

**AN ANALYSIS OF STRATEGIES USED BY TEACHERS IN TEACHING
SPEAKING AT SMP NEGERI 1 BAGAN SINEMBAH RAYA**

A THESIS

*Intended to Fulfill One Requirement for the Award of Sarjana Degree in
English Language Teaching and Education Islamic University of Riau*



YESI ARYANI
186310923

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022**

THESIS APPROVAL

TITLE

AN ANALYSIS OF STRATEGIES USED BY TEACHERS IN TEACHING SPEAKING AT SMP NEGERI 1 BAGAN SINEMBAB RAYA

Name : Yesi Aryani
Student Number : 186310923
Place/date of birth : Bagan Batu / March, 27th 2001
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Advisor

Muhammad Ilyas, S.Pd., M.Pd
NIDN. 1021068802

Head of English Language Education

Muhammad Ilyas, S.Pd., M.Pd
NPK. 160702565
NIDN. 1021068802

Penata/Lektor/iHC

This Thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, May 2022

The Vice Dean of Academic

Dr. Chyanti Eka Putri, S.Pd., M.Ed
NIK 091102367
NIDN. 10050682



SKRIPSI

AN ANALYSIS OF STRATEGIES USED BY TEACHERS IN TEACHING
SPEAKING AT SMP NEGERI 1 BAGAN SINEMBAH RAYA

Name : Yesi Aryani
Student Number : 186310923
Study Program : English Education


UNIVERSITAS ISLAM RIAU
THE CANDIDATE HAS BEEN EXAMINED


Monday, May 2022


THE EXAMINERS COMMITTEE

Head Advisor

Examiners


Muhammad Ilyas, S.Pd., M.Pd
NIDN. 1021068802


Dra. Betty Sailun, S.Pd., M.Pd
NIDN. 0027046002



Andi Idayani, S.Pd., M.Pd
NIDN. 1026048501

This Thesis has been approved to be one of requirement for award as Sarjana
Degree in English Study Program. Faculty of Teacher Training and Education

Universitas Islam Riau

Pekanbaru, May 2022

The vice dean of academic


Dr. Miranti Eka Putri, S.Pd., M.Ed
NIK. 091102367
NIDN. 10050682

LETTER OF NOTICE

The advisor hereby notifies that :

Name : Yesi Aryani
Student Number : 186310923
Place/date of birth : Bagan Batu / March, 27th 2001
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Has completely written a thesis which entitled :

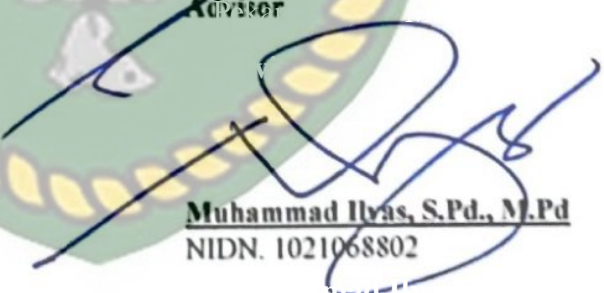
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It is ready to be examined.

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Pekanbaru, May 2022

Advisor


Muhammad Ilyas, S.Pd., M.Pd
NIDN. 1021068802



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UNIVERSITAS ISLAM RIAU**

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Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

**KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2021/2022**

NPM : 186310923
 Nama Mahasiswa : YESIARYANI
 Dosen Pembimbing : I. Muhammad Ilyas, S.Pd., M.Pd 2.
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : Analisis Strategi Yang Digunakan Guru Dalam Mengajar Speaking Di SMP Negeri 1 Bagan Sinembah Raya
 Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Strategies Used by Teachers in Teaching Speaking At SMP Negeri 1 Bagan Sinembah Raya
 Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	November 23 rd 2021	Revised Chapter I, II, III	Revise the article and indicators that relate with Teaching Speaking.	
2	December 27 th 2021	Revised Chapter I, II, III	Revise indicator in interview and observation, relevant studies, and conceptual framework.	
3	January 20 th 2022	Approved to join seminar proposal	Preparation to seminar proposal	
4	January 27 th 2022	Joined the seminar proposal	-	
5	March 12 th 2022	Revised chapter IV	Revise chapter IV, recapitulation of data, add chapter V.	
6	April 11 th 2022	Revised chapter IV and chapter V	Revise abstract and check chapter I until chapter V	
7	May 19 th 2022	Revised abstract	Write Abstract, Thesis Approval, Declaration, Acknowledgement, List of Content, List of Table, List of Appendice, Cover, Thesis Guidence Agenda, Letter of Notice	
8	May 30 th 2022	Approved to join thesis examination	Preparation to thesis examination	

Pekanbaru, 30 May 2022
 Wakil Dekan I/Ketua Departemen/Ketua Prodi



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(Dr. Miranti Eka Putri, S.Pd., M.Ed)

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Name : Yesi Aryani
Student Number : 186310923
Place/date of birth : Bagan Batu / March, 27th 2001
Faculty : Teachers Training and Education Faculty
Study Program : English Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and scientifically referenced. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, May 2022

This Researcher

Yesi Aryani

ACKNOWLEDGMENT

Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis. In this memorable moment, I would like to express my deepest gratitude to the very adorable:

- 1) Dr. Hj. Sri Amnah, M.Si as the dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
- 2) Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English language Education who gave support and permission to write the thesis.
- 3) Muhammad Ilyas, S.Pd., M.Pd as my advisor, i would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thank you for your quick response to my questions, you are the nicest lecturer and i will never forget your kindness and joyful. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
- 4) All lecturers in English Language Education Teacher Training and Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.

- 5) My beloved family, father (alm), mother, brothers and sisters. Thanks a lot for greatly supporting me either materially and spiritually, they gave me more than they had.
- 6) My friends; Shaffira Maisarah Putri, Ratih Cilia Putri, Lara Yuliawati and Agustia Ningsih. Thank you for being good friends who always be here with me in the hardest time and never leaving.
- 7) My another support system, Ade Imam Fazari who supported me during my final thesis process.
- 8) Last but not least, i wanna thank me, i wanna thank me for believing in me, i wanna thank me for doing all this hard work, i wanna thank me for having no days off, i wanna thank me for never quitting for just being me at all times.

May Allah Subhanawa Ta'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis, aamiin ya rabbal alamiin.

Pekanbaru, May 2022

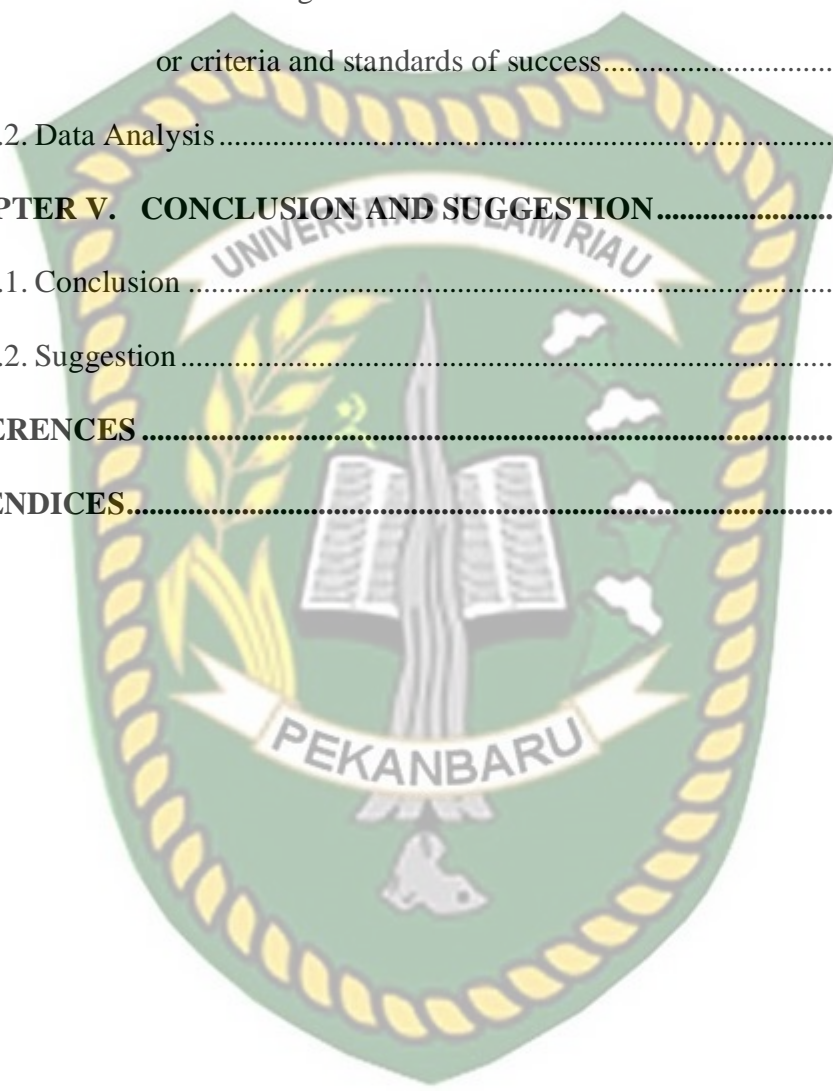
Yesi Aryani

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ABSTRACT

Yesi Aryani. 2022. An Analysis of Strategies Used by Teachers in Teaching Speaking at SMP Negeri 1 Bagan Sinembah Raya

Teacher strategies will help students speaking mastery. The researcher is interesting to analyzed the strategies used by English teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. The research aims to know what are the strategies used by English teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya.

The design of this research is descriptive qualitative research. The population of this research are the entire English teachers at SMP Negeri 1 Bagan Sinembah Raya. There are two English teachers at the school. And there is only one English teacher who teach in first and second grades of SMP Negeri 1 Bagan Sinembah Raya. The data of this research were collected by observation and supported with interview.

The result of this research showed that English teachers implement various strategy, plans, methods, approaches or a series of activities designed to achieve educational or teaching goals, as stated by the theory of Syaiful Bahri Djamarah (2010) that describes about basic strategy in teaching and learning speaking, they are: identify and establish specifications and qualifications for the expected changes in behavior and personality of students, choosing a learning approach system, selecting and determining procedures, methods and teaching techniques, and establishing norms and minimum limits of success or criteria and standards of success. The researcher focused on three strategies that teaching speaking which are often used. They were jigsaw, dialogues, and small group discussion.

Keywords: Teaching Strategy, Speaking

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Speaking is an activity that intends to express the ideas, thinking and others optimally spoken word. People have to deliver our thinking and ideas directly without need to think grammatical. Speaking demand us how to have good at communication. According to Fulcher (2003:23), speaking is the verbal use of language to communicate with others that can described someone situation and can understand with other people.

Teaching defines as an act of interest students to have behave in many ways that focus on learning, include make the students to so behave, based on Schlechty (2004). Therefore, teachers must create situations to facilitate learning and then motivate learners to have engage in what is being transmitted to them. Teaching is an action to share some experience and knowledge that can give good impact people who receive it. Teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly, Cohen (in Ball and Forzani, 2009).

The goal of teaching and learning is to produce and comprehend language that are spoken and written. Some people think that successful English learner is a person who can speak English fluently. They do not know that a person who is success English learner is a person who master in all of English skill. In teaching

and learning process, most of the teachers in Indonesia have a problem one of them is the strategies. According to Harwood (2010), teachers face many challenges of teaching and learning process, they need to develop appropriate strategy to explicitly teach.

Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, teacher can see how the students understanding in learning language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom for the realization of successful strategies (Brown, 2000:131). However, it is very important that the strategy applied is relevant with their needs and interests.

Based on the researcher's observation by interview the teachers. There are some problems often faced by teacher in teaching speaking are the lack of motivation, the lack of attention from the parents, limited number of vocabulary, the pronunciation and the grammar is still low, the influence of native language, and external problem. The students are often confused how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Whereas the important thing to master the speaking ability is practice it every day.

This research will conduct in Junior High School SMP Negeri 1 Bagan Sinembah Raya that is located in Rokan Hilir, Riau. This school is a public school

located that far from city and the internet network is hard to get access, therefore only a few students are good at speaking so the teachers teaches about speak from basic to level for all students. The students' capability to speak English and the feedback is still low so many students get low value.

Based on the statement, the researcher wants to provide information to readers about the strategy used by teacher in teaching speaking. Therefore, it is necessary to conduct this research. The teacher has to have a strategy to make the students' interest to speak English. By applying the correct strategies in teaching and learning process, the teachers are able to evoke the student's confident in speaking well.

Finally, based on the phenomenon, showed that strategy in teaching and learning process is very important. In addition, teacher's strategy is one of crucial factor which influences to the success in teaching speaking. From this reason the researcher carry out a research under title "AN ANALYSIS OF STRATEGIES USED BY TEACHERS IN TEACHING SPEAKING AT SMP NEGERI 1 BAGAN SINEMBAH RAYA"

1.2. Identification of the Problem

Based on the background of the study, the researcher had found the problems which arose among teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya such as the lack of motivation, the lack of attention from the parents, limited number of vocabulary, the pronunciation and the grammar is still low, the influence of native language, and external problem. So, the researcher will analyze the strategies used by teachers in teaching speaking.

1.3. Focus of the Problem

Although, there are many problems that mentioned before involves in this research. The researcher will focus on the strategies used by English teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. The researcher focuses on analysis of the teaching strategies in teaching speaking at the 7th and 8th grade student of SMP Negeri 1 Bagan Sinembah Raya in Academic Year 2021/2022.

Based on the indicator stated by Djamarah (2010), the researcher will know how identify and establish specifications and qualifications for the expected changes in behavior and personality of students. Then, Choosing a learning approach system. After that, selecting and determining procedures, methods and teaching techniques that are considered the most appropriate and effective so that they can be used as guidance by the teacher in carrying out their duties as a teacher. The last, establishing norms and minimum limits of success or criteria and standards of success.

1.4. Research Questions

- 1) What are the strategies used by teacher in teaching speaking at SMP NEGERI 1 Bagan Sinembah Raya?

1.5. Objective of the Research

The objective of this research is to analyze the teachers' strategies used in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya in Academic Year 2021/2022.

1.6. Significance of the Research

The researcher hopes that this research will have some benefits in the study of English especially in speaking skill and this research is expected to give some contribution for students, teachers and future researchers. There are two kinds of benefits in the research, those are:

1) Theoretical Benefit

- a. The result of the research can be used as an input in English teaching learning process especially in teaching speaking.
- b. The result of this research can be used as the reference for these who want to conduct a research in English teaching learning process.

2) Practical Benefit

a) To the reader

Hopefully, they will gain a lot of knowledge of the strategies used by English teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya.

b) To the researcher

Hopefully, this research will be able to give valuable information dealing with the usage of the strategies used by English teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya.

c) To the student

Hopefully, the finding of this research can use as a new reference to learn English, especially in speaking. They can know kinds of

teacher's teaching strategies and they can choose one of the strategies that use by the teachers to learn speaking skill.

d) To the school

Hopefully, it is expected that the result of the research can increase the quality of the strategies used by English teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya.

1.7. Definition of Key Term

The some of terms which are very important to describe the research related to the title of the research are presented as follows:

- 1) Teaching strategies defined there are no better than others in all circumstances, so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to be most effective (Brown, 2001:210).
- 2) Speaking is an interactive and requires the ability to cooperate in the management of speaking turns. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum (Thornbury, 2005).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

2.1.1. The Nature of Speaking

Speaking is one of the language skills used in everyday life. Speaking is used as a communication tool because it will be more effective if it is done by talking. The notion of speaking according to Nurgiyantoro (2010: 397) mentions that speaking is an activity of giving and receiving language, as well as conveying ideas and messages to the interlocutor and at the same time the speaker will receive the ideas and messages conveyed by the interlocutor.

Speaking skills must be owned by every individual. This is because speaking skills are a subject used in communication. Tarigan (2015: 16) said that speaking is the ability to pronounce articulation sounds or words that express or convey thoughts, ideas and feelings. Speaking is a means of acquiring knowledge.

According to Gert and Hans (2008) stated that “Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions”. In addition, Rebecca (2006) stated that “Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change”. Speaking means with a skill that can be used to express what the student is going to say.

Nurdiyantoro (2013: 399) argues that speaking is a second language activity that is used by humans in everyday life after listening. Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker get the meaning across. Cameron (2001) mentions that "speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language". A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi,2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could

not be separated from listening. When we speak then produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bygate (2001:16), speaking is physically situated face to face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said.

From the definition, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking someone can share our ideas, feeling, and intention that we are able to interact to others situated face to face interaction for making communication in the society.

2.1.2. Component of Speaking

Jill (2008 :15) states there are Five Components of Language that influence speaking ability. They are:

1) Pronunciation

Jill (2008:66) stated that an understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do

not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

2) Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jill (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used, etc.

3) Vocabulary

According to Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Vocabulary is so important for the speaker and listener. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speakers vocabulary. Mastering vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose.

4) Fluency

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. In

speaking, we must speak fluency because listener is able to response what we say. In other word, we have to consider that speech and fluency are rather strongly erected by language problem. So, we have to consider both grammar pattern and fluency in speaking.

5) Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners. It also to measure of the students' knowledge.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make the listeners easily catch the information from the speaker.

2.1.3. Types of Speaking

Brown (2003:141) classified several types of speaking. Those types are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The teacher uses drilling in the teaching learning process. The reason is by using drilling, student get

opportunity to listen and to orally repeat some words. In this kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form

2) Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc. Intensive speaking divide to be many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. A good deal of the student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

4) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. The students need to know at least the pronunciation, vocabularies, and language functions that

they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.4. The Nature of Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production (Hughes, 2003). Therefore, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi, 2006)

There are five principles of teaching speaking stated by Nunan (2003) such as:

- 1) Consider about second and foreign language learning context. It is to clarify that the target language of a second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
- 2) Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which a speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the

extent to which student's speech matches what people actually say when they use the target language.

- 3) Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.
- 4) Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
- 5) Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for a special purpose. It includes both establishing and meaning social relationship.

2.1.5. Teaching Strategies

Strategy is generally used to achieve success in achieving a goal. This means that strategy is important to achieve something. According to Hamruni (2009), strategy is defined as a plan, method, or series of activities designed to achieve certain educational goals. This means that in teaching a lesson, a teacher must have provisions, it is a strategy for the teacher. So that teachers can achieve teaching goals.

According to Djamarah (2010) The strategy referred to here and at the same time used as a theoretical basis is a basic strategy in teaching and learning speaking, namely as follows:

- 1) Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.
- 2) Choosing a learning approach system based on the aspirations and outlook of life of the community.
- 3) Selecting and determining procedures, methods and teaching techniques that are considered the most appropriate and effective so that they can be used as guidance by the teacher in carrying out their duties as a teacher.
- 4) Establishing norms and minimum limits of success or criteria and standards of success and can be used as guidelines by teachers in evaluating learning outcomes which will then be used as feedback to perfect the instructional system as a whole. It is worth mentioning here the differences between strategies, technical methods, and approaches to teaching.

From the explanation, it can be concluded that a teaching strategy that is applied by the teacher will depend on the approach used. Each strategy has its own characteristics. The teacher must be able to choose a strategy that is deemed suitable for teaching according to the circumstances.

2.1.6. Teaching Strategies of Speaking

Here is some teaching strategy used in teaching speaking:

- 1) Visualization Strategy

Visualization is the process or result of forming mental images while reading or listening to a story (Harris, 2001:113). It makes readers easily to understand the text because the readers are looking beyond the words and creating images. Through the images, readers are able to recall the material much easier. It also helps readers feel more connected to the material. Readers are able to see the characters and their actions and feel as if you are a part of the scene. It creates a more personal experience and even links the readers with the story. By imagining the characters and the setting, the readers are becoming more involved in the story.

When readers draw on their knowledge and experiences to see pictures in their minds, they are engaging in visualization. By visualizing the events depicted by the author's words, creative readers allow themselves to become part of the story: they see the colors, hear the sounds, feel the textures, taste the flavors, and smell the odors the writer describes. They will find that they are living the story as they read. By doing this, they will enjoy the story more and understand it more deeply (Roe and Smith, 2005:35).

2) Board Game

Hammond (2011, P. 1). While the concept of a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good board game now and then. Perhaps some of us have a regular "game night." Whether you go for the traditional Monopoly or Yates or prefer more unique games like Gator Golf and Bolkus, board games can be very entertaining. A lot of companies are making educational board games that teach things such

as adding or phonics. While these are obviously educational, any type of board game can teach students' many important concepts.

3) Small Group Discussion Strategy

In discussion, the students allow to discover or state personal point view discussion create closer friendship and solidarity among the students and they receive the talk to their needs (Biler, 2003:201), It includes the context of language function such as requesting, sharing information, greeting, expressing, opinion, making judgment, agreeing or disagreeing, getting more information, improving someone's students and long idea, etc. By doing point of view about, the student are claimed to be more creative and diligent to prepare them solve with the material that will be descended on the next discussion.

According to Burcher (2014:1) small group activities are students to take active rule and must be simulating, pro active and exciting. Its means that all the members of small group discussion must be active, shared idea and interact during the discussion. All students include in activities while the teacher monitor them activities and help them if it is needed.

4) Jigsaw

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It was designed by social psychologist Elliot Aronson to help weaken racial cliques in forcibly integrated schools.

Here are ten steps in implementing Jigsaw in classroom according to Aronson (2008):

- a. Students are divided into 5 to 6 persons in each group. These groups should be diverse in ability, race, gender and ethnicity.
- b. The teacher appoints one student in each group to be the group leader. These leaders should be the most mature student in the group.
- c. The material is divided into 5-6 segments and distributed for each member of the group
- d. Each student ought to study their own part of material
- e. The teacher gives time for students to read and understand the part of the material given.
- f. Next is forming the Jigsaw group in which the student of should gather to with the student with same material This is called the "expert group". In this group the students have to discuss the main point of the material, solve the problem and rehearse the presentation they are going to make.
- g. Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encouraged to ask questions for clarification
- h. The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties, If there is a student in the group that dominates the discussion, it is the role of the

leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.

5) Making Small Talk

The ability to make small talk is not something easily acquired. It demands a lot of practice but, when successful, it is highly valued. Making small talk means of course talking about almost anything and thus having a wide appropriate vocabulary covering most topics of interest. It is an important speaking activity leading to a gain of specific vocabulary and ability in coping with spontaneous circumstances. First the teacher should choose a topic that might interest all the students and keep to it in order to get their involvement. Students in Geography of Tourism are more likely to be interested in small talk about travel, food and catering, travel offers or tourism professionals.

6) Using role-plays

The role-play is a basic speaking activity focused on target structures which the teacher provides by the use of cue cards turning ordinary conversation practice into a mini drama, and thus humanizing language teaching. It can be an excellent opportunity for students to launch themselves into extended interaction and a good way to develop fluency by focusing on the task in hand. The teacher should build up the atmosphere by asking lead-in questions so as to warm up and engage students' interest in the specific situation and to set the context of their role play.

A supporting activity argued may enhance students' speaking skills that can be carried out in classroom is role play. Many students derive a great benefit from role-play. According to Harmer (2017: 352), simulation and role-play can be used to encourage general oral fluency or to train students for specific situations. Tomkins in Sokowati (2012: 4) argues that role play activity can encourage students' thinking and creativity. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationship among the students as they play their parts calls for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

7) Expressing Points of View

This speaking activity helps students express their opinions on a number of (controversial) issues and explain their reasoning. The teacher should give points of view worksheet and ask them to rate their opinion from one to ten (1- strongly agree /10 - strongly disagree) on different statements from the students' field of interest. It is a dynamic activity involving on the long run a gain of confidence and self- assuredness of students expressing their own points of view or in making comments on other person's point of view.

They will also learn how to put up with diverse and opposing ideas letting the others state their own opinions which will definitely lead to a higher quality of the discussion. As a follow-up activity, students may be asked to sum the main ideas up in a short presentation.

8) Debating on Different Topic Discussions

A debate is a form of argument based on several rules of conduct and arguing techniques. It is a more engaging activity since students need to develop concepts and to argue on diverse subjects embarking in pros and cons and commenting the arguments presented. This speaking activity is usually performed in a debating team each speaker having specific roles during the topic discussion. In debating each team will present points in favor of their case, but they will also take into account and criticize the other team's arguments through what it is called rebuttal.

9) Practice Group Decision Making Activities

Group decision making is a conversational task based on reflective thinking and brainstorming. This pattern of speaking activity is straightforward, presenting students with a range of decisions, each with several options to make a choice from. It is an excellent exercise for improving the dynamics and competitiveness with a class, students being asked to make a systematic approach to a particular topic and to generate as many ideas as they can within a structured framework for discussion.

10) Discussion Technique

Class discussions are, after lecture, the second most frequently used teaching strategy, one mandated by the Common Core State Standards because of its many rewards: increased perspective-taking, understanding, empathy, and higher-order thinking, among others. These benefits, however, do not manifest without a skillful and knowledgeable facilitator.

Based on Brown and Yule (2010) and Thornburry (2015) theory, the strategies that can be used to promote the second language learners to speak are as follows:

1) Using Recordings and Transcripts

This strategy is done to raise learners' awareness of features of spoken language. It is to expose them to instances. The strategy is done by playing learners recordings of monologue or multiparty talk. By doing this activity, the learners will know how the speaking activity goes and how discourse management is in progress. Example: teacher gave transcript about one topic that suitable with recording. When it play, students listen and speak based on transcript imitate the native speaker from recording.

2) Using Live Listening

This strategy is used to raise learners' awareness of features of spoken language too. By using live listening it gives the bigger chance for the students to engage in a learning activity with their teacher. The advantage of live listening is that the learners can interact to ask questions, clarify details,

and solicit repeats. Example: Teacher told about a topic, then students paid attention, asking questions, giving critics or argumentation based on topic.

3) Noticing-Gap-Activities

This strategy is used by making the learners to get important messages about their current state of proficiency by attending to their own output, and by making comparisons between their output and that of others. In the learning of speaking, learners may benefit from first —having a go and then observing a skilled practitioner performing the same task. Example: Students make a group, each group have a same topic, then they told about the content of the topic and compare it to other group.

4) Drilling and Chants

Drilling and chants are the strategies regard to appropriation activities. Drilling that is imitating and repeating words, phrases and even whole utterances. Thus, after learners have listened to a dialogue the teacher can isolate specific phrases or utterances and ask learners to repeat them. The effect of repeating them is bound to make them more salient. Drilling also provides a means of gaining articulatory control over language-of —getting your tongue round it. Chants, on the other hand, is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. Chants is more memorable than in standard drills. Example: students imitate some words and then they memorize it. After that, students back to mention those words again.

5) Writing Tasks

Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. It can act as a way of easing the transition from learning to using. Learners tend to rely on a very narrow repertoire of memorized expressions in face-to-face interaction. So, an important function of classroom speaking activities is to help learners extend their range of such features. The form of the activities can be in dictation, paper conversations, computer mediated chat and rewriting. Example: teacher told about a story, then students write on paper, after that they retell the story orally.

6) Dialogues

Practicing dialogues has a long history in language teaching-not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in a large classes with fixed furniture, setting up pair work is not an insurmountable management challenge. Example: students got a pair with their friends, they practice a dialogue about the topic which has given by teacher. Dialogue is one of the strategy based on communicative language teaching which provides —whole-task practice, allows natural learning, and creates a context which supports learning (Littlewood in Liu, 2010:136).

7) Task Repetition

The contextual teaching can impact the fluency of learners English speaking. This strategy is also influence the students' accuracy and complexity of production. With the advantages task-based learning, it is found that by manipulating the condition of speaking tasks:

- a. Giving learners unlimited time when performing a task increases their accuracy, but at the expense of their fluency.
- b. Allowing time for pre-task planning enhances fluency, resulted faster speech and fewer silent pauses.
- c. se, pre-task planning has a positive effect on the complexity of the language that is produced.
- d. Repeating a task shown gains in accuracy (including pronunciation), fluency, and complexity.

8) Presentation and Talks

Whether or not learners will have to give presentations or talks in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to questions. Example: she as ked students to present about a topic then another student will ask it.

9) Stories, Jokes and Anecdotes

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practice the essential skill, but they can also get to know one another: we are

our stories. Narration has always been one of the main means of having learners recount folk tales, or amusing or dramatic incidents based on a series of pictures. Story telling is a creative art form that has entertained and informed across centuries and cultures (Fisher in Handayani, 2010) and its instructional potential continues to serve teacher. Storytelling or oral literature has many of its roots in the attempt to explain life or the mysteries of world and the universe – to try to make sense out of things (Tway in Sokowati 2012:14).

In Speaking, storytelling can be a method to improve the students' speaking. Story telling fosters creative thinking. It also help students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Second, 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 she address students' speaking ability, but also get the attention of the class. Using the medium of the performing arts, Remenyi (2015) reports that storytelling is a fundamental method for sharing knowledge among people as it allows participants to be transported to another time and place. Through the use of descriptive oral language, students are able to have an enhanced experience with literature. Then, it means story telling is a creative art form that has entertained and informed across centuries and cultures. It also has good potential to motivate students

in speaking. The important thing that this strategy is suitable to junior high school students.

10) Drama, Role-play, and Simulation

Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated, and a greater range of registers can be practiced than are normally available in classroom talk. Moreover, simulation and artifice suit the temperament of certain learners, who may feel uncomfortable —being themselves in a second language. Example: she asked students to make script of drama, then they must present it in front of the class.

11) Discussion and Debates

The best discussion in the classroom is the one that is spontaneously arise in the English speaking class, either it is because of the students' personal experience that they report in the classroom or from a text or topic in the textbook that triggers some debate. It is become important to the teacher to be able to raise the situation where discussion and debate can be formed in more formal way for teaching English speaking. Example: Teacher gave students a topic, then teacher divided students to some groups. After that, students asked by teacher to debate about the pro and contra of the topic content.

12) Conversation and Chat

Classroom conversation and casual chat have varied over the years.

Conversation and chat provide a good condition in English as a second language class. Conversation and chat is best to be applied in a traditional grammar-focused class. Example: She asked students to have practice with their friends.

13) Outside-class Speaking

Learners can improve their speaking ability with the ease of the transition from classroom to the outside world, the teacher can use the strategy as a task to do outside class. Example: she accompanied students to go out class. She asked students to observe around of them. Then, she asked students to tell what have they seen about their environment orally.

Based on the explanation, the researcher concludes that teacher strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher.

2.2. Relevance Studies

The first previous research was done by Nur Sakina (2020), “Strategies of Teaching Speaking Applied by the Teacher at Islamic Junior High School An-Nur Tangkit Muaro Jambi “from Faculty of Tarbiyah and Teacher Training the Islamic State University of Sulthan Thaha Saifuddin Jambi. This study aims to determine

the teacher's strategy in teaching speaking at MTs An Nur Tangkit. In conducting research, the author uses qualitative research. In this case a direct analysis of the strategies used by the teacher in teaching English. In this study researchers used observation sheets and interview sheets to collect data. Based on the research findings, about the teacher's strategy in teaching speaking, the researcher found the teacher teaching strategy that is most widely used in teaching speech at MTs An Nur Tangkit Use Records and transcripts, dialogues, discussions, class conversations and casual chat. The teacher uses the technique because it is based on a handbook and is easy to practice. Some other strategies are sometimes used by the teacher, but the frequency is very rare. Based on the discussion, most students like the strategies used by the teacher.

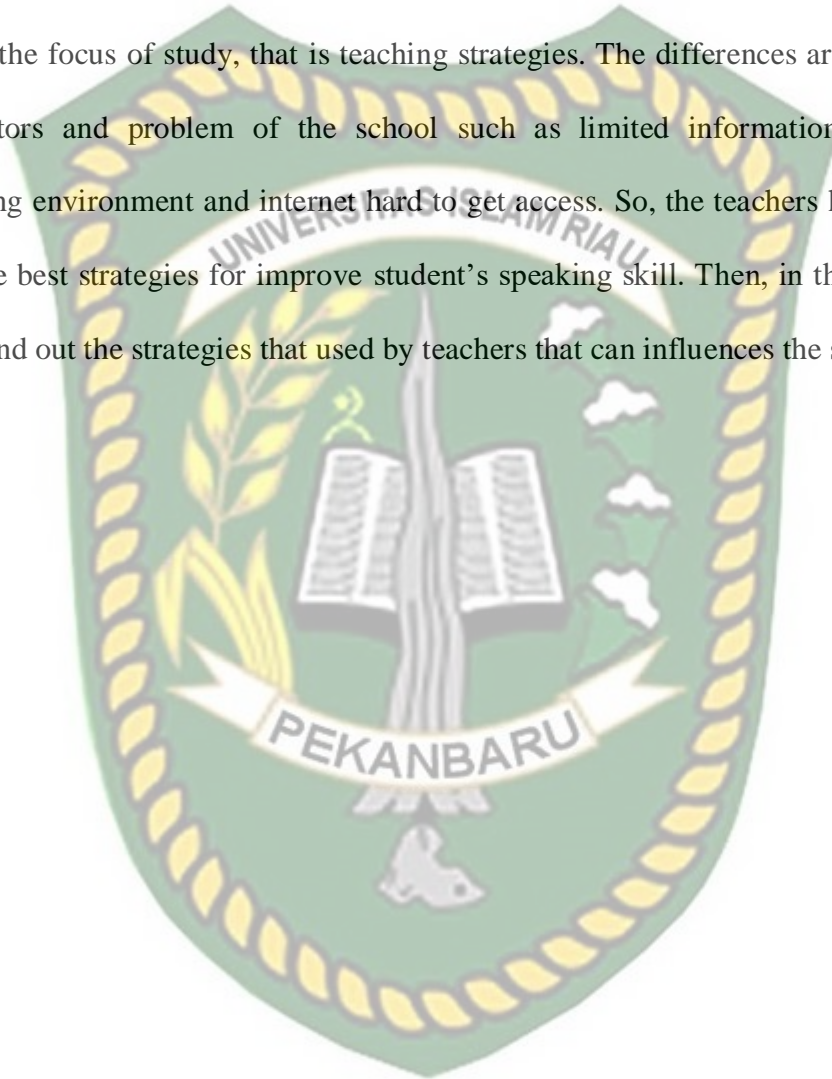
The second research is conducted by Sujayani (2017) with the title “The Strategies in Teaching English Speaking as an Extracurricular Program at SMPN 01 Batu. The research design, used in this study was descriptive research. Based on the research finding, the researcher concludes that the English teacher of the extracurricular program at SMP 01 Batu teacher used several strategies, they were: game, discussion, interview, tour, oral report, question and answer and sentence correction. The teacher combines the strategies in order that the students can easily understand the lesson that the teacher teaches. If the students can easily understand the lesson that the teacher teaches, it means that the teacher has made the students perform better in their learning activity.

The third research is conducted by Heidy Wulandari (2020) with the title “Strategies in Teaching Speaking used by Teachers of Young, Junior

High School, Senior High School, and University Students”. This study aims at describing strategies in teaching speaking adopted by teachers of different student levels. The method used was descriptive qualitative method with 32 participants. The instrument was interview in the form of focused group discussion. The data were analyzed using open coding and categorization. The result shows that teachers of all levels tend to consider students’ needs, the components of teaching speaking, and the media. For young learners, the teachers use discussion, story-telling, speech, guessing game, problem solving, and simulation. Games, modeling, electronic media, and instruction are suggested by the teachers as additional strategies. Meanwhile the strategies used for teaching speaking to junior high school students are discussion, story-telling, guessing game, and role play. Direct speaking is suggested as additional strategy. Moreover, for teaching speaking to senior high school students, the teachers choose strategies such as discussion, story-telling, speech, guessing game, role play, problem solving, simulation, information gap, and jigsaw. Additional strategies suggested by the teachers are building sentences from root, talking stick, team game tournament, think pair and share, snowball throwing game, think, discuss and share, talking English directly, give and take model, time token model, repeat pronouncing words, and media and teacher as model. Then for teaching speaking to university students, the strategies chosen are role play, discussion, story-telling, problem solving, speech and simulation, guessing game, and information gaps. The additional strategies suggested by the teachers are hot seat and presentation.

Finally, it is recommended that the further research will take time limitation, and the strategies strengths and weaknesses into account.

The similarity of those last research to this present research is about the focus of study, that is teaching strategies. The differences are about the indicators and problem of the school such as limited information, different learning environment and internet hard to get access. So, the teachers has to have choose best strategies for improve student's speaking skill. Then, in this research will find out the strategies that used by teachers that can influences the students.



2.3. Conceptual Framework

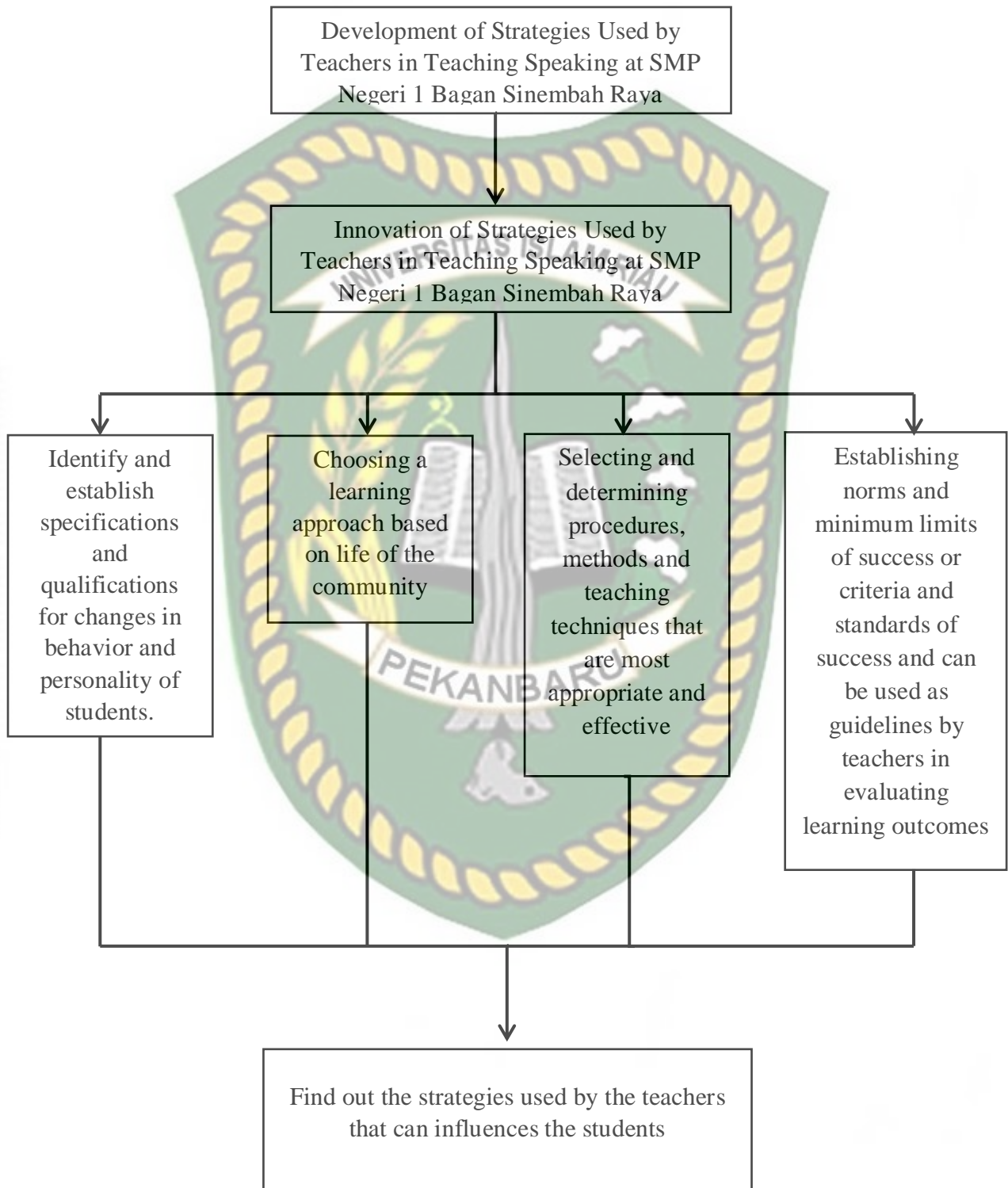


Figure 1. Conceptual Framework of The Research

The conceptual framework is necessary to avoid misunderstandings that occur in this research so that theoretical concepts need to be operationalized as a benchmark. In this research describe the development of strategies used by teachers in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. After that, find out the innovation of strategies used by the teachers in teaching speaking. To determine the development and the innovation will done based on the indicators, they are : identify and establish specifications and qualifications for the expected changes in behavior and personality of students. Then, Choosing a learning approach system. After that, selecting and determining procedures, methods and teaching techniques that are considered the most appropriate and effective so that they can be used as guidance by the teacher in carrying out their duties as a teacher. The last, establishing norms and minimum limits of success or criteria and standards of success and can be used as guidelines by teachers in evaluating learning outcomes. Then, find out the strategies used by the teachers that can influences the students.

2.4. Assumption

Assumption of this study is to know about the strategy used by the teacher in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. In this study, the researcher assumes that teachers use various strategies in teaching speaking.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Research design is a strategy used to arrange the research arrangements to be achieved valid data. Creswell (2008: 3) stated that research means the process or steps used in gathering and analyzing information to improve understanding of a topic or problem. This research will focus on an analysis of strategies used by teacher in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. This research will use qualitative research which has one variable. According to Herdiansyah (2009:12) in Rugaiyah (2016: 2) defines qualitative methods as a research procedure that produces descriptive data in the form of written or oral words of the people and behavior observed. So, it can be concluded that qualitative descriptive research collects actual and detailed information, identifies problems, makes evaluations. This research describe English teacher's strategies in teaching speaking in the classroom.

3.2. Source of Data

3.2.1. Location and Time of The Research

This research will be conducted at SMP Negeri 1 Bagan Sinembah Raya, which is location on Kamp.Salak, Desa Panca Mukti, Kecamatan Bagan

Sinembah Raya, Kabupaten Rokan Hilir, Riau. The study will be started in January 2022 until April 2022.

3.2.2. Population and Sample of The Research

Population in this research are the entire English teachers at SMP Negeri 1 Bagan Sinembah Raya. There are two English teachers at the school. And there is only one teacher who teach English on the first and second grade at SMP Negeri 1 Bagan Sinembah Raya. She is Mrs. Susilawati, S.Pd. The sample of the choose population which is in order to complete the research and gain more information about the population before the research is conducted and to identify the amount of population interest with the related subject. Because based on Creswell (2014) stated that the target population subgroups that will be studied by the researcher to be generalized about target population is called a sample. Therefore, the sample will be taken in this study, the total of the population means that the population of this study is one English teachers, then she will be used as samples.

3.2.3. Instrument of The Research

The researcher will use observation and interview as instrument to collect the data in this research. The researcher will use observation to know what the strategies are applied by the teacher in teaching speaking and interview where the researcher will ask some questions that relate to the teacher strategies in teaching speaking on first and second grade at SMP Negeri 1 Bagan Sinembah Raya. The data will be used in this study are primary data and secondary data. Primary data that obtained from interview answers where the researcher will be asked several

questions related to the teacher's strategy in teaching speaking and the results of the observation. While secondary data will be obtained from literature studies related to research such as books, journals or other related sources.

Table 1. The Blue Print of Classroom Observation Checklist

Teacher : _____
Class : _____
Time : _____
Strategy : _____

No.	Teacher's Activity	Students Activity	Note

Source : Adapted from Djamarah (2010)

Table 2. Interview Blue Print

No.	Aspects	Questions
1	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.	1) What was the first thing you did to teach speaking and how did you implement it? 2) Explain whether you teach speaking according to the syllabus and lesson plan? 3) What is the level of achievement that students must achieve in speaking learning? Explain! 4) Explain one of the materials you teach in speaking along with what qualifications the students must achieve in that material?
2	Choosing a learning approach system	5) What learning approach (SCA and TCA) did you use and the reasons for choosing it?
3	Selecting and determining procedures, methods and teaching techniques	6) What is the strategy procedure that you use? Explain! 7) What method do you use often and why? 8) What are the techniques in your strategy for teaching speaking? Explain
4	Establishing norms and minimum limits of success or criteria and standards of success.	9) Explain whether after you apply the teaching speaking strategy the students can achieve the target of success? 10) What evaluations do you do when students don't reach the target? 11) How do you give feedback to students?

Source : Adapted from Djamarah (2010)

3.3. Data Collection Technique

To data collection in this study, first, the researcher will ask permission to the head master of SMP Negeri 1 Bagan Sinembah Raya to do the research. Second, ask permission to the English teachers for take observation and interview. Third, the researcher will join the learning process in classroom for observation and fill in the observation list to check what are the strategies used by English teacher in teaching speaking. Fourth, the researcher will make a schedule with the

English teachers to conduct the interviews concerning the indicators of the research. Fifth, the researcher takedown the English teachers' gives comments upon each indicator being asked to each of them. Sixth, after collecting the data the researcher will correlates between the results of observation and the result of the interview to analyzed it. Woods (2006) mentioned various classifications for methods of data collection in qualitative studies such as interviews, questionnaire, recordings, observations. The researcher will use observation and interview to collecting the data.

3.4. Data Analysis Technique

The research is using qualitative about the analysis of strategies used by teacher in teaching speaking. The researcher will collect all data that get from observation, the researcher will continue the process into the analyzing the data in order to interpret the result of the analysis of strategies used by teacher in teaching speaking. The next, the researcher will identify and classify the data based on the research. After that, the data will interpret based on research questions and observation. In order to clarify data from observation, the interview will be conducted to the English teachers.

The researcher will get the data from observation in classroom and interview with the English teachers. The result of observation and interview will show what are the strategies used in teaching speaking. the irrelevant data is reduced and the needed data is included. The researcher must select data that will give valuable information in research.

The researcher will begin to see what is the data. The researcher writes down the conclusion based on the data observation and interview. The researcher also makes interpretation of the data interview to make the conclusion. The researcher will examined all entries and then merges these categories and finding the connection among the categories. Then, it will continue to tell the stories and to make connection among stories. Finally, the researcher will get the result and conclusion of the research.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher describes the data presentation of this study as well as the analysis of the findings. The findings described at this study of the strategies of teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. The findings of the study gathered through the observation, interviews, and also documentation.

The interview with one key informant was conducted in SMP Negeri 1 Bagan Sinembah Raya. The researcher interviewed the English teacher who teach at the 7th and 8th grade students. The interview was held on Thursday, March 17, 2022. And the class observation was held in three times, on Thursday, March 17, 24 and 31, 2022 in the morning for 7th grade student and continue for 8th grade student.

To strengthen the substance data from the interviews and observations, the researcher conducted a study of documents and archival materials. All the data from this study were described according to the focus of the research question to find out the strategies that teacher used in teaching speaking.

4.1. Data Presentation

Data from this research objective were collected from interview and observation, so the researcher did it by personally asking questions related to the strategies used by English teachers in teaching speaking and took observation

class. The questions were based on Djamarah (2010) about basic strategy in teaching and learning speaking: identify and establish specifications and qualifications for the expected changes in behavior and personality of students; choosing a learning approach system; selecting and determining procedures, methods and teaching technique; establishing norms and minimum limits of success or criteria and standards of success. The result of teacher's was served in the descriptive text, then followed by supporting data from the observation that can be seen below:

4.1.1. Identify and Establish Specifications and Qualifications for the Expected Changes in Behavior and Personality of Students

To know the best strategy that can be applied in teaching and learning process, the teacher follows some steps that consider with the indicator that the researcher use. The first thing that the teacher did to teach speaking are reading lesson plan and seeing mobile phone for search additional information that needed, and browsing the material. In conclusion, the teacher must prepare some materials from different ways and sources. The English teachers strongly agree that teachers have to match the delivered materials with lesson plan and syllabus. For the specifications and qualifications for the expected changes in behavior and personality of the students, they must achieve some aspects, there are self-confidence in speaking, mastery vocabulary, not being afraid making mistake, and according to the indicators in lesson plan.

For the self-confidence, speaking needs not only fluency but also self-confidence. Self-confidence is a positive attitude of the individual that enables

their self to against the environment or situation they face. The self-confidence that has been owned by people can let people able to achieve the goals. Many people do not have self-confidence. For example, students are not self-confidence when doing a presentation in class, they feel afraid to speak in front of friends for some courses. The reasons are lack of motivation, lack of practice, no mastering the material well, lack of vocabulary, the pronunciation and the grammar is still low, feeling afraid when they speak in public. This is a very disadvantage because the primary key of public speaking is self-confidence. Therefore, students need to have self-confidence. The advantage of self-confidence is an ability to convey message easily. The students who have self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfill the criteria of the assessment on speaking skill (Salim, 2015). To increase the self-confidence, the students can try to speak in public because public speaking is about delivering material in public with many people as the audience. For example: the students try to speak in front of the class and practice their speaking with the other students. For greeting, asking and giving information. So, the students must have to give information such as about. "How many floors are there? Is there a back garden?". And for recount text, the students must tell their own experience or other experience.

Then for the mastery vocabulary, Without vocabulary people cannot say anything, without vocabulary people cannot response what they listen. It is deal with Wilkins' statement in Thorn burry without vocabulary nothing can be conveyed (Thornburry, 2002: 3). Vocabulary also can be defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. So, if students study hard, they will not get difficulties in reading, listening, writing especially in speaking. If students know the meaning of words widely, they will improve their speaking easier because they can comprehend what they speak automatically by mastering vocabulary. In the process of learning English in Junior High school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language.

Junior high school students are train to do some ways in learning a vocabulary. It will be developed when the learning grow up and learn it a senior high school. Both of junior high school and senior high school students have their similarity in learning but the junior high school students have more specific treatment since they are in the concrete operation or grow to the semi abstract of psychological development. The students learned basically content word of vocabulary, because the learners are major word dominate English.

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find

difficulties in mastering English skill. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school. It is suitable with the statement of John Langan (1992: 422), he said that a good vocabulary, more than any other factors. Besides that, it is hoped that they will have more vocabulary (because they are easier to find new vocabularies) and will help them in studying English in the next level of school (Senior High School) or in the University. So that they can use their English in order to communicate to other people. In junior high school, teachers usually provide memorization in the form of several vocabulary words to increase their knowledge about vocabulary in English.

The other aspects for the expected changes in behavior and personality of students is not being afraid making mistakes while speaking. The students should not be afraid to speak for fear of making mistakes because the main goal has to be to communicate. The students should communicate whenever have the opportunity, without fear. But, they have to build up their ability to communicate, and just communicating by itself will not do that. The students need to make an effort to notice the mistakes, and to be happy when they do. For example: the students are afraid to give their opinion in English for fear of making mistakes such as grammar and words. So, this situation happens most often in the classroom, students do not provide feedback to the teacher so as to create an ineffective class due to low feedback from students.

The last one is according to the lesson plan. Without lesson plan the teacher cannot carry out the learning process properly. The teacher does not have

an idea about the goals to be achieved. Teachers also cannot determine the direction and methods or strategy used in achieving learning objectives. A lesson plan, it must be based on 3 things, namely: efficient, effective, and student-oriented. So, it is guaranteed that teacher will more easily achieve learning goals. The main purpose of learning planning is to direct and guide the activities of teachers and students in carrying out these learning activities. The lesson plan that is usually prepared is called the RPP (Rencana Pelaksanaan Pembelajaran). RPP contains competency standards, basic competencies, achievement indicators, learning objectives, taught materials, learning methods, learning activities and assessment of learning outcomes. Because the lesson plans are prepared by the teacher based on the syllabus, the planning must be followed and implemented by the teacher and the students so can give some effects that changes in behavior and personality of students.

4.1.2. Choosing a Learning Approach System

The next step is choosing a learning approach system. The English teacher used SCA (Student Centered Approach) Because the condition of the school. The school is far from city. So, the students are not accustomed to speak English due to environmental factors that are less supportive. For create the best situation that not boring. The students more creative can explore anything that correlate with the topic. So, the teacher guides, direct and observe. The students are made about this object. So, they can practice speaking actively. The teacher usually used contextual and collaborative learning approach. The researcher drew conclusion

that the students should be active and teachers only are a facilitator (observation, guidance, and direction).

Student-centered learning is an` approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. Hasan (2014) found that student had perception that learning speaking was hard because the process was presented in an old way. The teachers used traditional approach that focused on grammar, vocabulary rather than communication. In other words, students were not involved in authentic communicative tasks. In order to solve this problem, student center approach was the best approach to be used from the need of establishing and low threat environment, essential for mastering the full range of discourse needed for spontaneous communication. The relationship between student-centered approach and the speaking skill is relevant. This approach creates learning by doing situation. The students can develop their speaking skill through the realization of tasks, which are devised along with the students and taking into consideration their needs and characteristics.

4.1.3. For Selecting and Determining Procedures, Methods and Teaching Technique

The English teacher has to have procedures, techniques depend on their methods they used. After that the teacher will find out the best strategies for teaching speaking that can influences the students. This research focus on the

strategy used by teacher in teaching speaking. Actually, there are so many variations of strategies that teacher used in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya. The teacher cannot use all the strategy, but teacher knew what suitable strategies to teach in every meeting. The researcher focused on three strategies of teaching speaking which are often used. They were jigsaw, dialogues, and small group discussion. The following section discusses the implementation of each of those strategies.

4.1.3.1. The Implementation of Using Jigsaw Strategies in Teaching Speaking at SMP Negeri 1 Bagan Sinembah Raya

The first strategy of teaching speaking was jigsaw. This activity was conducted on March 17, 2022. The materials are about Descriptive Text for 7th grade and Recount Text for 8th grade. The following steps done by the teacher were as follow:

- 1) The teacher did the brain storming, students were asked about their opinion about Descriptive text and recount text.
- 2) The teacher drew an illustration of jigsaw on the white board as their guideline to understand it easily.
- 3) The teacher divided the students in the class into 4 groups. Each group consist of 5 students.
- 4) The teacher asked them to count one to five, and the students with same number gathered.
- 5) After everybody managed sitting into their home group, the teacher handed them texts with number 1 to 5.

- 6) The teacher gave them 5 minutes to read the text. After that, the students with the same piece of text were asked to gather in expert group to study about the text.

Here are ten steps in implementing Jigsaw in classroom according to Aronson (2008):

- a) Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
- b) The teacher appoints one student in each group to be the group leader. These leaders should be the most matter student in the group.
- c) The material is divided into 5-6 segments and distributed for each member of the group
- d) Each student ought to study their own part of material
- e) The teacher gives time for students to read and understand the part of the material given.
- f) Next is forming the Jigsaw group in which the student of should gather to with the student with same material This in called the "expert group". In this group the students have to discuss the main point of the material, solve the problem and rehearse the presentation they are going to make.
- g) Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encouraged to ask questions for clarification.
- h) The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties, If there is a student in the

group that dominates the discussion, it is the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.

At first, each of the members in the expert was trying to comprehend the text. While the teacher circulated around to check the situation, she also asked if they found difficulties in understanding the text. Even though they had been asked to bring dictionary, there were only several students who did. In the middle of the session, the teacher asked the students what difficult words they found.

After 15 minutes discussing the text, the teacher gave them notification to stop it and returned to their Jigsaw group. As the students sat in their Jigsaw group, the teacher instructed them to take turns explaining the material they had studied to the group. The teacher gave each group a sheet that consisted of questions to check their understanding to be solved together. Since the time left was limited, the teacher asked only two students from each group to give summary and answer the questions orally.

Here is the researcher interview about how she applied jigsaw in teaching speaking the class:

“ In deciding which group every student belonged to, I asked them to count from 1 to 5. After that every student with the same number gathered and they were given the text from the researcher. They were given 5 minutes to read before instructing them to make an expert group based on the same number of text they are holding. At this time, the students might be became little noisy both because they were calling their friends of the same text number and deciding

where to sit. To make the process quicker, I helped them decide the spot for each expert group. After everybody settled, the researcher instructed them to discuss the text in 10 minutes.”

The researcher interviewed the teacher about what was the obstacle to teach speaking by using jigsaw :

“Jigsaw would require a lot of brainstorming and comprehending task in order to solve problems. This led to student's reluctance to endorse critical thinking and expressing their ideas. But, so far they have already understood how to study by using this strategy”

Generally, the strategy used by teacher ran well. The use of Jigsaw to improve speaking skill was proven well to raise students' participation in the activity as well as speaking as the outcome. The raise of confidence contributed a lot to their activeness in speaking. Jigsaw method did this by reducing students' anxiety, thus, it created more opportunities for them to speak up both with their peers in group and the instructor. Ten minutes before the class was over, the teacher gave reward for group cooperation by giving them the sticker of Good Team, Great Team or Super Team. After that the teacher guided the students to mention what they have learnt for the day.

Based on the theory of Aronson (2008) about the steps in implementing Jigsaw in classroom between the steps that teacher implementing jigsaw in classroom, the steps taken by the teacher are in sync with the theory explained by the expert above. The researcher found that there almost all students in the group were actively involved. The teacher informed them that their score would be taken

from their speaking activity during the discussion. In this way the students would be encouraged to actively speak while they were in expert and Jigsaw group. The teacher gave students as many opportunities as possible for input, output, interaction and negotiation of meaning in the target language. The researcher taught them phrases such as "I don't get what you mean" "Would you explain to me again?" etc. English classroom was used in many ways such as the opening of the lesson, elicitation prior to the material, giving instruction and feedback. Difficulties of comprehending the English instruction were only found when the researcher explained the Jigsaw. Yet the students quickly understood as the researcher drew an illustration on the board. Jigsaw increased the learning ability because it was less threatening for students. It is because in Jigsaw each student's part is essential for the full understanding of the final product.

This goes in line with the theory of Johnson and Holubec (1993) about positive interdependence in Jigsaw. Each student should do some effort for the group success by making unique contribution to the joint effort. Positive interdependence was reflected when the students in groups should do some effort for the group success by making unique contribution to the discussed the piece of material and master it in expert group. In this stage, the students were held accountable to help each other to comprehend the material both in content and language. It made the students who were shy and reluctant to participate more.

4.1.3.2. The Implementation of Using Dialogues Strategies in Teaching Speaking at SMP Negeri 1 Bagan Sinembah Raya

The second strategy of teaching speaking was dialogues. This activity was conducted on March 24, 2022. The materials are about Preposition Time and Place for 7th grade and Asking and Giving Information for 8th grade. The following steps done by the teacher were as follow:

- 1) The teacher opened the class by greeting and give motivation to keep the student interest.
- 2) The teacher gave an overview of the topic.
- 3) The teacher asked some question relate to the material to the students.
- 4) The teacher explained the material in detail.
- 5) After that, the teacher divided the group. Each group consisted of two people.
- 6) Then, the group start made a dialogue based on the topic.
- 7) The group practice a dialogue about the topic.
- 8) The last, teacher gave feedback and give value to the group.

Here are the steps in implementing dialogue in classroom according to Brown and Yule (2010) and Thornburry (2015):

- 1) Students are divided into 2 to 3 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
- 2) The teacher gives an overview, explain clearly the material and ask to make dialogue based on the topic.
- 3) Each students make the dialogue based on teachers' instruction.

- 4) The teacher gives time for students to make and remember the dialogue.
- 5) The students practice the dialogue in front of the class.
- 6) The teacher give feedback.

Dialogue is one of the strategies based on communicative language teaching which provides —whole-task practice, allows natural learning, and creates a context which supports learning (Littlewood in Liu, 2010:136). He asserts that dialogue strategy is pure conversational that suitable for build the speaking skill.

The researcher interviewed the teacher about the strategy that applied by the teacher in teaching speaking in the class and the weakness:

“Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Students will memorize the dialogue then ask them to move in front of class to practice. It was easy but based on his experience it was not effective to improve students speaking skill. Dialogue was the strategy feel enjoy while used this strategy. They can be creative in dialogue. This strategy can make students’ confident increase. There is a problem when implement this strategy, the class hard to control because the students busy with their task.”

So, the teacher has to take full control of the class while used this strategy. It is a simple strategy but have challenging for teacher how to make the students stay calm. Most of the teacher used some strategy without use technology or the new one strategy because of the condition that give some obstacles for the teacher and the students. But, the teacher always make sure that the students can receive the knowledge and create effective learning process.

Based on the theory of Brown and Yule Brown and Yule (2010) and Thornburry (2015) about the steps in implementing dialogue in classroom between the steps that teacher implementing it in classroom, the steps taken by the teacher are in consider with the theory explained by the expert above . The teacher is not add some innovation in that strategy and just follow up the theory. This strategy improves conversation ability. Dialogue strategy represent real life speech. Dialogues also represent the fillers people use when talking such as "oh," "and a," and "you know." They also employ numerous contractions like "you've" for "you have," use slang like the word "yeah" instead of "yes," and degrees of stress and intonation when speaking. The students love to recite and practice dialogues because they can be roleplayed. Each example that presents reflects a social situation such as visiting a friend, talking on the telephone, or shopping. The students love acting out the ones which call for a lot of body language and emotion. Dialogues can introduce the student to new vocabulary and sentence structures.

4.1.3.3. The Implementation of Using Small Group Discussion Strategies in Teaching Speaking at SMP Negeri 1 Bagan Sinembah Raya

The third meeting was conducted by using Small Group Discussion Strategy. The researcher observed the teaching and learning process on 31st march 2020. The material still about the previous materials. They were Preposition Time and Place for 7th grade students and Asking and Giving Information for 8th grade students. Learning together to overcome the problems, tasks or homework that one done at specific place and on certain time by students

are called small group discussion. They may interact, ask and answer, also debate each other. The students allow to discover or state personal point of view discussion create closer friendship and solidarity among the students and they receive the talk to their needs (Bibber. 2003:201). It includes the context of language function such as requesting, sharing information, greeting, expressing, opinion, making judgment, agreeing or disagreeing, getting more information, improving someone's students and long idea, etc. By doing point of view about, the students are claimed to be more creative and diligent to prepare them solve with the material that will be descended on the next discussion. The steps done by the teacher were as followed:

- 1) The teacher divided the students into 6 groups.
- 2) The teacher gave reading material and asks them to comprehend it.
- 3) The teacher asked every group to summarize the reading material or text that related with the material and discuss for answering the question in text book.
- 4) The teacher asked every group to present their reading material in front of the class
- 5) The teacher asked students to give questions to another group about their material and discuss the answer together.
- 6) Students made conclusion about the material

The researcher interviewed the teacher how to conduct Small Group Discussion Strategy in the class:

“By using Small group discussion, it means the teacher divided the class into small group. The group can be labeled group 1,2,3,4 and so forth, they

discuss the tasks, homework, individual working, decide the meeting schedule, select the leader of group, discuss about responsibilities, correct the error tasks, make a planning work, etc.”

There are several steps in implementing Small Group Discussion. According to Rusmanto (2013: 3) the steps in implementing Small Group Discussion, namely:

- 1) Divide the class into small groups (maximum 5 students) with appoint a chairman and secretary.
- 2) Give case study questions (prepared by the teacher) according to the competency standards (SK) and basic competencies (KD)
- 3) Instruct each group to discuss the answers to the questions.
- 4) Make sure each group discusses the answers to the questions.
- 5) Ensure that each group member actively participates in the discussion.
- 6) Instruct each group through a designated speaker person to present the results of the discussion in the class forum.
- 7) Clarify, conclude and follow up (teacher)

In this research, a small group strategy means four students in reading class will have discussion and sharing their knowledge of reading text. All of the student's activities were done in group discussion except in answer the question of the text. Based on the theory of Rusmanto (2013) about the steps in implementing small group discussion in classroom between the steps that teacher implementing in classroom, the steps taken by the teacher are consider with the theory explained by the expert above. The teacher added some innovation that the small group

discussion not only discuss about the answer of the question but the students discuss about all of the relate topic which is they must master it and not only speaker person that cannot speak for explain the relate material. But, all of the students must speak and express their idea in that discussion.

Based on the observation in the classroom, it can be seen that the group discussion can make the classroom an entertaining and lively environment. The small group discussion gives the students more speaking time and allow them to use a greater variety of English to express what they really want to communicate. This type of work usually motivates students because it is quite simply more fun to work and talk with your classmates than it is to do tasks individually. By making lessons and activities more fun we can stimulate students not just to come to class but to also enthusiastically contribute to their own learning.

4.1.4. Establishing norms and minimum limits of success or criteria and standards of success

After following the steps and find the suitable strategies that will be applied by the teacher in teaching and learning process. The next step is establishing norm and minimum limits standard of success. The English teachers agrees that not all students can achieve the target of success based on teacher expectations. However, the teacher always tries to provide the best strategy so that the teaching and learning process can be successful. The teacher agrees that the strategy implemented has been well realized and has an effect on the students. Half of the students can achieve the target of success, the students are confident in speaking, mastery of vocabulary, not afraid to make mistakes. Students can

develop their speaking skills through the realization of tasks designed that consider their needs and characteristics.

The English teacher always evaluate student learning outcomes especially in speaking. If the students don't reach the target, the teacher will give some material repetition with the test. Evaluation to measure how much far the teaching objectives have been achieved, so it means an evaluation of the results study. According to Arikunto (2006), A good test must meet some requirements certain; 1) must be efficient (parsimony). 2) must be standardized. 3) have norms. 4) objective. 5) valid. 6) reliable. This level of speaking skill determined by the ability to express thoughts accordingly with purpose and context ongoing conversation, how the content of the mind is structured so clear and easy to understand and expressed in a language that packed in grammatical order reasonable, choice of words appropriate, as well as appropriate pronunciation and intonation with the purpose and nature of the activity talking is being done. The teacher gives feedback in the form of praise and small prizes which can increase students' enthusiasm in learning English. Sometimes, teacher will give point as feedback for the students. So, the students compete in competitions to get the point by actively participating in the learning process. The points become additional for their final assessment and the students can get good score for the final test.

4.2. Data Analysis

Based on the result of research findings, the researcher found that English teachers have variety of strategies that are used to achieve success in achieving a

goal. Strategy is defined as a plan, method, approach or series of activities designed to achieve educational or teaching goals. The strategy referred to here is the basic strategy in teaching and learning speaking detailed in the theory of Djamarah (2010), namely: Identify and establish specifications and qualifications for the expected changes in behavior and personality of students, choosing a learning approach system, selecting and determining procedures, methods and teaching techniques, and establishing norms and minimum limits of success or criteria and standards of success.

The first is identify and establish specifications and qualifications for the expected changes in behavior and personality of students. In this part the teacher decides what are the things that must achieve for the changes in behavior and personality the students. The teacher considered with the surrounding environment so the students easy to customize it. Based on the interview and observation result, English teacher at SMP Negeri 1 Bagan Sinembah Raya identified that the first thing that do to teach speaking is prepare some materials from different ways and sources like LKS, lesson plan, internet, or mobile phone. The teachers have to match the delivered materials with lesson plan and syllabus. Beside that, they determine level of students achievement in speaking learning, they are self-confidence and brave in speaking; mastery vocabulary; not being afraid making mistake. The students started to focus on changing behavior as expected but only some students do it. The teacher must pay more attention and understand the things that are the obstacles. Based on the interview, it can be concluded that the thing that hinders student change is laziness which is difficult

to change. This indicator This indicator provides a good first step in determining what strategies the teacher will apply that are appropriate and suitable. So, it can create effective and successful learning process. The teacher had implement it.

After know what are the things for the changes in behavior and personality of students, the next steps are choosing a learning approach system. With following the steps, the teacher can slowly find out the appropriate strategies to be applied to students according to the predetermined categories. Based on the interview and observation result, English teachers always prefer student centered approaches. Because use a student-centered approach will gives students the opportunity to be active in speaking English and teachers only are a facilitator (observation, guidance, and direction).

The third is selecting and determining procedures, methods and teaching techniques. In this part the teacher will find the suitable strategies that can implement for the teaching and learning process especially for speaking. Based on the interview and observation result, the English teacher at SMP Negeri 1 Bagan Sinembah Raya have different procedure strategy in teaching speaking depends on the method. The strategy that the teacher usually used are jigsaw, dialogues and small group discussion. These strategies are the suitable for the conditions of the students and the school. The strategies that implement in the classroom make the teaching and learning process become effective.

The forth is establishing norms and minimum limits of success or criteria and standards of success. After know the qualifications and specifications for he expected changes in behavior and personality of the students. Next, choose the

learning approach that suitable for the learning process. From that, the teacher selecting and determining procedures, methods and technique that suitable. The final, the teacher can choose the best strategies that suitable and can implement to the classroom. The last the teacher will know the standard success. Not all students can achieve the target of success based on teacher expectations. However, the teacher always tries to provide the best strategy so that the teaching and learning process can be successful. Half of the students can achieve the target of success, the students are confident in speaking, mastery of vocabulary, not afraid to make mistakes. For minimum limits of success or criteria for speaking are the students can speak even by reading the text, the students follow the learning process so well by follow the teacher's instruction such as do the assignment and dare to ask if students don't understand the material.

Based on the indicators above, some students succeeded in the process of learning speaking with the strategies applied. Teacher succeed because they follow the four indicators and apply to students. Some of the students who did not succeed and were not achieved because the behavior and personality of the students could not change. it is based on the first indicator, namely "Identify and Establish Specifications and Qualifications for the Expected Changes in Behavior and Personality of Students". Some students still do not understand the importance of speaking. Some students do not focus on the learning objectives. The teacher as much as possible applies the appropriate procedure but it all goes back to each student. The teacher can not full control the students. It becomes a challenge for teacher to change this situation. So, that the success rate increases.

The success achieved was more than expected. It can be seen while teacher's ability to convey learning objectives according to with the competencies to be achieved, the teacher looks very clear, systematic and detailed so that many students happy and very enthusiastic in paying attention.

The teacher in providing evaluations to students has been seen good. This case do for see and observe how far the abilities possessed students to the material provided. The teacher can formulate problems, observe, analyze and communicating the lessons given already looks good, so that students are not confused in answering questions given by the teacher. The teacher gives a good message and impression in closing lesson. It seems that the teacher has conveyed messages and impressions from material that has been studied by providing advice to students to continue to study diligently and more love to English. Many students start for enjoy English. Students do not feel pressured. Teachers will always try to make the latest innovations that follow the times to create a good strategy. Due to the unsupportive school environment with technological tools and students who are not familiar with English, it all does not rule out the possibility to create success in the learning process and follow with the right strategy according to the conditions of the school environment. The teacher using the strategies above because the students more focus and suitable in the learning process. They can achieve the goals of teaching and learning process. The final result can be the standard criteria for the success learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the results of the research. Based on the finding from the research, the researcher get conclusion as follow.

5.1. Conclusion

From the result of this research that has been discussed in chapter IV, this research is focused on strategies used by English teacher in teaching speaking. The purpose of this research is to analyze the strategies use by teacher in teaching speaking. The location of this research was at SMP NEGERI 1 Bagan Sinembah Raya, the participant of this research was English teachers at SMP Negeri 1 Bagan Sinembah Raya. The sample of this research was one of the English teachers. She is Mrs. Susilawati, S.Pd. There are several points that can be forwarded for the conclusion of the research relate to the English teacher in teaching speaking. The conclusion could be described as follow:

To know the strategies that suitable for the learning process, the teacher try to identify and establish specifications and qualifications for the expected changes in behavior and personality of students. Then, try to choosing a learning approach system. After that, selecting and determining procedures, methods and teaching techniques. In this part, the teacher will find the best strategies according

to the steps. There were 3 strategies used by English teacher in teaching speaking at SMP Negeri 1 Bagan Sinembah Raya, namely jigsaw, dialogue, and small group discussion. All of them are group work learning activity. In jigsaw the students were asked to do group work in completing information, in dialogue the students are as to perform their speaking skill, and the last small group discussion in sharing ideas, question and answer, complete the task and making judgment through the group work. The teacher can find the suitable strategies in teaching because follow some steps. Of course there are problems that inhibiting factor such as the condition of school that was far from the city so that technology was difficult to obtain such as infocus or laptop at the school and the students who were not familiar with English. So, this was the challenge of the teacher, how the teacher can convey the material effectively and students can receive it with enjoyment. That was the reason why the teacher applies the three strategies above because these strategies were most suitable for the conditions of the students and the school environment. However, teacher always continue to innovate strategies in teaching and learning process so that they can be applied in the future. After know the strategies, the teacher will establishing norms and minimum limits of success or criteria and standard of success.

This research also found that the average of students' speaking ability was low, less active and not too enthusiasm. Many students were still not familiar with English.

5.2. Suggestion

Based on the result of analysis and conclusion above, the researcher would offer some suggestions presented for English teacher, students and the future researcher.

- 1) For the Teacher
 - a. The teacher is hoped to find out the information about good strategy used in students' learning process.
 - b. The teacher is hoped to teach more often about speaking ability and tell that English is fun, so the students won't be nervous to speak in front of the class and they feel enjoy while the learning process.
 - c. The teacher is hoped give an interesting topic and the new strategy that interest to make students more carious and not bore in teaching and learning process.
- 2) For the Student
 - a. The students should not to be shy to speaking English and think that English is fun to learn.
 - b. The students should to use English when they speak activities although it is hard for them.
- 3) For the Future Researcher
 - a. The researcher wishes that other researcher could conduct this research in wide area.

- b. The next researcher can conduct the research about the strategies that used by English teacher in teaching and learning process. Therefore, that the result will give more advantage and easily applied in larger area.



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