002; Sugiyono, 2010).

FINDINGS

The research shows that the subject school makes an influential school policy that encourages improving the students' speaking ability. There are three kinds of English classes in the school. English Regular Class and English Peminatan Class which is appropriate with the National Curriculum, then English Conversation Class which has an essential role in improving the students' speaking ability. The conversation class uses the developed curriculum which focuses on speaking and listening teaching and learning activity. English Regular Class and English Peminatan Class have one meeting in a week for tenth grade, and English Conversation Class has two meetings in a week for tenth grade. So, there are four meetings for the English class at tenth grade in the school.

Moreover, the teachers have important roles in implementing the school policy to improve the students' speaking ability. The teachers have to apply some appropriate strategies in implementing the school policy. The data about teaching speaking strategies were taken from observation, interview, and documentation techniques. The data about teaching speaking strategies which has been taken from the observation technique were: give students practice both fluency and accuracy, provide appropriate feedback and correction, capitalize on natural link between speaking and listening, and give students opportunities to initiate oral communication; the data about teaching speaking strategies which has been taken from interview technique were: give students practice both fluency and accuracy, provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, and use authentic material; then, the data about teaching speaking strategies which has been taken from documentation technique were: use pair work or group work and provide appropriate feedback and correction.

From several techniques of collecting data –observation, interview, and documentation– above, it could be concluded that teaching speaking strategies which have been conducted by English teachers of the subject school were: give students practice with both fluency and accuracy and Provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, give students opportunities to initiate oral communication, and use authentic material.

The summary of the findings of teaching speaking strategies implemented by the teachers is presented in Table 1.

Table 1. Teaching speaking strategies

Teaching Speaking Strategies	Teachers			
	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Give students practice with both fluency and accuracy	✓	✓	✓	✓
Provide appropriate feedback and correction	✓	✓	✓	✓
Use group work or pair work	✓	✓		
Provide intrinsically motivating techniques	✓	✓	✓	✓
Capitalize on natural link between speaking and listening	✓	✓	✓	✓
Give students opportunities to initiate oral communication	✓	✓	✓	✓
Use authentic material	✓	✓	✓	✓

In addition, the teachers also have some roles in conducting the speaking activities to help the students improving their speaking ability. The data about speaking activities were taken from observation, and interview techniques. The data about the speaking activity which has been taken from observation technique were: discussion, communicative games, describing something, and sharing; the data about the speaking activity which has been taken from interview technique were: discussion, communicative games, sharing, debate, prepared talks or presentation, and singing songs.

From several techniques of collecting data –observation, and interview– above, it could be concluded that speaking activities which have been conducted by English teachers of the subject school were: discussion, communicative games, debate, describing something, sharing, prepared talks or presentation and singing songs.

The summary of the findings of speaking activities conducted by the teachers to improve students' speaking ability are presented in Table 2.

Table 2. Speaking activities

Speaking activities	Teachers			
	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Discussion	✓	✓	✓	✓
Communication games	✓	✓		✓
Debate	✓			
Describing something		✓	✓	
Sharing	✓	✓	✓	✓
Prepared talks/ Presentation		✓	✓	✓
Singing songs		✓		✓

Discussion and Suggestions

The research shows that school policy has an important role in improving students' speaking ability. It is also strengthened by some previous studies (Kyriakides et al., 2015; and Haruthaithanasan, 2018), which show that school policy has some impacts on teachers' actions and students' learning.

Besides implementing the national curriculum, the school also has a policy in developing the curriculum based on schools' leaders and other stakeholders' ideas. However, there are chances for schools to develop a standard curriculum in increasing their quality. Good quality of schools' output can be identified by the students' mastery. Thus, developing a curriculum is needed. The developed curriculum can increase students' quality, in which they can build a learning strategy. It is possible that the school develops an English lesson and makes policy on how to practice to use English.

Teachers have to perform appropriate strategies for speaking in teaching and learning processes to succeed in the school policy about some additional programs in improving students' speaking ability, because the difference in students' speaking proficiency may depend on the teachers' use of strategies. Good communication between teachers and students shows an indicator of teaching success. Teachers need to control students in the learning process and performing various learning processes because various learning processes can build a good learning situation. Teachers' strategy is also useful to increase teachers' capability in delivering material so the students get building their desire to study (Brown, 2001). The researcher used teaching speaking strategies suggested by Nunan (2003), Brown (2001), and Kuimova (2011). According to Nunan (2003), there are some principles for teaching speaking: give students practice with both fluency and accuracy, and use group work or pair work. Brown (2001) states that there are some teaching speaking strategies. They are: use techniques that cover the spectrum of learner needs, from the language-based focus on accuracy to the message-based on interaction, meaning, and fluency, provide intrinsically motivating techniques, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, and give students opportunities to initiate oral communication. Also, according to Kuimova (2011), authentic material can develop students' speaking ability. Kuimova (2011) states the use of authentic materials in classrooms is important as it performs a lot of functions such as widening and reinforcement of language knowledge, language material training, and development of abilities in oral speech.

One of the teachers' roles in speaking the classroom is the teacher's deciding activities for speaking the classroom. Teaching speaking should be taught in attractive and communicative activities. The teachers have to decide appropriate activities based on the students' needs and time allocation. Harmer (2001) argued that it is essential for teachers to develop speaking through interesting and relevant activities, in a contextualized manner, and related to the communicative necessities of the given population. This way, it is assumed that communication will take place in the language classroom and students will have the opportunity to use the target language in real-life scenarios.

There are many types of classroom speaking activities. Harmer (2001) states six classroom speaking activities. They are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. Kayi (2006) adds some activities to promote speaking: information gap, brainstorming, storytelling, interviews, reporting, picture describing, and find the difference. If the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Good speaking activities can build students' confidence in speaking. The English teachers of the school have conducted some speaking activities in the class to encourage their students to speak ups: discussion, communicative games, debate, describing something, sharing, prepared talks or presentations and singing songs. Cazden (1991) argues that speaking activities have a central role in oral participation inside a classroom, these strongly impacts positively the English oral performance of students. Speaking activities are very interesting to be held in the class because the students frequently will be more refresh if a speaking activity conducted in the class. The teachers sometimes use speaking activity to get rid of students' boring in the class.

In teaching speaking, teachers often found many problems to encourage the students to speak up. Thus, the teachers have some important roles in implementing the school policy to succeed in improving students' speaking ability. The teachers have to perform appropriate strategies for speaking in teaching and learning processes to motivate the students to perform speaking skill, because the difference in students' speaking proficiency may depend on the teachers' use of strategies. Teachers' strategy is also useful to increase teachers' capability in delivering material so the students get building their desire to study.

There are some strategies of teaching speaking performed by the teachers: give students practice with both fluency and accuracy and Provide appropriate feedback and correction, use group work or pair

work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, give students opportunities to initiate oral communication, and use authentic material.

In teaching speaking, teachers conducted some speaking activities in the class, they are: discussion, communicative games, debate, describing something, sharing, prepared talks or presentation, and singing songs. It is also not an issue that speaking activities can make students motivated to learn. Within speaking activities, students will more concern to learn in the class, and also it can prevent students' boring in the learning process. Besides, teachers can choose an activity that related to the topic and objective of the lesson. Besides, they have considered the situation, condition of the students and materials that will be taught. Because those all are important in improving students' speaking proficiency.

Also, the researcher would like to give some suggestions as a consideration which is important for other school principals, English teachers, other students, and other researchers. For other school principal, it is impressive and challenging to discuss among the stakeholders, school staffs, and school teachers about the appropriate school policies which encourage the improvement of the teaching and learning outcomes of the school. It is important for English teachers to teach speaking communicatively because the measurement of successful learning language is based on speaking proficiency. To reach it, teachers have to perform appropriate teaching speaking strategies and conduct interactive speaking activities. Besides, students also need an appropriate situation to encourage them to speak English confidently. Students should challenge their selves to speak up bravely in the class or out of class, because the ability of speaking can measure English comprehension. Students should learn speaking more because, with good speaking proficiency, it can motivate students to comprehend other English skills and competences, thus students can have good English proficiency. For other researchers who will develop this study, this research can be a starting point for broadening more comprehensive research. There are many aspects related to teaching speaking. Research on a single aspect of teaching speaking cannot give the researcher enough information for teaching speaking, because all aspects of teaching speaking are synchronizing each other. Other researchers who found deficiencies in this study could make improvement research, especially in the field of school policies towards students' skill improvement.

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