AN ANALYSIS OF TEACHERS' STRATEGY IN TEACHING SPEAKING AT SMA N 2 MANDAU

A THESIS

Intended for Fulfill One of The Requirements for The Award Of Sarjana Degree In English Teaching And Education.

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ABSTRACT

REZA FEBRINA, 2019. An Analysis of Teachers' Strategies in Teaching Speaking at SMA N 2 MANDAU.

Keyword: An analysis, Teacher's Strategies, Speaking, Qualitative Research.

The aim of this research was to find out there teachers' strategies by English teacher at SMA N 2 Mandau.

The design of this research was descriptive, the research was qualitative approach. The total population in this research was three teacher which is teacher A, teacher B, and teacher C. The sample of this research was students at SMA N 2 Mandau in class X/6 and XI/3. The researcher was doing observation in the classroom, interviews the teachers and documentation. The data were identified, described, and analyzed by using observation and the interviews.

The result showed that the English teachers' applied five strategies in teaching speaking at SMA N 2 Mandau, the strategies were discussion, small group discussion, questioning to check understanding, board game, and role play. The teacher applied the strategies students to help students become active during teaching learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was appropriate.

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Though, the writer has limited skill and knowledge in completing this thesis. It might be possible that the thesis has lot of mistakes and it is still far from being perfect. Therefore, constructive advice, critics and valuable suggestion are expected. The writer hopes that thesis could be useful for the development of education, especially for English study program Universitas Islam Riau. Thank you.

Pekanbaru , July 2019

The writer

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

English is an International language and used to communicate in countries. English may not be the most spoken language in the world, but it is the official language that use by people across the globe. Being able to speak English is not just about being able like a native speakers' because English is our language in Indonesia. If you want to speak with someone from another country you can use English language to communicate each other.

Learning English is important if you want to communicate easily with your global citizens. Master in English language can support your dreams go to abroad with your studies and specializations is the best universities in the world. As we know the best universities use English language. So, that's why English language is the important language for people in the world. Education is very important to improve yourself but learning English also improves the quality of life.

Based on curriculum 2013, English is important subject in senior high school. In English language, they have component of language. Component of language are vocabulary, grammar, and pronunciation. English is the second language for the students. Learning a second language is not easy for students because they learn about something that they know before. The students not only study about reading and memorizing some vocabularies but also study about grammatical competence,

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cultural differences and socio linguistic features. Therefore, the students need a particular strategy in learning to help them gain the knowledge and skills.

In senior high school, the students learn for English skills, there are Listening, reading, speaking, and writing. In learning English the students describe something in verbal communication. Consequently in English, speaking is the way how the students express them self in verbal and nonverbal communication. According Shrouf in Ali, E.M (2016) mentioned that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in variety of contexts and is Interactive process of constructing meaning and processing information, it is crucial part of the second language learning and teaching. In studying English, speaking skill is the key how the people describe something and improve students on English language. On the other hand, speaking skill can be improve about the grammar, vocabulary and how to the students pronounce English words. Then, the good speaking skill is when the students do the rules of the teaching speaking skills in the classroom. But, many students in English class not used English language at English study. The students' speaking is relatively low.

Based on the researcher experience in practice teaching (PPL) at SMA N 2 Mandau there are some problems were found in the students' speaking skill. Firstly, the students had difficulties in giving idea and opinions, the researcher asked the students to read and analyze the story and giving idea about text. And they are still had difficulties to express their idea, only three of five students understand to giving idea and opinions about the text. Secondly, they are afraid to made mistakes and not

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confident to speak English. They are worried to get critic and ashamed of other students' attention towards themselves. Actually they can speak but they are still not confident to speak English. Thirdly, they still had difficulties in pronouncing English words. Only 5-10 students mastery in pronounce English words. And the last, most of students lacked vocabulary mastery and only few students in the classroom looked a dictionary. Therefore, when the researcher teaching English they are not fully participate in the classroom and many of them still used Indonesian language at English subject. So, to solve the problem in the school is choose the good strategy or technique teaching speaking skill.

From the explanation before, to make students interested in learning teachers should be used new innovation. Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to made learning process run well. One of the most important skills that teachers should have in teaching and learning process is the ability to using strategies in the classroom. Teachers should be able to choose the good strategies to make students understand. If teachers cannot properly choose the good strategies, teaching and learning process would not run effectively.

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The reasons why the researcher chooses the topic "An Analysis of Teachers' Strategies in Teaching Speaking at SMA N 2 MANDAU" are as follows: First, speaking is one of the important skills that should be learned by the students and many of students master in writing but they can't speak English fluently. Therefore, by having a good speaking, they can communicate easily in English. Secondly, the students have difficulties in speaking English because they are not confident to speak English. Thus, the students should be given more confident and have opportunities to speak English fluently. Third, many of teachers still use a conventional method like classroom lecturing to teach speaking and its make students not interested to learn. The teacher needs have a new innovation in good strategy and use in English learning to make interesting classroom.

From the researcher explanation, we know that speaking skill in the classroom is very important in the process of teaching and learning. In the speaking classroom, to make interesting teaching learning is depends on strategies used by the teacher. As an English teacher, the researcher wants to know how the teachers use strategies to teach speaking skill in the classroom. So, the researcher conducted a research entitled "**An analysis of teachers' strategies in teaching speaking at SMA N 2 MANDAU**".

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1.2 Identification of the Problems

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

The first factor is students. The students thought that speaking English was difficult. They difficulties to express their ideas and opinions and were also shy to speak English. The students lacked confidence to speak because they were afraid of making mistakes. Therefore, they preferred to be silent and not fully participate in the activities. In addition, the students had difficulties in pronunciation and lacked vocabulary mastery. They often mispronounced some English words. To be able speak English the students should be mastery in vocabulary and grammar. However, they still lacked of vocabulary mastery and only few students in the classroom consulted a dictionary.

The next factor related to the teacher. Good strategy is the ways to make students interested to improve students speaking skill. Media which were considered powerful to attract the students' attention was absent in teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning. The teacher always asked their students to read a text and do LKS which did not provide the student mastery in speaking skill.

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In this case the researcher tried to analyze strategies used by English teachers in teaching speaking that could be effective strategies for English teaching speaking skill, especially for improving students speaking skill.

1.3 Focus of the Problem

The researcher only focused in strategies of teachers used in teaching speaking skill at SMA N 2 MANDAU.

1.4 Research Question

Based on the problems that researcher have, the researcher make the formulation of the problem in this research:

What strategies are used by teacher for teaching speaking at SMA 2 MANDAU?

1.5 Objectives of the Research?

The need of the research are expected

To know the strategies used by the teacher of teaching speaking skills at SMA N 2 Mandau.

1.6 Significance of the Research

The finding of this research is expected to give valuable contribution to the followings:

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1. For English teacher: the result of this research is expected to be useful for the teachers in choosing suitable strategies in teaching speaking. And the teacher can change the good strategies to teach their students.
2. For students: to help the students overcome the problem in learning English.
3. For reader: give information to the other readers about the strategies how to improve students' speaking.
4. To researcher as an English future teacher, experience in language can be preparation to be a good teacher in the future and can be implementation to her students in the future. And the researcher hope the students can interesting with her strategies and can improve her students in speaking skill.

1.7 Definition of key Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used:

1. **An analysis** is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents. (Cambridge Dictionary of Philosophy, 2nd ed., 1999, ed. Robert Audi)
2. **Teacher's strategy** is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. (Lawton)
3. **Speaking** is the skills to express, and use the English language orally with the use English vocabulary and the idea/notion conveyed properly. In this

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study speaking ability is the ability to express their opinions or thought and feelings to a person or class verbally in the debate. (Nunan, 2003:48)

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance theories

2.1.1 Nature of Speaking Skill

Speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. There are many definitions of speaking that have been proposed by some experts in language learning.

Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to (Chaney, 1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.

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Speaking is one of the main challenges for a basic student, and leads to student's frustration since the beginning of the degree; it was proposed to carry out a study based specifically on the speaking skill strategies at basic level in order to support and enhance student's oral participation. To communicate in another language which is not our mother tongue is a challenge, especially if there is little knowledge of the target language; students feel limited to speak just with the vocabulary they have learnt. There are some useful strategies that teachers could make his/her students use in order to apply them during oral activities and so students with the practice of these strategies could speak more and feel more confident (Mendez, F.M & Zavala G.G, Melendez. R.A: 2014).

Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989) successful oral communication involves:

a) the ability to articulate phonological features of the language comprehensibly
b) mastery of stress, rhythm, intonation patterns
c) an acceptable degree of fluency
d) transactional and interpersonal skills
e) skills in taking short and long speaking turns
f) skills in the management of interaction
g) skills in negotiating meaning

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h) conversational listening skills (successful conversations require good listeners as well as good speakers)

i) skills in knowing about and negotiating purposes for conversations

j) using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or predicted by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skill is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency.

Penny Ur cited in Andini (2018) says that characteristic of a successful speaking activity:

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1. Learner
2. talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. Tis may seems obvious, but often most time is taken up with teacher talk or pauses.
3. Participation is even. Classroom discussion is not dominated by a minatory of talkative participants: all get a chance to speak, and contribution are fairly evenly distributed.
4. Motivation is high. Learner are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute are fairly evenly distributed.
5. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

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), 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.

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Speaking can be categorized into some types. (Brown, 2004) explains some basic types of speaking.

1. Imitative, the ability to imitate a word or phrase or possibly a sentence. During this activity, a number of prosodic, lexical, and grammatical properties of language will be included in the criterion performance.
2. Intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
3. Responsive, it includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.
4. Interactive, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal changes, which have the purpose of maintaining social relationship.
5. Extensive, extensive oral production task includes speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994), there are some important components in speaking skill.

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1. Fluency; smooth flow of speech with the use of rhetorical devices o mark discourse pattern.
2. Grammar; control of complex and simple construction.
3. Pragmatic competence; use of conversation devices to get the message across and to compensate for gaps.
4. Pronunciation; agree of influence of native-language phonological features.
5. Sociolinguistic competence; use of appropriate social registers, cultural references, and idioms.
6. Vocabulary; breadth of vocabulary and knowledge of vocabulary in field of interest of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communication and situation.

From the definition above, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intention that we are able to interact to others. At least, there are five components that should be considered in speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

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2.1.1.1 Type of Speaking Skill

Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

a. 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 important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. 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.

c. 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

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teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue) it carried out for the purpose of conveying or exchanging specific information. For example here is conversation which s done in pair work.

e. Interpersonal (dialogue)

   It is carried out more the purpose of maintaining social relationships than for the transmission of facts ad information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

   Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. the students need to know at least pronunciation, vocabularies, and language functions that are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.1.2 The Importance of Speaking Skill

According to Nelson & Conner in Ahmadi (2016), teachers and administrators, along with parents and students, must have an understanding of the following characteristics of becoming a self-directed learner: student motivation, goal

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orientation, self-efficacy, and locus of control, self-regulation, and metacognition. Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. (Ahmadi,S.M & Leong,L.M: 2016).

Speaking skill is very important in stages of language learning. (Azem, M. & Dogar, M.H., 2011) consist of stage:

a) Stage 1: Pre-production. This is called the silent stage because speaking is still limited; beginners listen and imitate rather than speak due to their difficulties in vocabulary and grammatical structures. Listening comprehension activities should be focused on instead of communicative ones because learners at this period will need much repetition of English.
b) Stage 2: Early Production. Learners are able to speak well in tasks thanks to what they have been memorized although errors may occur. Speaking is begun.
c) Stage 3: Speech Emergence. Learners can speak a lot with their enhanced vocabulary. At this stage, short conversations between classmates are

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absolutely possible. They can understand the information from others and respond as well as make more questions to their partners in the manner of no attention to grammatical structures.

d) Stage 4: Intermediate Fluency. At the stage, discussions are improved. More complex sentences are used in speaking to express their opinions and share their thoughts. Learners are able to ask questions to clarify what they are not clear. Also, there is an expanding of the talking topic

e) Stage 5: Advanced fluency. Learners will be near-native speakers at this stage. With their amount of vocabulary, they can react directly without any proper preparation when speaking. Their facility in discussions has increased.

In learning speaking skill, a lot of learners regard speaking ability as the measure of knowing a language and as the most important skill that they can acquire. Speaking involves three areas of knowledge:

a) Mechanics (pronunciation, grammar and vocabulary): Using the right words in the right order with the correct pronunciation.

b) Functions (transaction and interaction): Knowing when clarity of message is essential and when precise understanding is not required.

c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reasons.

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The communicative language teaching (CLT) requires teachers to help students develop speaking by providing authentic practice that prepares them for real-life communication situations.

2.1.1.3 Elements of Speaking Skill

Here is the component of speaking skill according to Syakur. According to Syakur (1987), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1. Grammar

It is needed for students to arrange a correct sentence in conversation. it is in line with explanation suggested by Heaton Cited in Andini (2018) that student's ability to manipulate structure and to distinguish appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

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3. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, In Andini:2018)

2.1.2 The Nature of Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirements is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening.

The interaction between these two skills is shown in the conversation. (Brown, cited in Andini, 2018) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
b. Provide intrinsically motivating techniques.
c. Encourage the use of authentic language in meaningful contexts.
d. Provide appropriate feedback and correction.

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e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. (Scott, 1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

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Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

2.1.3 Teaching Strategies

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information and strategies vary widely within an individual, while styles are more constant and predictable (Brown. H.D, p.210).

The content of your teaching will necessarily make some strategies more suitable than others, but instructors of any field can make intentional use of transformative learning theory. Below, we consider strategies for each process involved in transformative learning and offer examples of what Stanford faculty members are doing to bring these strategies into their classrooms.

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According to transformative learning theory, paradigm shift/perspective transformation is the result of several conditions and processes (McGonigal.K:2005)

1. An activating event that exposes the limitations of a student's current knowledge/approach;
2. Opportunities for the student to identify and articulate the underlying assumptions in the student's current knowledge/approach;
3. Critical self-reflection as the student considers where these underlying assumptions came from, how these assumptions influenced or limited understanding;
4. Critical discourse with other students and the instructor as the group examines alternative ideas and approaches;
5. Opportunities to test and apply new perspectives.

2.1.3.1 Teaching Strategies for Speaking Skill

Speaking is "the process of building and sharing meaning through the use of verbal and no-verbal symbols, in variety of contexts" (Chaney, 1998). Speaking is crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued ad English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students ca

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express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

(Douglas in Melendez.R: 2014) proposed these speaking strategies so that students are able to communicate in an oral way:

1. Asking for clarification (what?)
2. Asking someone to repeat something (huh? Excuse me?)
3. Using fillers (uh, I mean, well,) in order to gain time to process
4. Using conversation maintenance cues (uh-huh, right, yeah, okay, hmm)
5. Getting someone's attention (hey, Say, So)
6. Using paraphrases for structures one can't produce
7. Appealing for assistance from the interlocutor (to get a word or phrase, for example)
8. Using mime and nonverbal expressions to convey meaning
9. Circumlocution is another strategy which was used by and it was added to the four specific strategies taught during this research.
10. Circumlocution which is the use of a synonym or a descriptive sentence for unknown words. For instance. An item you use to sit down (chair).

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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. (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.

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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.

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 48 Journal of English Language and Language Teaching (JELLT), Vol.2, No.1, 2018 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

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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. 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. 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 aspect of home life.

8. 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

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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.

9. 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.

10. Nurture Meta-Cognition

Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as making connections when reading or self-verbalizing when solving problems. Encouraging students to adopt strategies is important, but it is not meta-cognition. Meta-cognition involves thinking about options, choices and results – and it has an even larger effect on student results than teaching strategies. When using meta-cognition the students may think about what strategies they could use before choosing one, and they may 49 Journal of English Language and Language Teaching (JELLT), Vol.2, No.1, 2018

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think about how effective their choice was before continuing with or changing their choosen strategy.

Killen's and Kelly concepts above are in line with Brown's notion. (Brown, 2001) affirms essential advantages of group discussion in EFL teaching: (1) students are able to generate interactive language; (2) students are embraced by an effective climate; (3) students are to promote learner responsibility and autonomy; and (4) students are able to understand toward individualizing instruction. Moreover, (Suryosubroto, 2002) also highlights that discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. Heasserts that discussion technique provides opportunities for students' thoughtfulness about information received in class so that they are able to solve the problem discussed

Here was some teaching strategies used in teaching speaking:

a. Board Game

Hammond, in Andini (2018) while the concept of 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". Whatever 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

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education board games that teach things such as adding or phonics. While these are obviously educational, any type of board game can teach kids any important concepts.

This article will address 5 important concepts that playing board games can teach children.

a. Taking turns and having patience: in board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill practiced, it will get easier for them in board games and in playing with friends and siblings in general.
b. Playing fair: it is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to do not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.
c. Reasoning and strategy skills: playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.
d. Good sportsmanship: many ids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say

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hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept an help the in any friendships they have as well as to be happy about others achievements.

b. Making small talk

Small group discussion is strategy at language teaching wihich the teacher divided the class into small group. The group can be labeled group A,B,C,D 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.

According to (Bucher, 2014) small group activities are students to take active rule ad must be simulating, pro-active and exciting. It's means that all the members of small group discussion should be active. All students include in activities while the teacher monitor them activities and help them if it is needed.

The procedure of small group strategy is as follow (Ruddock, 2000) cited in (Andini, 2018):

1. The teacher divides the students into 6 groups.
2. The teacher gives reading material and asks them to comprehend it.
3. The teacher asks every group to summarize the reading material.

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4. The teacher asks every group to present their reading material in front of the class.
5. The teacher asks the students to give questions to another group about their material and discuss the answer together.

In doing small group discussion, the teacher should concern with some criteria or characteristic. (AS Ruddock, 2000) explain the simple and useful set of criteria for effective small group works are all members participate, students argue among themselves and asks questions, all enjoy the meeting ad keep discussion keeps close to the point and also some understand.

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 except in answer the questions of the text

c. Role play

Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constrains set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves, (Brown. H.D : 174).

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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 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.

d. Discussion

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide, (Brown.H.D : 175).

Discussion is the systematic, objective sharing ad evaluating of ideas and information by two or more persons fro he purpose of investigating and solving a problem. Penny ur defines in simple terms, to discuss as practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas.

The main aim of discussion in a foreign language may be efficient fluency practice. For the purposes, a discussion that works is primarily one in which as many students as possible say as much as possible.

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Penny ur stated, the purpose of discussion activity, are:

a) Achieving an objective, it is one of the aims in holding discussion. As language teachers we may see this as more or less secondary, but never negligible; and for the students at least it should be the central thought focus during talking.
b) Solving problem, exploring the implications of an idea constructing proposals, is to be taken very seriously and the results respected by teacher and students a like.
c) Learning from contest, in many discussions there is much learnt, from what is said, information may be acquired, for example, or new points of considered.
d) Clear, logical, thought, that is things like the ability to generalize, for example, or the converse, to draw analogies, judge priorities, infer causes and so on. Debating skills include listening to what someone else has to say, not interrupting speaking relevantly and clearly.

Group discussion technique in the classroom

Class group powerful social units and group characteristics considerately influence the rate of learning and the quality of time spent in class.

Erham and dornyei (1998:72) identified the following characteristics features of a group:

1. There is some interaction among group members.

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2. Group members perceive themselves as a distinct unit and demonstrate a level of commitment to it.
3. Group members share some purpose or goal for being together.
4. The group endures for a reasonable period (i.e, not only for minute)
5. The group has developed some sort of a salient 'internal structure', which includes: the regulation of entry and departure into/from the group; rules and standard of behavior for members; relatively stable interpersonal relationship patterns and an established status hirerarchy; some division of group rules.
6. Finally, as a direct consequence of the above points, the group is held accountable.

e. 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

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discussion. As a follow-up activity, students may be asked to sum the main ideas up in a short presentation, (Ela Valimareanu, 2010).

f. 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 on 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 criticise the other team's arguments through what it is called rebuttal, (Ela Valimareanu, 2010).

g. Practicing 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, (Ela Valimareanu, 2010).

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h. discussion technique

Class discussion are, after lecture, the second most frequently used teaching strategy, one mandated by the common core state standards because of its many rewards: increase perspective-taking, understanding, empathy, and higher-order thinking among others. These benefits, however, do not manifest without skillful and knowledge facilitator.

Unfortunately, a preponderance of evidence demonstrates that many teachers mistakenly conflate discussion with recitation. “Typical teacher-student discourse resembles a quiz show, with teachers asking a question, the student replying, and the teacher evaluating the student’s response.

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.

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2.2 Relevance studies

As comparison of this research, here are some researches of teaching speaking strategies. First, Rosa Adriana May Melendez, MA Gandy Griselda Quijano Zavala, MA Rafael Ferrer Mendez, MA (2014) with title "TEACHING SPEAKING STRATEGIES TO BEGINNERS". They find that to sum up, this research project was a learning experience to everybody, the professors and the students involved. they all learned the effect teaching-learning strategies causes in our academic environment. The students' participations were focused on communicating orally through real sets; all students interacted in a friendly atmosphere and helped others to speak. The results presented here represent the beginning of a proposal to motivate basic or elementary students to work with strategies at the beginning of their learning experience in order to (Oxford, cited in Carter-Nunan, p.170) increase motivation, strategy knowledge and positive attitudes.

Second, a researcher Dwi Suci Andini, English language education of Islamic University of Riau has conducted a study "TEACHING STRATEGIES USED BY ENLISH TEACHERS IN TEACHING SPEAKING AT FIRST YEAR OF SMA EDUCATION 21 PEKANBARU" (2018). The researcher found that result revealed that strategies used by the teacher were jigsaw, role play, discussion, visualization strategy, small group discussion, board games. In jigsaw the students were asked to do group work in completing information, in role play the students are as to perform like other profession, and the last discussion in sharing ideas, questions and answer

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thorough the group work, visualization is creating mage while speaking, small group discussion is working in group to solve problem and board games are often used as short warm-up activities or when there is some time left at the end of a lesson. This research also found that average of student's speaking ability was very good, active and enthusiasm in teaching and learning process.

Third, a researcher Devi Widyaningsih; Rr. Hasti Robiasih, English Education Study program of University of sarjanawiyata tamansiswa has conducted a study "TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL FOR ELEVENTH GRADE STUDENTS AT SMA BOPKRI 2 YOGYAKARTA" (2018). The researcher found that strategies used by the teacher 6 strategies were setting clear lesson class, showing and telling, questioning to check understanding, plenty of practice, providing students with feedback, being flexible about how long it takes to learn. The teacher only used and applied six strategies in teaching speaking of eleventh grade. The teacher could not apply four teaching strategies based on students need. The teaching speaking strategies used and applied by the English teacher of SMA BOPKRI 2 Yogyakarata could help students active in the teaching and learning process, because the strategies in teaching speaking was already applied in a good way

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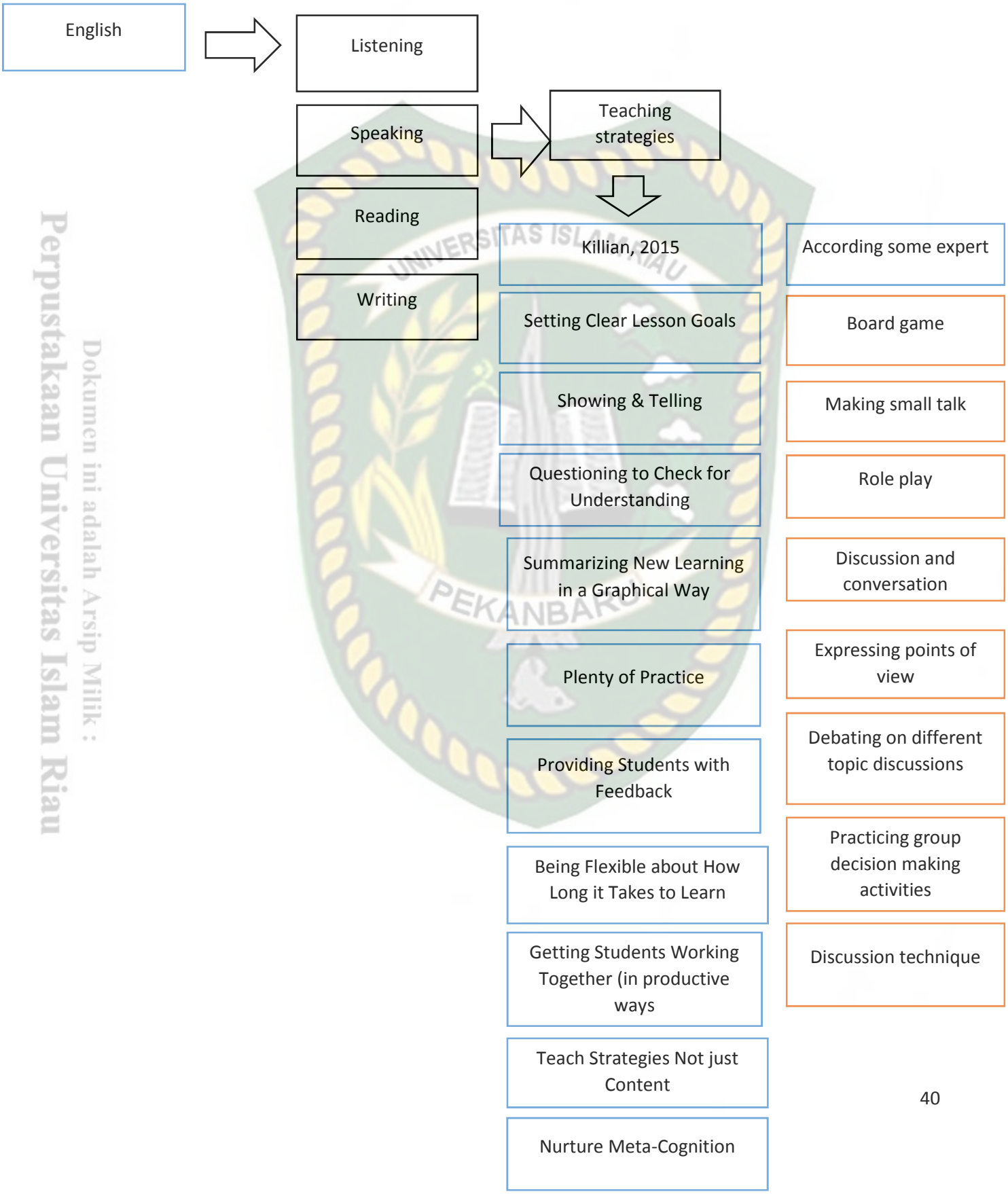
2.3 Conceptual Framework



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CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is qualitative approach which is related to descriptive research, in this research has one variable and also on the strategies used by the English teacher speaking at SMA N 2 MANDAU. The researcher wants tries to observation, interview and describe the English teacher strategies while teaching speaking in the classroom. This research is a kind of qualitative approach.

3.2 Source of data

The population of the research is The English teachers at SMA N 2 MANDAU. The participant in this research is three of English teacher, the researcher want to analyze that strategies used by the teacher at SMA N 2 MANDAU

Table. 3.1 The Participant of The Research

No	English teacher	Class
1	Teacher A 14 years in teaching English subject Graduated from Universitas bung hatta	XI IPS 5 XI IPS 6 XI IPA 4
2	Teacher B	X IPA 3

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	18 years in teaching English subject Graduated from Universitas Islam Riau	X IPA 4 X IPA 5
3	Teacher C 15 years in teaching English subject Graduated from Universitas Bung Hatt	X IPS 4 X IPS 5 X IPS 6

3.3 Instrument of the research

The instrument of the research is the tool to collect the data from the respondent of the research. The instruments of this research are observation, interview, and documentation. The researcher use interviews and observation to get some information about the strategies of teaching speaking skill at SMA N 2 MANDAU.

3.3.1 Observation

The analysis process in the researcher is participating as long as the learning process while observation how is the activities of the students and the teacher in classroom. From the observation, the researcher wants to know the strategies that teacher use in teaching speaking. The researcher used the table of observation to analyze the activity students and the strategy used by the teacher. There is also

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another use to which observation is put, namely to establish objective data concerning what goes on in most classroom, or in a range of classroom (Wallace J.M: P. 104)

Table. 3.2 Observation Sheet

OBSERVATION FORM IN TEACHING SPEAKING

TEACHER :

CLASS :

TIME :

STRATEGY :

No	Teacher's Activity	Students Activity	Application strategy in the class
	Pre activity **Whilst activity** **Post activity**		

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3.3.2 Interview

The researcher wants to know strategies speaking skill that teacher use with interview directly the teacher. The researcher makes some questions, and the teacher answer the researcher questions. The researcher recorded the interview by recording audio. The teacher can explain about what the strategies the use, and the researcher can collect the data from the interview.

Table 3.3 Interview Guidlines

An analysis of teachers' strategy in teaching speaking at SMA N 2 MANDAU.

Research question	Questions
What strategies are used by teacher for teaching speaking at eleventh grade SMA N 2 MANDAU?	1. How do you teach speaking in English class? 2. What strategies do you use in teaching speaking? 3. Why is there using this strategy in speaking learning? 4. In your opinion, how to determine the good strategy in learning English especially in teaching speaking? 5. How do you teach pronunciation to students in speaking skill? 6. Whether in choosing strategies in learning speaking affects students?

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	7. Do you always use strategies in teaching speaking? 8. How long have you been teaching English? 9. While teaching English, how do you think student's skill are in speaking? 10. Do students always participate in classes in speaking? 11. How do you get your student to practice speaking English? 12. How do you motivate students to use English when outside the classroom? 13. What kind of practice do you give to students to improve their speaking? 14. In general, what problems do you often faces when you teach speaking English? 15. What difficulties are encountered when you teach speaking skill & strategy use in speaking skill? 16. How do you teach speaking to be easy for students to understand? 17. How is the strategy in teaching students in structure use or grammar in speaking?

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	18. Whether students experience difficulties in pronunciation in speaking? 19. Do you use English when interacting with students? 20. In teaching speaking to students, what the difficulties to teach your students?

3.3.3 Documentation

The researcher took the documentation of teaching learning process by strategy in SMA N 2 Mandau. The documentation like a photo, RPP/Lesson Plan. take a picture by using camera phone, The function of the documentation to researcher is to take the appendix as attachment.

3.4 Data collection technique

In order to collect the data of this research, Data collection technique of this research were observation and interview are to be the most important for this research. This observation and interview used to investigate the teacher strategies in teaching speaking. The researcher makes several questions about teaching strategies that teachers' use and gives to the students at SMAN 2 MANDAU, and they answer the question.

The procedures for observation and interview are as follows:

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1) The researcher carries out observation in the classroom after getting some information from the English teacher.
2) The researcher come into the classroom under the permission of the Head Master and the English teachers and observes the teacher strategies in teaching speaking conducted by the English teacher.
3) The researcher fill the observation form and analyze the strategies used in the classroom.
4) The researcher collects data rewritten in a paper in order to see teacher's strategies in teaching speaking skill.
5) The researcher took the photo in teaching learning process in the classroom.
6) After the teacher finish in teaching, the researcher interviews the teacher to answer some questions. And the researcher will be record the interview by recording audio.
7) The researcher analyze teacher strategies in teaching speaking skill and the researcher would like to see whether how the teacher strategies are more dominant use by the English teachers speaking skill.

3.5 Data analysis techniques

The analysis process is the researcher is participating as long as the learning process while observation how is the activities of the students and the teacher in classroom. From the observation the researcher wants to know what strategies are applied English teacher to teach speaking. And interview is the way of asking some

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information relate to research conducting. In this case, the writer asked some information to the teacher about the strategies that English teacher uses teaching English speaking.

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CHAPTER IV

RESEARCH FINDING

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 strategy in teaching speaking at SMA N 2 Mandau. The finding of the study gathered through the observation, interviews, and also documentation.

4.1 Data Presentation

Finally, there are so many variations of technique in teaching speaking skill that used at SMA N 2 MANDAU. The researcher found on five strategies of teaching speaking which are used by the English teacher. They were Discussion, Small group discussion, Questioning to check for understanding, Board game, and Role play

4.1.1 Discussion Strategy

The first meeting was conducted on 29th April 2019. In the first subject and the first English teacher namely Teacher A, she was English teacher who taught at class IPS. In the first meeting, when she comes to the class she gives greeting for her students and the students also greeting for her. The teacher open the classroom with asked the students about their feeling today. And she asked students to pray together before studying. And after already finished praying the teacher asked about material before. And the students answer her question. After that, the teacher talked about the

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next topic, the topics talked about natural disaster ex: earthquake, landslide, and flood.

The teacher divided the students into 4 groups, in one group consists of 9 students. The teacher asked the students to makes a picture and presentation the topic in front of the class. The teacher's gives the different topic in each group based on their name of the group. The following steps done by the teacher were as follow:

1. The teacher gave a topic will be discussed.
2. The teacher divided the group. Each group consisted of nine people.
3. The teacher gave a different topic to each group. The topic talked about natural disaster: earth quake, Land slide, and flood. Then the teacher gave several times to discuss with their group.
4. The teacher asked the students to makes a picture of natural disaster, and present in front of the class. After the teachers' done to explain the steps, the students did what they teacher asked before. The students' sitting based on their group and discuss about their topics and makes the picture as a teacher said.
5. Finishing discussion, the teacher gave feedback or asked questions. Then the teacher asked the students to gives score with their friend's performance. After that, the students divided the score and get the result of the score. The last, the teacher makes conclusion, gave additional information about the topic discussion.

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Killen's and Kelly's concept above are in line with Brown's notion. Brown (2001) affirms essential advantages of group discussion in EFL teaching:

1. Students are able to generate interactive language
2. Students are embraced by an effective climate
3. Students are to promote learner responsibility and autonomy
4. Students are able to understand toward individualizing instruction.

Moreover, Suryosubroto (2002) also highlights that discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. He asserts that discussion techniques provides opportunities for student's thoughtfulness about information received in class so that they are able to solve the problem discussed.

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

> *The discussion strategy easily to understand and familiar for the students, before we practice the speaking we have discussion to the students. We can give the example for the real situation, we can improve their speaking with looked at the picture and they can describe for their words: (Teacher A)*

This activity is one of the effective of strategy in improving the students' ability in speaking. because they do not have a lot of time to think, they must sent their opinion quickly, it really helps the students' ability in speaking because it is related to one of the speaking characteristic which is spontaneous. The students just

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describes about the picture, they showed their picture and explain with their words. After that, the others group gave a score with the group will be present. And the students always prepare with the good performance with their skill.

Finishing discussion, the teacher gave summarizing or explanation in detail about the opinion that had been discussed or explored, from the data that was explained, the teacher encouraged to the students to take conclusion that related the topic. In doing discussion, the students did academic language function it is informed. And the researcher found that all of the teacher in the SMA N 2 Mandau namely Teacher A, Teacher B, and Teacher C used the discussion strategy while teaching learning process.

4.1.2 Small Group Discussion Strategy

The second meeting was conducted 30th April 2019 by small group discussion strategy. The second meeting was teach by English teacher namely teacher A. The teaching material is about report text. Learning together to overcome the problems, tasks or homework that one done at specific place and on certain time by some persons or students are called discussion. They may interact, ask and answer, also debate each other. In discussion, the students allow to discover or state personal point of view discussion create friendship and solidarity among the students and they receive the talk to their needs (bibber,2003). It includes the context of opinion, making judgment agreeing or disagreeing, getting more information, improving someone's students and long idea, etc. by doing of view about, the student are

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claimed to be more creative and diligent to prepare them solve with the material that will be descended on the next discussion. Here the steps done by the teacher were as followed:

1. The teacher showed the report text to give example for the students. The example talked about Komodo.
2. The teacher distributed the structure of report text.
3. The teacher explain about report text lesson, by giving the model of report text. The teacher's print out of the report text and then copied for the students'.
4. The teacher gave the instruction of the discussion material of the report text activity.
5. The students listened to the teacher while reading the material or the topic form that they had got from the teacher at the beginning of class that day
6. The teacher divided the students into nine group. Each group consisted of about four students.
7. The teacher choose nine topic, the topic talked about animals, they are hyena group, crocodile group, panther group, gorilla group, tiger group, snake group, king guardian group, cheetah group, and the last lion group. And the students take the group with their absent.
8. The teacher asked each of students to find the report text and then wrote it on the note book.

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9. The teacher asks every group to present their report text in front of the class.
10. The teacher asks students to give questions to another group about their material and discuss the answer together.
11. Students make conclusion about the material.

According to Burcher (2014:1) small group activities are students to take active rule and must be simulating, proactive 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 acivities while the teacher monitor them activities and help them if it is needed.

The procedure of small group strategy is as follow (Ruddock: 200)

1. The teacher divides the students into 6 group
2. The teacher gives reading material and asks them to comprehend it.
3. The teacher asks every group to summarize the reading material.
4. The teacher asks every group to present their reading material in front of the class.
5. The teacher asks students to give questions to another group about their material and discuss the answer together.

In doing small group discussion, the teacher should concern with some criteria or characteristic. AS Ruddock (2000:51) explain the simple and useful set of criteria for and effective small group work are all members participate, students argue among

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themselves ad ask questions, all enjoy the meeting and keep discussion keeps close to the point and also gain some understand.

The researcher interviewed the teacher how to conduct small group discussion strategy in the class:

> *I find the funny things at the class, some discussions, make a group discussion with a name group. The name of group animals, they discuss about the topic what we delivered for them, homework, individual working, decide the meeting schedule, select the leader of group, present of the task, and etc: (Teacher A)*

In this research, a small group strategy is the best strategies for students discuss and improve their speaking and team work at the group. All of the students have works and try to complete their task. The researcher found that the strategy used by Teacher A and Teacher B.

4.1.3 Questioning to check for understanding strategy

The third meeting was conducted on 2nd may 2019. The learning process was teaching English teacher namely teacher C. The topic delivered from the internet about song. The topic chosen because they were considered to be follows the book. In addition they could improve their knowledge and vocabulary about the current topic. In the third meeting, the researcher started the lesson by eliciting the students' background knowledge about song.

The procedure of the implementation of questioning to check for understanding was as follow:

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1. The teacher did brain storming, students were listen the teacher instruction.
2. The researcher moved to the main session which was started by questioning to check understanding.
3. The teacher asked the students to open internet and search song and translated the lyrics.
4. The teacher gives 20 minutes to translate the song.
5. After the students finish translated, the teacher ask one by one of the students what is the meaning of the song.
6. The students can't answer the teacher question, and after that the teacher's explain the right meaning of the song.
7. After everybody answer the question the teacher review about their material, and gives time for the students who don't understand about these song and the hard vocabulary in these song.

Teacher's Questioning Strategies

This strategy has revealed seven points related to the questioning strategies:

1) The teacher used some types of question in questioning the students

2) The teacher was questioning the students in all session of teaching

3) The teacher used wait time when she/he was questioning the student

4) The teacher repeated the question in different or the same sentence

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5) The teacher translated the question or mix the question into bahasa Indonesia and emphasized the question when the students seemed confused.

6) The teacher get closer to students when they could not answer the questions until three time

7) The last, the teacher gave reward as reinforcement for students who answered the questions correctly.

When he was questioning his students to know the students news, he used open/closed question, for example he said: How are you class? (apa kabar). The questioning was applied in the beginning to refresh the students. The question included of open/closed questions because the answer can be more than one answer or the students could respond by saying whether they were fine or not.

When the teacher wanted to review the lesson, she said: 'Do you still remember the material last meeting?' The questions used to remind them what they had gotten from the previous lesson. The students responded it with correct answer. Then he continued questioning by saying: 'So, who knows what is present perfect tense?'. The teacher emphasized the question with certain topic which was about present perfect tense which had been taught last meeting. Moreover, she repeated the question by saying: 'Present perfect tense adalah?'. So, the questions here included

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recall questions. Furthermore, she continued questioning by saying: 'What? Masa lampau or masa sekarang?'. he seemed surprised because the students' answer was not really clear, then he tried to repeat the question in Bahasa Indonesia to evaporate the students mind.

When the teacher was questioning students about the definition of the topic discussed, she used referential question. He said: do you like sing a song? Apakah kamu suka bernyanyi? Before the teacher explained more about the topic, he used the question whether the students had much information about the topic.

When the teacher needed answer about the second star of the text, she used display question again. he said: 'What song do you like? What is the tittle of the song?' and the teacher explained about the song in the material for the students. When the teacher asked students about their work, he used yes/no questions. He said: 'Have you finished?' Then she repeated again the questions in different sentences but have the same meaning. He said: 'Have you finished writing and answering the questions?'. Those questions showed that it only needed respond yes/no answer from the students.

In this research, a questioning to check understanding strategy is the good strategy to communicate with students. The teacher can ask question and the students answer the question of the teacher, it's can improve their students to think and practice in speaking. And the researcher found that, all of English teachers at SMA N 2 Mandau used the questioning to check understanding.

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4.1.4 Board Game Strategy

The fourth meeting was conducted 3rd May 2019 by using board game technique. The learning process was English teacher namely teacher C. The material was hortatory exposition. A lot of companies are making educational board games that teach things such as adding or phonics. While there obviously educational, any type of board game can teach kids many important concepts.

The researcher interviewed the teacher the reason used board games strategy

> *Because to gives motivation for the lazy students to be active in speaking class. I always do the strategy, depend on situation at the noon, I try to gives easy topic, because the students tired and bored. When at the beginning or morning I can give the serious topic. Sometimes, I give games for them in the class: (Teacher C)*

This article will address 5 important concepts that playing board games can teach children.

1. Taking turns and having patience,

   Taking turns and having patience: in board games, kids are taught to wait for their urn. Sometime this can be hard as kids to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.

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2. Playing fair,

   Playing fair: it is so easy for kids to get upset when they lose a turn or things don't go the way planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

3. Reasoning and strategy skills,

   Reasoning and strategy skills: playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantages. This is an important concept in making everyday life decisions throughout.

4. Good sportsmanship,

   Good sportsmanship: many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble ad have good sportsmanship no matter who wins. Learning this concept can help them I any friendships they have as well as to be happy about others achievements.

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Based on the above description, can be therefore it can be summarized that:

1) Board games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling odd moments when the teacher and class have nothing better to do. Board game ought to be at the heart of teaching (foreign) languages.
2) Board game can be used at all stages of the lesson. But teachers must be sure that board game provided, are suitable and carefully selected by the teachers.
3) Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

One of game in teaching speaking English is board games. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because board game as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using board game in teaching speaking will give achievement acquiring English.

Board game can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas

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language practice in even well constructed drill is usually very quickly forgotten and finally, board game which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use board game in order to make the students have more interests, attention and understand about the material. There are five steps that can be applied when the teacher use board game:

1. Take pictures in front of the class
2. Try to attract the students' understanding about board game
3. The teachers begin to explain what does the board game talk about;
4. In order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before and,
5. After the teachers feel that all the students have understood of the material, the teacher continue to another topic.

In this research board game is the best strategies for students understand and have fun in material. All of the students have works and active in teaching learning process. Based the researcher observed teacher A also used the strategies in her classroom.

4.1.5 Role play Strategy

The fifth meeting was conducted by using role play technique. The researcher observed the teaching and learning process on 6th May 2018. The learning process was teaching English teacher namely Teacher B. The teaching material is about

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offering and suggestion. Here were the following steps done by the teacher in teaching speaking by using role play:

1. The teacher gave example of dialogue how to order menu to give background of knowledge about offering and suggestion.
2. The teacher distributed the form of dialogue offering and suggestion
3. The teacher gave the instruction of the role play of offering and suggestion to order menu.
4. The students listened to the teacher at the beginning of class that day
5. The teacher divided the student into 8 groups. Each group consisted of about four students.
6. The teacher asked each students to made dialogue how to order menu and then wrote it on the note book.

According to Ladouse in allan makey (1987:7) role-play is one of a whole gamut of communication techniques which develops fluency in language, which promotes interaction in the classroom, and which increases motivation. Not only in peer learning encouraged by it, but also the sharing between teacher and students' responsibility for the learning process.

Role play is a speaking activity where learners participate either as themselves or as somebody else in a specific situation. In this way they can act in various interaction patterns.

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According to Ladouse (1989) the situation can respond to:

1. A real in the learners' lives (at the doctor, at the station), the
2. Learner may or may not have the direct experience; the events that few learners will ever experience but which are easy.
3. To play such as being a receptionist fantasy roles which are imaginary, absurd and have nothing to do with reality.

Role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Haycarft mentioned the three elements in role playing: what the characters want, who they are, and their moods or attitudes at the time. These elements are ten affected by how the situation develops (Haycraft, 1979)

The students' had to practice the dialogue suggestion and offering in front of the class. There were four roles that can be chosen and act out by the students: receptionist, corporation, guest secretary, guest. The teacher continue explaining that the students were going to perform what each of them had got in the form of the role play of order menu.

The researcher show that before the performance, the students were given time to have small discussion in the group. They chose the role, arrange the dialogue, and elaborated what happened. Finally, in the performance each group had for about

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ten minutes to perform the role play of suggestion and offering to order menu. In general, each group had a receptionist, corporation, guest's secretary, and guest.

The researcher interviewed the teacher the reason apply role play technique in the class:

> *I think role play is the best strategy especially in improve students speaking skill. The students can practice the teaching material about the real situation in daily activity:*Teacher B

In teaching and learning process, some of group, the students are asked what that they have studied. They made the conclusion about the expression of offering, asking, accepting, and refusing something. During each performance, the students used English. While the group was performing the role play, most of the students had to paid attention to the other group. And the researcher found that teacher A and teacher C used the role play strategies

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4.2 Data Analysis

4.2.1 The implementation of discussion technique

The researcher found that there all almost all students in the group were actively involved. The teacher informed 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 discussion group. The teacher gave students as many opportunities as possible for speaking, present and interaction in target language.

This activity offers students an opportunity to speak, to express their idea as they know. The students describe spontaneous the picture in front of the class. They improved their vocabulary and pronunciation in speaking. and the others students gives a score to their friends who is present in front of the class. In doing discussion, the students did academic language function as like informing (reporting information to each other). Finishing discussion, the teacher hold feedback or asking questions between students. Then, the teacher asked them to make conclusion. The last step, the teacher gave the suggestion and additional more that was discussed.

According the teacher, by doing this activity, the students would be familiar with new vocabularies when they got in discussion activity. Beside that, to stimulate their thinking in order they are able to develop their knowledge and after that they can explore their idea in this opportunity.

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4.2.2 The implementation of small group discussion

Based on the observation in English activities in class, it can be seen that the small group discussion can make the classroom an entertaining and lively environment. The small group discussion give the students more speaking time and allow 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 that it is to do tasks individually. By making lessons and activities more fun we can simulate students not just to come to class but also enthusiastically contribute to their own learning.

In small group discussion the students can apply team work and sharing with their friends. The students can practice the final task that they did in front of the class. Meanwhile, in small group discussion the students not lazy because they can sharing their idea to the other students.

4.2.3 The implementation questioning to check understanding strategy

Questioning was good for speaking activities. It makes students active in the classroom. The used of questioning strategies in teaching classroom through applying some types of questions and using them in mostly session in teaching. It was found that the teachers applied more than one type of questions. Open/closed questions were applied frequently in all session in teaching.

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In doing questioning the students able improve their speaking when the teacher asked questions for them. The aims of the use questioning strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, and make the interaction and communication between.

4.2.4 the implementation board game strategy

Besides, board game can increase motivation to learn the English for the English for the students. They also have to add advantages of being memorable the words much less likely that students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, board game which helps to bring the students memorize more words.

The teachers began to explain materials, the teacher used board game in order to make the students have more interests, attention and understand about the material. Based on teacher C said to makes students enjoy in the classroom sometimes we used board game in teaching learning material.

The Implementation of Role Play Technique

The researcher found that role play was activity that could make the students feel fun. They were enthusiastic in involving in teaching and learning process. The students' participant was good. Thus, they good enough chance to speak in target language. Moreover, they were very creative in playing their roles in front of the

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class. And the students can work cooperatively. Even they made advertisement. That was very entertaining.

Moreover, the implication of role play in the class was the teaching speaking activity to train the students' cooperation in group as when they had to prepare for the performance. They discuss many things in the group by using English. The students feel fun. They were enthusiastic in involving the teaching and learning process. The student's participation was good. Thus, they good enough chance to speak in target language. The teacher and also the students often laughed because of that according to the students, they like doing this activity as they could act and expressed themselves. They did not realize that actually they studied and practice many in their speaking skill.

In doing role play the teachers' can create and gives motivation to the students to practice English, don't afraid to makes mistake in pronunciation, grammar, and lack of vocabulary. The students just try the best characters and show their performance in front of the class. And teacher C said not important to teach grammar in speaking class, because when the teacher force the students to perfect in grammatical words it's make the students afraid to perform and speak.

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CHAPTER V

5.1 Conclusion

The researcher is focused on strategies by the English teacher in teaching speaking skill. The location of this research was at SMA N 2 Mandau, the participant of this research was teachers at SMA N 2 Mandau. The sample of this research was three English teacher. There are several points that can be forwarded for the conclusion of the research relate to teacher in teaching speaking. The conclusion could be described as follow:

a) There were 5 speaking strategies used in teaching speaking skill in SMA N 2 Mandau, namely discussion, small group discussion, questions to check understanding, board game, and role play. All of them are group work learning activity. in discussion they can sharing ideas, in small group discussion is working in group to solve the problem, and in question to check understanding they knows about that they don't know before, in board game they can memorable the words, and in role play they can enthusiasm and improve their speaking performance in teaching learning process.

b) Discussion strategy the students got an opportunity to speak, to express idea as they know. The students can describe spontaneous the picture in front of the class. By doing activity, the students would be familiar with new vocabularies when they got in discussion activity.

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c) Small group discussion the students got a chance to done the task with team work. This strategy usually motivates students because it is quite simply more fun to work and talk with their classmates.

d) Questioning to check understanding strategy it makes students active in the classroom. In doing questioning the students able improve their speaking when the teaching ask questions for them.

e) Board game strategy can increase motivation to learn the English for the students. In doing board game which helps to bring the students memorize more words.

f) Role play can give a chance for the students to speak in target language, they were can prepare for their performance and makes the students creative. In doing role play the students not realize that actually they studied and practice many in their speaking skill.

g) This research also found that average of students' speaking skill was very good, active and enthusiasm in teaching and learning process. They students can improve their vocabulary, pronunciation in learning speaking.

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5.2 Suggestions

Based on the result of analysis and conclusion, the researcher would like to give suggestion not only the English teacher, but also for students educations.

1. For the teacher
   a) The teachers should find out the information about good strategy used in students' learning process to makes students excited to learning.
   b) The teacher should teach more often about speaking skill, so the students won't be nervous to speak especially in front of the class, and the teacher should give motivation to students in speaking class.
   c) The teacher should give an interesting topic to make students more curious and not bored in teaching speaking, the teacher can used the media when teaching at classroom.
   d) The teacher should find the characteristic of the students and the weakness of the students in speaking.

1. For the students
   a) The students should be confidence and not ashamed when perform and speak English in front of the class.
   b) The students are should master and rich vocabulary to easier speaking English in the class.
   c) The students should speak English when they are learning English at classroom.

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d) The students should pay attention when the teachers' gives instruction and their friend presentation at the classroom.

2. For the next researcher

The researcher hope in this research can give contribution and significant to the next researcher, who wished to the same topic can find the other some strategy to do teaching speaking skill.

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