A STUDY ON TEACHERS' STRATEGY IN OVERCOMING STUDENTS' SPEAKING PROBLEMS AT SMPN 1 KANDIS

A THESIS

Intended to fulfill one of the requirement for the award of Sarjana Degree in English Education and Language Teaching Islamic University of Riau

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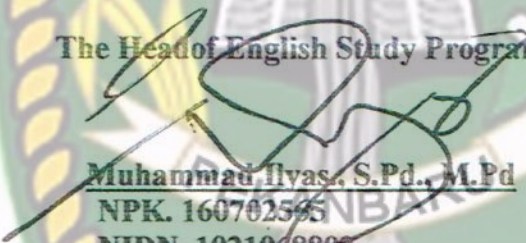Name   : Nada Nadya

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THESIS

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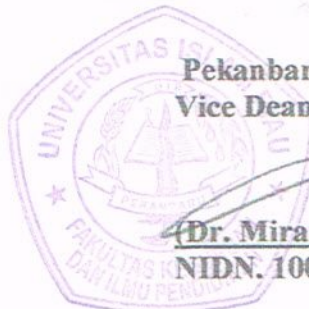
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LETTER OF NOTICE

We hereby thesis advisor explained that student below:

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I admit that this thesis writing purely derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, November 2021

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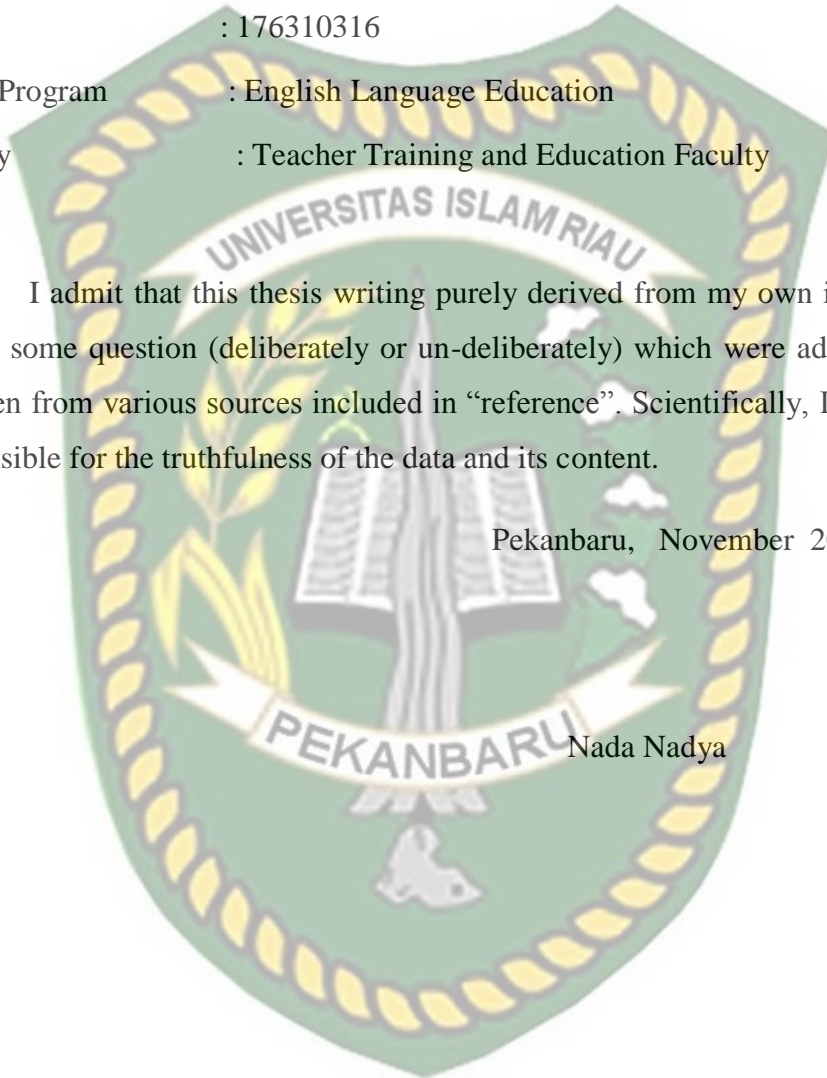
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First of all, the writer would like to say thanks to ALLAH SWT for blessing the writer to complete this thesis with the title "An Anaysis of Teachers' Strategy in Overcoming Students' Speaking Problems at SMPN 1 Kandis"

This thesis is intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The writer would like to express her thanks deeply to all people who have helped the writer for completing this thesis.

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The writer realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, April 2021

Writer

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ABSTRACT

NADA NADYA

The goal of this is to find the strategies that are used in teaching speaking to the students of SMPN 1 Kandis. Teaching strategies are very important since they determine the success of the teaching process. The students had many difficulties in speaking ability such as; lack of vocabulary, pronouncing the word, fluency and difficulty to string up the word to be a sentence.

This research is qualitative design. It is concerned with establishing answers to the whys and hows of the phenomenon in question (unlike quantitative).This research was conducted at SMPN 1 Kandis . The population in this research was English teachers at SMPN 1 Kandis. Researcher took 1 English teacher of population as sample by using purposive sampling. To obtain the necessary data, this study used an observation Sheet.

Based on three meetings, it can be concluded that there were several strategies in the first meeting which were not done by the teacher, such as not being flexible about how long it takes to learn step and teach strategies not just content. In meeting two, there were several strategies which were not done by the teacher , such as not having any clear lesson goals, being flexible about how long it takes to learn and teaching strategies not just content. In third meeting the teacher did not tell the lesson goal and also did not built a group work for students.

Keywords: Teacher's strategy, speaking problem

CHAPTER I

INTRODUCTION

1.1 Background of the problem

Learning a foreign language requires students to learn language skills such as speaking, listening, reading and writing. As one of the skills in learning language, speaking enables people to send and receive information or messages to others. Speaking is a process of building and sharing meaning through the uses of verbal and nonverbal symbols in various contexts (Chaney, in Kayi 2006).

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of the international world recently. That is why English has become important. Since it is important, English is taught widely at formal schools starting from elementary school up to universities even at informal school. According to Al-Sibai, (as cited in Sheila, 2015), the use of English as a second language in oral communication is a complex activity to be considered when teaching the English language.

Speaking skill is one of four language skills that should be mastered by the students. This skill plays a very important role, especially to obtain information from the speaker who speaks, then students have to be able to take information from the speaker clearly, effectively, and acceptably. Speaking is the skill that the students should master well as proof that the students are able to speak English and they can receive information well from the other. By speaking, someone can receive information and they can

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share information with other people, and the student can spend their time in a positive way such as make some conversations, debate, and dialogue. Speaking can be a medium for them to get new information, increase vocabulary, and improve their grammar.

Speaking is one of the subjects where the students are expected to be able to use language (English) in their daily communication. The aim of teaching speaking is to provide students with an ability to express themselves in the target language to cope with basic interactive skills like exchanging greetings and thanks and apologies, to express their needs, and to request information and services (Brown & Yule, 2000).

Through speaking, everyone can express their minds, ideas and thoughts freely and spontaneously. However, to communicate in target language is not easy, especially if students have little understanding about linguistic competence of the target language, lack of vocabulary and confidence which make them tend to be afraid of using the language. As stated by Harmer (2007), students are often reluctant to speak with their classmates because they are shy especially when a teacher asks them to give personal opinions.

There are some difficulties encountered by the teachers and students in SMPN 1 Kandis in speaking activities. Especially when this primary research was taken, the class ran as an online class.

The first problem is a technical problem that happened during the speaking class. Due to poor network signal, the teacher cannot teach well.. Second, Teachers sometimes meet unmotivated students. Student

participation in online courses is low. Third, Students' oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation) constitutes the most serious area of difficulty, and this is because, as explained by teachers, the students have not yet developed an adequate level in the basic abilities of the language. This is because they think of the curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.

Therefore, the researcher is interested in knowing the strategy of the teacher to overcome the problem and how to teach their student in the classroom to improve their student ability. As we know, teaching in an English subject is more difficult to make the student understand than the other subject

Moreover, Bygate (2013) points out that one of the basic problems in foreign language teaching is to prepare learners to be able to use the language. Therefore, teachers need to be creative in designing the classroom`s activities which can provide students with a chance to practice and use English.

Furthermore, it is necessary for teachers to examine factors, conditions and components that underlie speaking effectiveness. One of them is the strategy used in teaching process or also called teaching strategy

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, the teacher can see how the students' understanding in learning language 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, the researcher reasons to choose this title because it is very important that the strategy applied is relevant with their needs and interests. In searching for the best model of teaching speaking strategy, the researcher decided to know the strategies in teaching speaking used by the English teacher of students of SMPN 1 Kandis. This research will describe strategies used by the English teacher of SMPN 1 Kandis in teaching speaking and how teachers apply the strategies in teaching speaking.

Based on the issue, the researcher will conduct a research entitled " **A Study of Teachers' Strategy in Overcoming Students' Speaking Problems at SMPN 1 Kandis"**

1.2 Identification of the Problem

Related to the background of the study, there are some problems that may arise. The writer identifies the problems as follows:

The first problem is a technical problem that happened during the speaking class. Due to poor network signal, the teacher cannot teach well. For this reason, teachers make it difficult for students to teach. As a result, some students were unable to keep up with the course and were delayed in completing the tasks assigned to them by the teacher.

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Second, Teachers sometimes meet unmotivated students. Student participation in online courses is low. Some students did not hand in their homework, or just copied their friends' homework and they do not see a real need to learn or speak English. Actually motivation is the amount of time spent on a task, how much energy he devotes to it, and how long he preserves. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

Thirdly, Students' oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation) constitutes the most serious area of difficulty, and this is because, as explained by teachers, the students have not yet developed an adequate level in the basic abilities of the language. This is because they think of the curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.

1.3 Focus of the Problem

The researcher only focused on the strategies of teachers in teaching speaking and influences of those strategies on students speaking skill at SMPN 1 Kandis.

In teaching speaking, the teacher should have an effort and strategies when they were teaching speaking to overcome their students' difficulties in speaking ability. There are some efforts that could be applied by the teacher to overcome the students' difficulties in speaking ability and improve the

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students speaking ability (1) Setting Clear Lesson Goals , (2) Showing & Telling , (3) Questioning to Check for Understanding, (4) Summarizing New Learning in a Graphical Way, (5) Plenty of Practice, (6) Providing Students with Feedback, (7) Getting Students Working Together (in productive ways), (8) Teach Strategies Not just Content and (9) Being flexible about how long it takes to Learn step .

1.4 Research Questions

The research question for this research is as follow:

1. What are the strategies that are used by the teachers in teaching speaking to the students of SMPN 1 Kandis?

1.5 Objective of the Research

Based on the statement of the problem, the researcher has the objectives of this research is to find the strategies that are used in teaching speaking the students of SMPN 1 Kandis. .

1.6 Significance of the Study

1. Theoretically

    a. The result of the study can be used as input in understanding the teachers' strategy in overcoming students' difficulties in speaking.

    b. The result of the study can be used as input in understanding the students need in improving their speaking skill.

    c. The result of the study can be used as a reference for those who want to conduct a research in Strategy in teaching speaking.

2. Practically

    a. The result of study is making the teachers be a creative teacher in teaching speaking and implementing the various strategies in teaching speaking the students of SMPN 1 Kandis

    b. the result of study is expected to make students more excited and motivate the students to improve their speaking skill in the next future learning process of SMPN 1 Kandis

1.7 The Definition of Key Terms

To avoid misunderstanding the meaning of the terms in this paper, the writer first of all explains the term used in this research:

1. Speaking is the ability to express, and use the English language orally with the use of English vocabulary and the idea/notion conveyed properly (Nunan, 2003:48)

2. Strategy is a specific means that learners use to learn or improve their language (Nunan 2003: 269)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Strategies

In the education context, J. R David (in Hamruni, (2017: 1) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. So, The strategy is to plan long-term and as determinants in long-term and following activities to achieve a special purpose. Strategy is important to coordinate an organization to achieve a goal. In here strategy is like art, that is art to bring the army on the battlefield with good position.

According to Antony, Parrewe and Kacmar (2010) In Nainggolan (2017) The strategy as formulation mission and the goal of organization, include the action plans to achieve the goal in explicit, with considered competitive condition and the influences in direct from outside organization or not influences for the directness organization. According to Brown (2010:113) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.Then strategy is as a remedy the teacher in making system areas thathappened to process teaching learning. (Ahmadi:2015: 32). According to Chamot (1987) strategies are often more powerful when they are used in appropriate combinations.

The strategy as general of activities it must do to achieve a specific purpose (sanjaya, 2017). Say the general because a strategy in the real world is not yet going to the practice, still as a plan or full illustration, but to achieve the purpose of strategy in a specific purpose. So, the strategy is when a person doing activities to achieve a specific purpose, have a plan and formulation to get the goal it.Based on those definitions above, strategies are any tools or tactics that learners employ to learn more effectively and more autonomously.

According to Masitoh (2017 :15-18) there are several types of learning strategies as well as supporting reference by teachers in teaching, such as: First strategy is learning strategy. Learning Strategies Expository Is a strategy that emphasizes the delivery of content verbally by a teacher / instructor to trainees with the intention that trainees can master the subject matter optimally. Second is quantum learning.

Quantum Learning combines sugestologi, accelerated learning strategies , and NLP with the theories, beliefs, and the specific method. Including concepts: the theory of the right brain and the left brain, the theory triune brain, selection modalities, holistic education, learning with symbols, and simulation, concept of learning Quantum design a learning process harmoniously combines elements of academic skills, physical feats, and skills in life. Then, the third is cooperative Learning Strategies.

Cooperative Learning Strategies is a series of learning do students in small groups with different abilities to achieve the learning objectives that have been formulated. The fourth is Inquiry Learning Strategy. Teachers act

is digging for the maximum capacity of students and the potential existing on students in completing the discharge of duties / problems in the learning process .

The next strategy is strategy problem based Learning (SPBM). The learning objectives can be achieved if the educational activities focused on tasks or problems that are authentic, relevant, and presented in a context, learning begins with problems and these problems will determine the direction of learning in groups. The other strategy is Contextual Learning Strategies. Contextual Learning Strategies is a learning strategy that emphasizes the process of involvement of students to be able to find the material studied and relate them to real life situations that encourage students to be able to apply it in their lives.

The last is Active Learning Strategies. In active learning activities, it is students who perform the learning activities, it is they who must find and solve problems on their own, finding examples, trying skills, and performing learning tasks that must be accomplished. Teachers needed some theory strategies for teaching, especially in teaching speaking. It makes it easier for teachers to teach, as like: Learning strategies expository, quantum learning strategies, cooperative learning strategies, inquiry learning strategy, strategy problem based learning (SPBM), contextual learning strategies, active learning strategies.

To support the teacher in teaching, learning and listening some strategies can be used in order for the teaching learning process to be good and interesting. So, the strategy is something that important for teachers to

teach and deliver teaching materials properly and to establish a classroom atmosphere becomes more fun and interesting, so that achievement of learning goals, especially speaking comprehension

2.1.2 Speaking

One of the skills learned in language learning is speaking. Having The ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning. Hughes (2002:6) stated that "Speaking is not a discrete skill."

It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciatio should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan "Speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other's contributions."(2006:76). The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. Uncommunicative activities, speakers are listeners at the same time because speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listen to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation. In language learning, speaking may essential for learners. Horwitz Stated that "speaking is the hallmark of second language learning.

Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching." (Horwitz , 2008:91).Speaking becomes essential because it is the skill which people

can see directly that the learners of a language are succeed. People may judge that the successful of language learning is when the learners can produce the language they are learning. Like what stated by McDough and Shaw "In many contexts, speaking is a skill upon which person is judged 'at face value'. (McDough& Shaw, 2003:87).

In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, Farrel, stated that "One of the main sources of evidence of language competency is the ability to speak the language you are learning" (Farrel,2007:143). Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language. The skill of speaking refers to the students' ability to express mind or feeling orally.

Many language learners regard speaking skill as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral skill have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market), thought how best to approach the teaching of oral skills has long

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been the focus of strategyological debate. She nd textbooks make use of a variate of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g turn-taking, topic management, and questioning strategies) to inderect approaches that create conditions for oral interaction throguh group work, task work, and other strategies (Richards, 2011). As language skill, speaking is the active or productive skill, where the students need to function the language to communicate to someone, talk or to express their ideas so that they will find out that people can respond and understand them. Meanwhile, Cameron (2015:40) states that speaking is the active use of language to express meaning so that other people can make sense of them.

Meanwhile as a language skill, speaking which is said as has to be interactive, and in other condition, discourse management is also required in speaking. As Thornbury states (2015) speaking is interactive requires the ability to cooperative in the management of speaking turns. Nunan (2011:16) Speaking is physically situated face -to- face interaction: usually speaker can see each other and so can refer to the physical context and use a number of physical signals to indicate to the interaction. Their intention to contribute and their attitude towards what is being said. Based on some opinion above, speaking is the activity to use language to communicate ideas in interactive situation, in doing the activity of communicating the speakers need to show their attitude, and taking turns which us said as having discourse management.

The interactive situation itself includes the condition where there are several speaking interactions shown among the students, between students and their teacher in active English. The students attitude should show the students' ability in speaking regardless that they found obstacles supported with discourse managements where the students and their teacher take turns when they speak and communicate during the learning-teaching progress taking place. Teaching speaking is the action of guiding the students to be able to communicate and show any interaction to another person involved in the conversation. Thus, in teaching speaking skill it is necessary to make the students have clear understanding involved in speech.

As Brown and Yule (2010: 3) describe that there are significant differrences between spoken and written language in language teaching. Spoken language has been pictured as teaching students to pronounce written sentences in foreign language teaching. Furthermore, Brown and Yule (2010:3) also states, there is no longer a secure, tried-and-tested, teaching tradition to lean upon. The fact that as a teacher, we need to provide the classroom wit appropriate teaching materials, communicative environment of teaching learning process, or the demand to always bring a teaching strategy that will increase the students' speaking skill.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner to know certain knowledge or skill, in certain setting of learning and teaching. According to Brown (2010:7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

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Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is refered to effective teaching. Teaching in educational psychology can be seen as both art and science.

According to Santrock (2011:25) teaching is linked to both science and art. In terms of art, skillful, experienced practice contributes to effective teaching. In terms of science, information from psychological research can provide valuable ideas. There are two main ideas that the researcher wants to emphasize from the statement above, effective teaching and provide valuable ideas. To achieve effective teaching, the teacher should namely providing skill, experience, knowledge, and certain informations to themselves to be able to guide and facilitate learner. According to Brown and G.Yule (2010;6) explain that in teaching speaking the teacher helps their students develop for real life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentence that are appropriate to specific context and to do so using acceptable (that is, comprehensible) pronunciation. One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to improve their spoken English. According to Morley in Manalu (2017: 5), the purpose of teaching speaking is to help the students to accomplish four things: 1. To improve self confident in speaking and listening to English. 2. To improve intelligibility in speaking and listening to speaking English. 3. To improve

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fluency in speaking English. 4. To improve accuracy in speaking English. From the explanation from the experts above, the researcher concluded that teaching speaking speaking is the action of facilitating the learning process of the students with various strategies to be able to be said as successful learning.

2.1.3 Teaching Speaking

Learning foreign language is important. It will affect people's lives, careers, and perspectives. However, learning a foreign language requires complicated process (Kamali, 2012). As learning English as a foreign language (EFL), there are four skills that students have to master, listening, reading, speaking and writing. As English is an international language, English is used to communicate in all over the world. Oral communication is one of the important skills in English as the foreign language that students have to master.

According to Fariadian et al. (2014), speaking abilities are important tools in our lives. All human interactions are in a form of communication. In the area of ESL, speaking is regarded as one of the four important skills since it is used to communicate and it needs to be developed to improve students' communication in target language. Speaking in the classroom language is a process where they communicate with each other to state their meaning and their knowledge (Bakar et al., 2013). However, Fariadian, et al. (2014) stated that speaking might be more important skill than other English skills and it is a common that speaking is harder than other skills

Speaking is an oral communication carried out by someone with other persons to say something. It is a key for communication among people in daily life in order to change the information. As stated by Brown (2001), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Furthermore, Nunan (2005) points that learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Summers (2003) says that speaking is to say something that expresses your ideas or opinions, or used when expressing an idea that you think it is exactly true. Moreover, Valette (1983) states that at functional level, speaking is making oneself understood. Furthermore, Chaney says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney,2008).

The purpose of teaching speaking is to improve the oral production of the students. Richards and Renandya (2005) say that since the goal of language teaching is to provide learners with the communicative competence, classroom activities seem to be an important component of a language course. Therefore, the teacher should consider some aspects in designing and administering such activities which can make the students easier to learn. In the process of learning speaking, one should know the aspects or components of speaking itself.

2.1.4 Scientific Approach in 2013 Curriculum

Scientific approach is a learning approach that provides opportunities for students broadly to explore and elaborate the material being studied, while also providing opportunities for students to actualize their abilities through learning activities that have been designed by the teacher (Zaim, 2017).

Scientific approach is the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis.It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, correcting and integrating previous knowledge.

The Criteria of Scientific Approach (Rusman, 2015)

1. The learning of material based on facts or phenomena that can be explained by certain logic or reasoning, not limited to estimates, fantasies, legends or fairy tales

2. The Teachers` explanation, the students` response and the educative interaction of students` are free from prejudice which is immediately subjective thinking or reasoning that deviate from the flow of logical thinking.

3. Encourage and inspire students to think critically, analytically and appropriately in identifying, understanding, problem solving and applying learning material.

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4. Encourage and inspire students are able to think hypothetically in seeing differences, similarities and links to each other from learning material.

5. Encourage and inspire students are able to understand, implement and develop thinking patterns in responding learning material.

6. Based on concepts, theories and empirical facts that can be justified. The goal of learning are formulated in a simple and clearly, however interesting presentation system

The Procedure of Scientific Approach are observing, questioning, experimenting/exploration, associating and communicating (kemendikbud, 2013)

1. Observing

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object

2. Questioning

The function of questioning is to encourage and inspire students to actively learn and develop questions of and for themselves; to improve students` skill in talking, asking questions and the other can answer logically, systematically using appropriate and using grammar; to encourage students` participation in discussions,

arguing, developing the ability to think and draw conclusions; and to establish an attitude of openness to give and receive opinions or ideas, enrich vocabulary and developing social tolerance in gregarious.

3. Experimenting

In experimenting, the steps are preparation, working and follow up. There are five activities that can be carried out in the experiment, (1) grouping students into several groups, (2) asking students to discuss, (3) record findings, (4) supervising the learning process to ensure that all students are actively involved in the discussion, an (5) directing groups that need help.

4. Associating

Associating is the ability to analyze and associate information that occurs in groups. Associating is the process of analyzing information to find relationship to between one information to other information and to find patterns of information linkages so that one can draw conclusions from the patterns found

2.1.5 Teachers' Strategy in Teaching Speaking

Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot use English in real life situations, because they should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (Nunn, 2011), and they have to

deal with many challenges and often have questions about the best ways to teach.

Strategies in Teaching Speaking According to Ur (2013), there are some characteristics of successful speaking, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

Success in speaking is the purpose of teacher in teaching speaking. It can occur if the strategies used by teacher are highly effective. Students' success in speaking depends on the teacher's way in teaching speaking. To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not. In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak well and correctly.

For improving these skills, teachers choose the best strategies in the classroom. Stern (as cited in Ghanbarzehi, 2014) tried to distinguish good language learners from those of unsuccessful learners, she supposed that the good language learners may have different strategies and abilities. She classified strategies of good language learners as: a) planning strategy, b) active strategy, c) empathic strategy, d) formal strategy, e) experiential strategy, f) semantic strategy, g) practice strategy, h) communication strategy, i) monitoring strategy, and j) internalization strategy.

Killian (2015) on The Australian Society for Evidence Based Teaching explained how to improve student's speaking skill needed most teaching

strategies in class. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking. The strategies are as follows:

1. Setting Clear Lesson Goals

    It is crucial that teacher be clear about what he wants students to learn during each lesson. If teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson will be unclear. Clear lesson goals help teacher (and students) to focus every other aspect of lesson on what matters most.

2. Showing & Telling

    Teacher should normally start lessons with show and tell. Put simply, telling involves sharing information or knowledge with the students while showing involves modeling how to do something. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

3. Questioning to Check for Understanding

    Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson. Techniques such as randomized sampling, student answer-boards and tell-a-friend are helpful.

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4. Summarizing New Learning in a Graphical Way

Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. Teacher can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what teachers have taught them. Discussing a graphical summary is a fantastic way to finish off teacher's show and tell. Teacher can then refer to it one more time at the end of the lesson.

5. Plenty of Practice

As said by Killian, practice makes perfect. Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If teacher wants to harness the potent power of practice, he must ensure that students are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

6. Providing Students with Feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of

what they did well, of where they are at, and of how they can improve.

7. Getting Students Working Together (in productive ways),

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.

8. Teach Strategies Not just Content

Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant strategies. When teaching children to read, teacher needs to teach them how to attack unknown words, as well as strategies that will deepen their comprehension. When teaching them Mathematics, you need to teach them problem-solving strategies. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

9. Being flexible about how long it takes to Learn step

The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is also the central premise behind *mastery learning*, a technique that has the same effect on student results as socio-economic status and other aspects of home life.

From the explanation above, it can be concluded that the strategies are very important in teaching and learning process. The right strategy can help the students in achieving the goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language

Strategies are ways that teacher have to understand. Then, Silver, et al (2009) states several reasons of strategies become an important part in education as follows:

1. Strategies are tools for designing thoughtful lessons and units

2. Strategies make the work of differentiating instruction manageable for teachers and motivating for students

3. Strategies provide the tools needed to bring thoughtful programs alive in the classroom strategies build the skills needed for success on state tests

4. Frequent use of strategies leads to consistent and significant gains in student achievement

5. Strategies build different kinds of knowledge1.

There are many kinds of strategies that used by teacher, such as: a. Giving Motivation Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it ± in fact, almost any influence a person is exposed to might potentially affect his/her behavior. 18 Dealing with student's learning motivation in the classroom is a need and vital to the whole successful development and achievement of the student's, motivation is argued as an integral toward the learning process. Motivation

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is a mental state that encourages people actions and activities. To be motivated is considered as the changing the good attitude in doing something. To achieve the goals, the students' motivation is one of the vital matters until higher education especially bringing the worth of academic performance in their professional life.

Thus, it can be said that teaching strategies are how teachers treat students in teaching learning process. It is hoped that the goal of teaching can be achieved by using this strategy. In the case for teaching speaking, strategies should make students able to communicate efficiently and effectively.

Richards and Renandya (2005) say that since a goal of language teaching is to provide learners with communicative competence, classroom activities that develop learners' ability to express themselves through speech will, therefore, seem to be an important component of a language course, and teachers who design and administer such activities will then be more important.

In short, teaching strategies are very important since they determine the success of teaching process. Strategies used by teachers should be interesting and can capture students' attention. Some of the strategies used in teaching speaking are such cooperative activities as role-play, creative tasks, and drilling (Anjaniputra, 2013). Moreover, for young learners' classrooms, there are some common strategies that can be used such as songs, poems, chants, drama, stories, games and Total Physical Response

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(TPR) activities. All these activities can affect learners and enhance their learning the language (Khameis, 2007).

2.2 Relevance Study

This study needs some previous study as a consideration theory.

1. Devi Widyaningsih (2018) by the title " Teacher's Strategies In Teaching Speaking Skill For Eleventh Grade Students At Sma Bopkri 2 Yogyakarta. The results indicate that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed.

2. The previous study that can be used as a considerations theory is taken by Adi Nugroho by the title "Teachers' Strategies in Teaching Speaking: A Study at LPK Padma Widyanata". From that thesis, there are many strategies in teaching speaking that could be applied in the classroom. The participants of this research were three English teachers. They were junior teachers that one teacher teaches for 6.5 years, and another one teaches for 2 years. The last one was a senior teacher that had been teaching for 15 years. In collecting the data, Classroom observation was conducted to identify the strategies of

teaching speaking. The results revealed that encouraging students to speak, giving motivation and making aware of scripts were the strategies used by the teachers. Encouraging students to speak was the most frequently used strategy.

3. The study of Tifani Anis Saliha, with the title "Teacher's Strategies in Teaching Speaking at the Daffodils (Case Study Research At Kampoeng InggrisPare Academic Year 2017 On 10th - 25th Period)". This research is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course Kampung Inggris-Pare. The result of the research showed that teacher used three strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social cultural norm. The strategies that dominate that used by the teacher in speaking knowledge areas are recognizing script. the strategies applied by English teacher were appropriate in teaching speaking at The Daffodils English Course, because those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking.
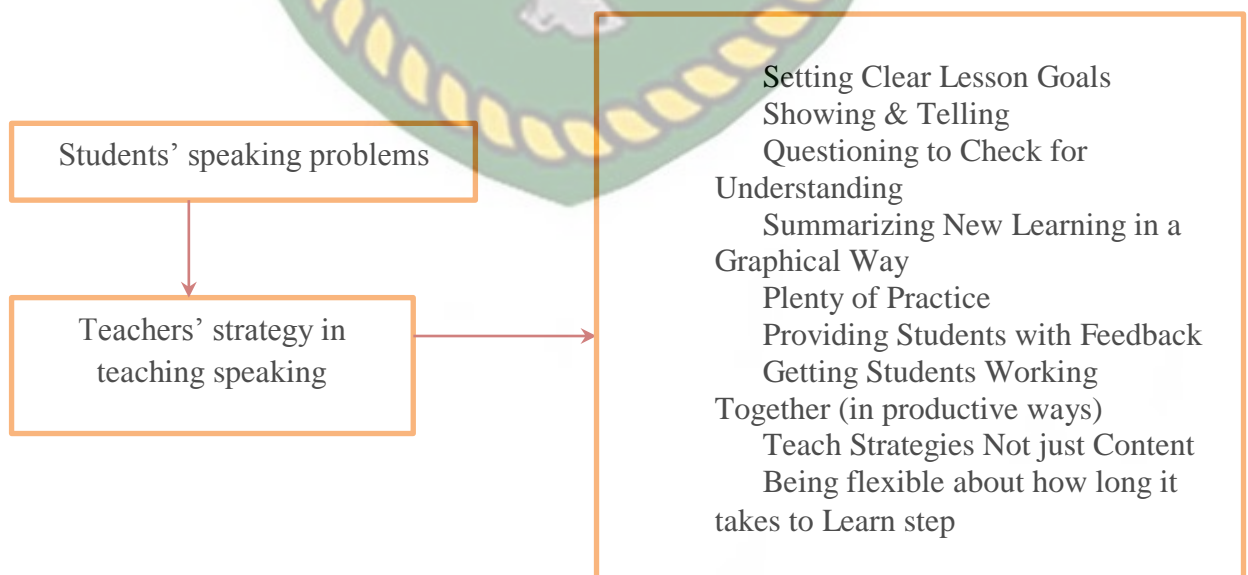
The different of this study to the relanvace study are the objects of the reserach, the method used and also the problems faced by the reseracher in

the fields. This research applied a qualitative approachh. The variable of this research is English teachers' strategies in teaching speaking the students of SMPN 1 Kandis.

2.3 Conceptual Framework

The students had many difficulties in speaking ability such as; lack of vocabulary, pronouncing the word, fluency and difficult to string up the word to be a sentences. Generally it was the problem in every student in speaking ability that should be overcome of the teacher. Because if the teacher did not tried to overcome that problem the students speaking ability did not would be improve.

Based on description above, the teacher should have an efforts and strategies when they were teaching speaking to overcome their students' difficulties in speaking ability. There are some efforts that could be applied by the teacher to overcome the students' difficulties in speaking ability and improve the students speaking ability

Students' speaking problems

Teachers' strategy in teaching speaking		Setting Clear Lesson Goals Showing & Telling Questioning to Check for Understanding Summarizing New Learning in a Graphical Way Plenty of Practice Providing Students with Feedback Getting Students Working Together (in productive ways) Teach Strategies Not just Content Being flexible about how long it takes to Learn step

Figure 1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design is commonly defined as the way of thinking and doing preparation to complete research and achieve the goal of the research. This study used case study design. Moreover, by definition, a case study is „an intensive, holistic description and analysis of a single entity, phenomenon, or social unit" (Merriem in Raihani, 2006). Furthermore, in term of case study, there is phenomenon that will be focused on English teachers' strategies in teaching speaking the students of SMPN 1 Kandis.

This research applied a qualitative approach. For qualitative researcher, the purpose of phenomena can be understood carefully if conducted through interaction with the subject by observation sheet.. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. A central phenomenon was the key concept, idea, or process studied in qualitative research (Cresswell,2012). The variable of this research is English teachers' strategies in teaching speaking the students of SMPN 1 Kandis.

3.2 Source of Data

3.2.1 Location and Time of the research

This research was conducted at SMPN 1 Kandis . The research was conducted in two months.

3.2.2   Population and Sample of the research

3.2.2.1 Population

According to Sugiyono (2016) the population is a generalization area consisting of object/subject that has certain qualities and characteristics that determined by researchers to be studied and then make conclusions. The population in this research was English teachers at SMPN 1 Kandis.

3.2.2.2 Sample

According to Sugiyono (2016) the sample is part of the number and characteristics possessed by the population. If a large population and researchers are unlikely to study everything in the population, then researchers can use the samples taken from that population. The sampling technique used in this research is purposive sampling. Researcher used of purposive sampling as technique sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but is take based on the specific purpose. Therefore, purposive sampling is selecting information and relevant case to choosing participants and sites for data collection because they informed understanding of the research problem and phenomenon of the study. Researcher took 1 English teacher of population as sample by using purposive sampling

3.2.2.3 Instrument

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. The reseracher will use observation sheet . The instrument is composed of some

statements concerning what strategy used in teaching speaking with the

indicators as follow:

Table 3.1 Indicator Description of observation sheet

NO	Indicator	Description if Indicators
1	Setting Clear Lesson Goals	Clear lesson goals help teacher (and students) to focus every other aspect of lesson on what matters most.
2	Showing & Telling	A teacher needs to tell them what they need to know and show how to do the tasks
3	Questioning to Check for Understanding	Teacher should always check for understanding before moving onto the next part of their lesson
4	Summarizing New Learning in a Graphical Way	Teacher can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what teachers have taught them
5	Plenty of Practice	Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding.
6	Providing Students with Feedback	Feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.
7	Getting Students Working Together (in productive ways)	teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.
8	Teach Strategies Not just Content	Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant strategies
9	Being Flexible about How Long it Takes to Learn	The idea that given enough time, every student can learn is not as revolutionary as it sounds

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3.3 Data Collection Technique

In completing the data, the next step of this research is collecting the data; the function of data collecting is to determine the result of the research. To obtain the necessary data, this study used data collection techniques tailored to the intent and purpose of the study, all data required in this study were collected through observation

According to Cristensen (2004) in Sugiyono (2016: 196) observational research is interpreted as an observation of the pattern of human behavior in certain situations in obtaining information about the desired phenomenon. Observation has 3 kinds terms they are: structure observateur observation, participant observation, and observation non-participant. In this research, according to the object of the study, the researchers choose participant observation. Participant observation is an observation technique in which researcher take part in activities which conduct by the object under investigation. These observations were made by observing and recording directly to the research object.

Based on the research instrument above, there are some procedures to complete this research, they are:

1. Constructing the observation sheet which the items related to the topic of the research

2. Come to the class to see teaching and learning process.

3. Doing checklist for the strategy that are used by the teacher

4. Taking notes for the teaching and learning process.

5. Transcribing the result of observation.

3.4 Data Analysis Technique

Data analysis is a process of seek and arrange the data which gathered from interview, field note and documentation systematically by organize it into category, describe into units, synthesize, arrange into form, choose which the important one and will be discussed and summarize in order to be understood easily by self and others (Sugiyono, 2010).

In this research, the technique analysis data are:

1. Collecting data

The researcher create make observation sheet based on the indicators of the research The research came to online class and follow the teaching and learning process for several meetings.

2. Categorized the data based on indicators

Afterwards, the researcher categorized the data based on the indicators to make it easier for researcher to describing the data.

3. Describe the data

After categorizing the data, the researcher carried out analysis and described the data according to the data obtained.

4. Make conclusion

The last step of the analysis data is conclusion, the researcher made conclusion based on the data that obtained and generated in this study. Considering the purpose of the research, the writer used the type of descriptive research with qualitative approach. The writer chooses qualitative method as main data for this research. The qualitative data were obtained from documentation, observation, and interview. Qualitative

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research is composed of a variety of genres, elements, and styles, and this introductory chapter reinforces that there is not one but many possible approaches to naturalistic inquiry. Generally, the investigative methods are eclectic, heuristic, and holistic, rather that prescribed, algorithmic, and linier. Emphasis is also placed on the researcher as human instrument, who develops not just rigorous skills but also empathetic understanding and personal creativity in the investigation and documentation of complex social life.

In last part researcher describe, explain, and interpret the objects or event to which researcher's data refers. Therefore, data analysis in every research was absolutely important to elicit the real and structural information based on research question. Data analysis is a process of resolving data into its constituent components, to reveal its characteristic elements and structure.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Data Description

Based on observation sheet, the teacher taught three materials using scientific approach completely in two meetings. It was conducted in July 2021. Referring to the indicator Description of observation sheet which is consisting of 9 stages are depicted in the following table:

Table 4.1 Teachers' strategy in teaching speaking

NO	Indicator	Meeting 1	Meeting 2	Meeting 3
1	Setting Clear Lesson Goals	√	No	No
2	Showing & Telling	√	√	√
3	Questioning to Check for Understanding	NO	√	√
4	Summarizing New Learning in a Graphical Way	√	√	√
5	Plenty of Practice	√	√	√
6	Providing Students with Feedback	√	√	√
7	Getting Students Working Together (in productive ways)	√	√	No
8	Teach Strategies Not just Content	√	√	√
9	Being Flexible about How Long it Takes to Learn	No	No	√

4.1.1 Teachers' Activities of Teaching Speaking in First Meeting

At the first meeting, the teacher greeted the students and asked them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave material to the students.

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In the whilst or main activity, there were some activities that were done by the teacher in the first meeting with material Bigger is not Always Better (Comparative).

1. The teacher asked students to read a short conversation related to comparison about person and place

2. The teacher asked student to have role play about comparison abut person and place.

3. The teachers give short explanation, the teacher asked students understanding of the material being taught. But there was only question, no respond from students. The teacher also did not ask the students understanding

4. Students was asked to reread some conversations about comparative texts

5. Students discussed with the group about the purpose of each dialogue associated with the social function that appears in it

6. Students wrote the answer properly and correctly

7. Students read a number of sentences related to the context of comparison, while the teacher reads the pronunciation of the sentences

8. Students rewrote sentences in the context of comparisons with comparison phrases that have been studied previously, while the teacher provides assistance to students regarding the activities being carried out.

In the post activity, the teacher and the students concluded all of the learning materials and gave an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation to the students and closed the class by praying and greeting them.

4.1.2 Teachers' Activities of Teaching Speaking in Second Meeting

At the second meeting, the teacher greeted the students and asked them to read the prayer before learning. The researcher gave material to the students.

In the whilst or main activity, The following activities were done by the teacher in firs meeting with material past tense.

1. The teacher asked a student to do an activity (raise your hand).

2. The teacher asked said the activities that are being done by students. (the teacher said the sentence in white board on screen share of zoom meeting)

3. The teacher asked students to state the activities being carried out by one of their friends.

4. The teacher asked provide a text model to express activities that are taking

5. The teacher directed students to ask information about in the picture

6. The teacher guided students to answer the question by correct answer

7. The teacher asked to answer some questions about the activities being carried out based on the picture by using worksheet

8. The teacher asked students to arrange words into sentences about the activities

9. The teacher asked students to match the picture with a sentence that shows the activity

10. The teacher guide students to arrange words into sentences about the activities

11. The teacher guide students to match pictures with sentences that show the activities being carried out

12. The teacher asked students to present the results of group work.

13. The teacher asked students to stick to the results of group work on the display board and discussed the answer.

The teacher and the students concluded all of the learning materials and gave an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closed the class by praying and greeting them.

4.1.3 Teachers' Activities of Teaching Speaking in Third Meeting

Firstly, at the beginning of teaching learning process the writer began today's meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the writer gave the students learning material about simple present tense focus on the formula.

In the whilst or main activity, there were some activities that were done by the teacher in the third meeting with material "Simple Present Tense" as follow:

1. The teacher explained simple present tense to the students which consisted of essential topic such as the definition, the formula, function and some example of sentences.

2. The teacher gave chance for all students understand the material given by teacher.

3. The teacher allowed the students to arrange the example of sentences in front of the class. Then, the teacher and the students correct the sentences together

4. After correcting the sentences, the teacher began to open questioning session about the material that they did not understand.

5. The students along with the teacher's guidance summarized and highlighted the point of the material to deepen their comprehension ability

6. The teacher gave each students the exercise to be finished.

7. Some students were invited to conclude the discussion result about the simple present tense.

8. To strengthen their result discussion the teacher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the teacher reminded the students to keep on learning at home and closed the meeting.

In the post activity, the teacher and the students concluded all of the learning materials and gave an opportunity to talk about their difficulties in

learning the materials. After that, the researcher gave motivation to the students and closed the class by praying and greeting them.

4.2 Data Interpretation

In this section, the researcher analyzes the observation sheet in each meeting and compares them with the strategies used by the teacher in teaching speaking. There were two meetings and were taught by using a scientific approach. Scientific approach is a learning approach that provides opportunities for students broadly to explore and elaborate the material being studied, while also providing opportunities for students to actualize their abilities through learning activities that have been designed by the teacher .

4.2.1 Meeting 1

The topic in the first meeting was "Bigger is not Always Better". The main material was oral and written texts that state and ask questions comparison of the number and nature of people, animals, objects. In first meeting the teacher **had the lesson goals**. The teacher explained the material by **showing and telling** as seen in the next following activities:

1. The teacher asked students to read a short conversation related to comparison about person and place

2. The teacher asked student to have role play about comparison abut person and place.

From the observation it can be seen that in this stage teacher **showing and telling** for students in the classroom. When teaching and learning process starting, the teacher had to ask students to read the conversation for

many times, some students un mute the microphone in zoom and they did not answer when they have been asked. After calling some students, then the students read the conversation. Even though the students have a good network covered, they did not want to participate in learning. Their motivation in learning sometime were weak.

Showing and telling is one of the strategies that apply in the stage of observation in a scientific approach. In language learning-teaching, the materials in the form of facts that can be observed, such as interpersonal or transactional text, specific text, functional text, and linguistic features of a text, video, or recording. Teaching materials in form of concepts are for instance social function of a text, while the material in form of procedural can be structure of the text observed. The activities can be watching or listening a video of conversation, watching a short movie or video, reading story book, text, magazine, brochure, or posters.

Besides, "repeating/copying/imitating guided examples", in which the students do not only receiving information but also they can repeat and practice the activities provided by the teacher (Muttaqin, 2015), are also covered in activities of observing stage. Therefore, this stage becomes a vital role in leading students to the next stage, so that by doing the activities students' curiosity is also built here.

After the teachers gave a short explanation about the material, the teacher asked students whether they understood or not. in this **Questioning to Check for Understanding** part, From the observation result above it can be seen that the teacher only asked" Do you understand?", it was not

suitable because the question expected in this stage also must requires criteria of good question: (1) compact and clear, (2) inspiring, (3) focus on particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction. Thus, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned. It can be obtained through classroom discussion, or group discussion.

Based on the explanation above, the teacher also applied the questioning stage in scientific approach. The function of questioning is to encourage and inspire students to actively learn and develop questions of and for themselves; to improve students` skill in talking, asking questions and the other can answer logically, systematically using appropriate and using grammar.

In Summarizing New Learning in a Graphical Way, this process, the students try to express the newly learned knowledge and use language ability in the real world through activities like simulation, role play, presentation, discussion, and playing games.

1. Students read a number of sentences related to the context of comparison, while the teacher reads the pronunciation of the sentences

2. Students rewrote sentences in the context of comparisons with comparison phrases that have been studied previously, while the teacher provides assistance to students regarding the activities being carried out

In this stage, the teacher did the stage of **Teach Strategies Not just Content**, students and teacher are engaged into learning activities, such as text analyzing and categorizing. When the observation was conducted, the network was weak. The teacher said the sentence for 4 times and it took time, After she has finished the read the sentences, only few students can rewrite the sentence well.

After teacher gave the observation and question stage, in this stage there were some activities:

1. Students was asked to reread some conversations about comparative texts

2. Students discussed with **the group** about the purpose of each dialogue associated with the social function that appears in it

3. Students wrote the answer properly and correctly.

The activities above are showing **plenty of practices and also providing students with feedback.** In this activity the teacher is also provide students Working Together (in productive ways). In observing the class the research found that the teacher found difficulties in deviding the group and giving the direction, because some students did not understand what the teacher means.

The above activity is one of the scientific approach that was applied by the teacher. It is called experimenting. The steps are preparation, working and follow up. There are five activities that can be carried out in the experiment, (1) grouping students into several groups, (2) asking students to discuss, (3) record findings, (4) supervising the learning process to ensure

that all students are actively involved in the discussion, and (5) directing groups that need help.

Based on meeting 1 it can be conclude that:

1. There were several steps which were not done by the teacher. In meeting one, there were not any questions about students' understanding, Being flexible about how long it takes to Learn step and teach strategies, not just content.

2. Some students unmute the microphone in zoom and they did not answer when they have been asked. After calling some students, then the students read the conversation.

3. Even though the students have a good network, they did not want to participate in learning. Their motivations in learning sometimes were weak.

4. When the observation was conducted, the network was weak. The teacher does the exercise longer

5. The teacher found difficulties in dividing the group and giving the direction, because some students did not understand what the teacher means.

4.2.2 Meeting 2

The material in second meeting was oral and written texts that state and inquire about actions / events that are being carried out / taking place at the moment.

In this meeting, the teacher do the scientific approach. The first stage is observation. There are two main activities that should be done to lead to the

observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object

In the whilst list or main activity , there were several activities as follow **showing and telling** about the material:

1. The teacher asked a student to do an activity (raise your hands).
2. The teacher asked said the activities that are being done by students. (the teacher wrote the sentence in white board in the share screen of zoom application)
3. The teacher asked students to state the activities being carried out by one of their friends.
4. The teacher asked provide a text model to express activities that are taking

Giving material is very important in learning process. By giving the appropriate way in delivering idea, students are directly involved in learning. It helps teachers to contextualize students" learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge. It also facilitates students to fulfill their need of knowing something.

In teaching online situation there was problem with the teachers microphone, the students and also the observer can not hear the teacher

well. After the students talked in their zoom meeting, then the teacher explain again the material which has given by her before.

The next activity it can be said the teacher did the **Questioning to Check for Understanding** .

In this meeting the teacher did some activities:

1. The teacher directed students to ask information about in the picture
2. The teacher guided students to answer the question by correct answer

Based on the observation result, it can be seen that the students were active to answer the teacher's question and vice versa. It is good because questioning is the process of constructing knowledge. It is the concept of asking about social function of a text and the generic structure though group or class discussion. In the process of questioning, students' curiosity and critical thinking should be developed. So that their questions will be highly thinking questions. Questioning also demands the active participation of the students. In order to make questioning activity well conducted and the goal is achieved, the teacher should prepare questioning guide in the form of the steps which have to be passed by the students.

In the next stage, the teacher provided **plenty of practises and also providing students with feedback.** The students were asked to answer some questions about the activities being carried out based on the picture by using worksheet. Even there are many activities are able to be done by conducting role play, simulation, presentation, discussion and playing game.

The role of teacher in this stage is providing worksheet and learning resource for students. Worksheet is necessary to help students to explore the material. In this stage, the teacher also did **Summarizing New Learning in a Graphical Way Learning** because the teacher assist students to collect the information to answer their formulated questions. The problem in this stage was the students participation. Many of students refuse to answer because of some reason, such as bad network or they did not know the answer.

The teacher gave students some technique to master the material. It is called **Teach Strategies Not just Content**. The activity can be seen as follow:

1. The teacher asked students to arrange words into sentences about the activities

2. The teacher asked students to match the picture with a sentence that shows the activity

3. The teacher asked students to present the results of **group work**.

4. The teacher asked students to stick to the results of group work on the display board and discussed the answer

In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. Based on the observation **the teacher gave feedback** after students to present the results of group work, suggestions or more information related to students' work. This activity is one of the step in scientific approach called associating. Associating is the ability to analyze and associate information that occurs in groups.

Associating is the process of analyzing information to find relationship to between one information to other information and to find patterns of information linkages so that one can draw conclusions from the patterns found.

The problems in this meeting were:

1. In teaching online situation there was problem with the teacher's microphone, the students and also the observer can not hear the teacher well.

2. The problem in this stage was the student's participation. Many of students refuse to answer because of some reason, such as bad network or they did not know the answer.

4.2.3 Meeting 3

The topic of meeting 3 was present simple. In first meeting the teacher **did not tell the lesson goal clearly** to the students. The teacher also did not write the lesson goal in write board. From the observation it can be seen that in this stage teacher go to stage **showing and telling** for students in the classroom. This activity can be seen in these following activities:

1. The teacher explained simple present tense to the students which consisted of essential topic such as the definition, the formula, function and some example of sentences.

In this stage the teacher built their background knowledge and their understanding about simple present tense. Showing and telling is one of the strategies that apply in the stage of observation in a scientific approach. In

language learning-teaching, the materials in the form of facts that can be observed such as reading some example of present simple tense.

After the teachers gave a short explanation about the material, the teacher asked students whether they understood or not. in this **Questioning to Check for Understanding** part, From the observation result it can be seen from these activities:

1. The teacher gave chance for all students understand the material given by teacher.

2. The teacher allowed the students to arrange the example of sentences in front of the class. Then, the teacher and the students correct the sentences together

3. After correcting the sentences, the teacher began to open questioning session about the material that they did not understand.

Based on the explanation above, the teacher also applied the questioning stage in scientific approach. The function of questioning is to encourage and inspire students to actively learn and develop questions of and for themselves.

In Summarizing New Learning in a Graphical Way, this process, the students try to express the newly learned knowledge and use language ability in the real world through activities. After all had been comprehended, the students along with the teacher's guidance summarized and highlighted the point of the material to deepen their comprehension ability. In this stage, the teacher did the stage of **Teach Strategies Not just Content**, students and teacher are engaged into learning activities, such as text analyzing.

After teacher gave the observation and question stage, in this stage there were some activities:

1. The teacher gave each students the exercise to be finished.

2. Some students were invited to conclude the discussion result about the simple present tense.

3. To strengthen their result discussion the teacher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the teacher reminded the students to keep on learning at home and closed the meeting.

The activities above are showing **plenty of practices and also providing students with feedback.** The above activity is one of the scientific approach that was applied by the teacher. It is called experimenting. The teacher also gave plenty of time to students to comprehend the lesson and **being flexible about how long it takes to learn step**

Based on meeting 3 it can be conclude that:

1. The teaching and learning process is in offline class, there were not ay network problem.

2. The offline class problem was about managing students to follow the class seriously.

3. The teacher did not tell the lesson goal, the teacher came to teaching material once she teach the class.

4. The teacher did not built a group activity, because the individual activities can cover all the materials.

CHAPTER V

CONCLUSION

5.1 Conclusion

There were several steps that the teacher should do to overcome students speaking problem in speaking class; Setting Clear Lesson Goals , Showing & Telling , Questioning to Check for Understanding , Summarizing New Learning in a Graphical Way, Plenty of Practice , Providing Students with Feedback , Getting Students Working Together (in productive ways) , Teach Strategies Not just Content and Nurture Meta-Cognition. All of the strategies were based on the scientific approach. The Procedure of Scientific Approach .This approach has five stages, they are: observing, questioning, Experimenting/exploration, associating and communicating.

Based on the observation of three meetings it can be conclude that there were several step which have not done by the teacher. In meeting one, there were not any being flexible about how long it takes to Learn step and teach strategies not just content. In meeting one there were some problems fond related to online class, some students un mute the microphone in zoom and they did not answer when they have been asked, they did not want to participate in learning, only few students can do the exercise, teacher found difficulties in dividing the group and giving the direction, because some students did not understand what the teacher means.

In meeting two, can be conclude that there were several step which have not done by the teacher. There weren't any Setting Clear Lesson Goals, Being Flexible about How Long it Takes to Learn and Teach

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Strategies Not just Content. Beside, In teaching online situation there was problem with the teachers microphone, the students and also the observer can not hear the teacher well. After the students talked in their zoom meeting, then the teacher explain again the material which has given by her before. The problem in this stage was the students participation. Many of students refuse to answer because of some reason, such as bad network or they did not know the answer.

In meeting 3, The teaching and learning process is in offline class, there were not ay network problem, the offline class problem was about managing students to follow the class seriously. In this meeting, the teacher did not tell the lesson goal , the teacher came to teaching material once she teach the class and the teacher also did not built a group activity, because the individual activities can cover all the materials.

5.2 Suggestion

Since the current study investigating the a teacher in same school, it is possible that the contexts where they are teaching influenced the way they responded the teaching. Hence, it is more interesting to include teachers from different schools in the future studies to get rich and comprehensive information. In addition, the next research can employ survey using questionnaire to obtain general pattern from the wider teachers' population.

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