

ABSTRACT

Fuady, Muhammad Zauharul (2023) EFL Students' Perceptions of The Teacher's Strategies in Teaching English Speaking in Rural Junior High School

Speaking is an essential communication tool that needs to be achieved. It is not easy to master English speaking skills, especially for students who study in rural areas. Teachers are required to prepare appropriate teaching strategies in order to optimize the learning process. In addition, students' perceptions are also needed to assess the suitability of the teaching strategies applied by the teacher. This study examined the teacher's strategies in teaching English speaking in a rural junior high school and the students' perceptions of the strategies used by the teacher.

A case study was selected to collect data. The data was carried out through observations, questionnaires, and interviews. Classroom observations and teacher's interviews were used to explore the teacher's strategies in teaching English speaking. In addition, using questionnaires and student interviews, this study explored the students' perceptions of the teacher's strategies. In selecting participants, purposive sampling was employed. An English teacher was selected to observe and interview. The overall number of questionnaire participants was thirty students, and three of them were selected for the interview.

The results of this study indicate that the teacher used several strategies in teaching English speaking in a rural school. Those were role-playing, describing pictures, storytelling, questioning, drilling, dialogue, presentation, outside-class task, communication games, and small group discussions strategy. Among those strategies, questioning, drilling, short dialogue, small group discussions, and communication games strategy were the most effective strategies used by teachers in teaching English speaking in a rural school. However, there were several factors that pose challenges in implementing the teacher's strategies, such as a lack of students' competence and limited facilities. Moreover, the students had positive perceptions of the strategies used by the teacher. It can be seen from the results of students' questionnaires and interviews, which indicate that students are enthusiastic about implementing the teacher's strategies. Unfortunately, students had a negative perception of the presentation strategy. It was caused by a lack of vocabulary, fear of making mistakes, and lack of confidence.

This research suggests several strategies that can be used by the teacher when teaching English speaking in rural schools. Further, the findings of this research are expected to assist English teachers in developing appropriate teaching strategies, especially in teaching English speaking in rural schools.

Keywords: *Students' perceptions, teacher's strategies, speaking skills, rural schools*