

**ENGLISH TEACHERS' STRATEGY IN TEACHING
SPEAKING
THESIS**



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**ENGLISH TEACHERS' STRATEGY IN TEACHING
SPEAKING
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Presented to State Institute of Islamic Studies Ponorogo in
Partial Fulfillment on the Requirement for the Degree of
Sarjana in English Education



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ABSTRACT

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Key words: *Speaking, Strategy.*

Speaking has the important role in our life. By having good speaking skill, the students will be able to communicate each other and develop them to be wise speakers both in the class and daily life. There are many kinds of strategies that can be applied by teacher in teaching speaking. But the teacher should select the strategy that appropriate with the students need and material. The strategy for teaching greatly affects the students' understanding in a process of learning. The main purposes of this research are: (1) to describe the strategy used in teaching speaking (2) to reveal the factors that influence teachers choose that strategy

The type of this research was qualitative. In this research, the teacher and the students of SMP N 1 Balong were as subject of the research and the sources of the data. The techniques of data collection used were observation, interview, and documentation. The triangulation technique was for data validity. In this research, the data was analyzed used Mathew B. Miles and Michael Hubermen's theory namely reduction data, display data, and conclusion.

The findings showed that: first, English teachers in SMP N 1 Balong use various strategies to improve students'

speaking abilities, because this is the main goal in learning English. Some of the main strategies most often used by English teachers in SMP N 1 Balong to improve students' speaking skills are role play, drilling, outdoor activity, and direct strategy. Between one teacher and another teacher has different application in using various strategies because each teacher teaches different class, different in class level, students' ability, and class condition. Second, there are several factors that influence the teacher in applying several strategies that have been determined by the teacher. These factors include, first, the curriculum used in schools. Because of each curriculum has different target or objective that must be understood by the teacher. The second factor is the learning style of students, because each student has a different style and needs different treatment. The third factor is infrastructure in school, because without the complete infrastructure that supports the learning activities, the teaching learning process will not run optimally. The last factor is the ability of students to receive lessons, because each student has a different level of understanding.



APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of :

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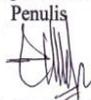
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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal. Speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other people through communication. Speaking is one of important parts in teaching language also because it includes one of four basic language skills. To speak in

the foreign language in order to share understanding with other people who need attention to accurate the specific language. A speaker need to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. So that, speaking is a fundamental skill that foreign language learners should master. So, teachers have a responsibility to prepare students to be able to speak in the real world.

The result of interview with Mrs. Zaenab, as an English teacher in SMPN 1 Balong, before teaching the teacher must be prepared well to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when

teachers teach speaking.¹ Speaking is one of the skills in English which difficult for the students mostly and that's why it is a one of the teacher challenge to make the students become confident and can speak fluency. In real learning and teaching process in SMPN 1 Balong, the teacher faced the problem that most of the students still passive in every conversation or discussion in speaking lesson. They feel shy and afraid to answer the questions from the teacher. They feel unconfident to speak English, and don't have high motivation in every speaking activity. Students who can communicate in English fluently with a good grammar, pronunciation, fluency, accuracy, comprehension, and appropriate vocabularies will be considered to have a skill in English.² Al-Hosni

¹ Look at interview transcript number 01/I/07-II/2019

² Look at interview transcript number 01/I/07-II/2019

identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves.³

However, to achieve this highest target of English is not an easy thing because when speaking students must speak and think about the components of speaking at the same time. Therefore, students should learn those components of speaking to become a good speaker. In this case, students should master those components of speaking in the process of learning speaking skill. It becomes a task for English teacher in the school to create an enjoyable, interesting and interactive English class for

³ Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 6, (June, 2014) pp. 22-30

students especially in every speaking activity to make them confident to speak. Moreover, the goal of teaching speaking is improving students' speaking skill when they are interacting with other people.

Strategy is an important aspect in teaching and learning process. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Silver, et al, "The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal". The

teacher should be able to choose appropriate strategy in teaching speaking for the students.⁴

There are many strategies applied and developed in teaching and learning process. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Writing is focus with the ability to produce written language, whereas speaking focus on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.⁵ The students need the suitable strategy in gaining the materials from the

⁴ Ririn Rianingsih, "The Teacher Strategies In Overcoming Students' Difficulties In Speaking At English Intensive Program Of Ma An-Nur Cirebon", (University Of Syekh Nurjati State Institute For Islamic Studies Cirebon, 2015), 3.

⁵ Syafriza, "Teacher's Speaking Strategies at Vocational High School", *The Journal of English Language Studies Vol. 02, No. 01*, (March, 2017), 68.

teacher. The strategies which are used by the teacher have to match for the students' ability and condition. The speaking strategies help the teacher to conduct teaching speaking better. The teachers' strategies that implemented in seventh grade will different with the teachers' strategies in eighth and ninth grade. The teachers' strategies in class which the students have high motivation also different with class which the students have low students motivation.

The students can be said success in speaking skill when they have reached some points in the speaking activity. According to Peny Ur, characteristics of successful speaking activity, the first is learners talk a lot. Means they can express their ideas what they thought by speaking a lot. The second is participation is even. In the

learning process the students are not only listen what the speaker talked, but also they respond by their opinion. And then motivation is high, students can motivate themselves to improve their speaking well. And the last speaking is of an acceptable level. Those points are should be tried by the teacher to build their students become that characteristics in classroom activity.⁶

Looking at the indicator of the speaking is success or not and the teachers have an important role in providing some strategies in teaching speaking to get the best outcome. Thus, this study is important to be conducted. It is because, in English learning process, a teacher is a main source who provides the strategies to the students. They have an important role in improving the students' speaking skill; it is possible by providing

⁶ Ibid, 3.

suitable strategies to get the best outcome. Based on description above, it is necessary to observe the English teachers' strategies in teaching speaking. Based on this condition researcher is interested to conduct a research entitled: **“English Teachers’ Strategy in Teaching Speaking”**.

B. Focus of the Study

This study only focused on identifying the English teachers' strategy in teaching speaking: A Study in SMP N 1 Balong.

C. Statements of the Problem

Regarding to the background of the study, the problem statements are formulated into:

1. What is the strategy used by English teachers' in teaching speaking the students of SMPN 1 Balong?
2. What are the factors influence the teachers' strategy in teaching speaking the students of SMPN 1 Balong?

D. Objective of the Study

Based on the statement of the problem, the researcher has the objectives of this research which are described as follows:

1. To describe the English teachers' strategies in teaching speaking the students of SMPN 1 Balong.
2. To find the factors influence the teachers' strategies in teaching speaking the students of SMPN 1 Balong.

E. Significance of the Study

This study focuses on the description of English teachers' strategies in teaching speaking the students of SMPN 1 Balong and the significances of the research can be theoretically and practically.

1. Theoretically

- a. The result of the study can be used as input in understanding the teachers' strategy in overcoming students' difficulties in speaking.
- b. The result of the study can be used as input in understanding the students need in improving their speaking skill.
- c. The result of the study can be used as the reference for those who want to conduct a research in Strategy in teaching speaking.

2. Practically

a. Teachers

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

b. Students

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

c. Readers

The result is expected to make readers interested in observing the teachers' strategies in teaching speaking from other points of view.

d. The researcher

This research hopefully gives and adds the researcher's knowledge especially as the candidate of teacher so that the teacher is ready entering the education world.

F. Organization of the Thesis

This thesis consists of six chapters as follow:

Chapter I : In introduction contain background of study, statement of the problem, objective of the study, significances of the study, and organization of thesis.

Chapter II : Review of literatures. This chapter gives the explanation about the

theory of teaching, theory of speaking and teaching speaking, theory of strategies in teaching speaking.

Chapter III : Research Methodology. This chapter gives the explanation about research design, researcher role, research location, Data source, technique of data collection, Data analysis, Checking the data validity, and research procedure.

Chapter IV : Research findings. This chapter contains the common data of research location involving the story of SMPN 1 Balong, where it take

places, organization structure, the condition of the teachers and the students, vision and mission, and data description.

Chapter V : Discussion. This chapter contains of data analysis the teachers' strategies in teaching speaking of students in SMP N 1 Balong.

Chapter VI : This chapter consists of the conclusion of the research and about the recommendation.

CHAPTER II

PREVIOUS RESEARCH FINDING AND REVIEW OF LITERATURE

A. Previous Research Finding

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

observation was conducted to identify the strategies of teaching speaking. The results revealed that encouraging students to speak, giving motivation and making aware of scripts were the strategies used by the teachers. Encouraging students to speak was the most frequently used strategy. Assuring misunderstanding could occur and building a stock of minimal responses were the strategies never used by the teachers.⁷

The study of Tifani Anis Saliha, with the title “Teacher’s Strategies in Teaching Speaking at the Daffodils (Case Study Research At Kampoeng Inggris-Pare Academic Year 2017 On 10th - 25th Period)”. Speaking is a process of producing and receiving language which contains information to create

⁷ Adi Nugroho, , “Teachers’ Strategies in Teaching Speaking: A Study at LPK Padma Widyanata,” (Thesis, University of Kristen Satya Wacana, Salatiga, 2015), 1.

interaction. In learning speaking, there are many problems that are faced by the English teacher. So, the teacher needs to use the strategy for teaching speaking. The strategies must be suitable to the students' condition. This research is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course Kampung Inggris-Pare. The result of the research showed that teacher used four strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social cultural norm. The strategies that dominate that used by the teacher in speaking knowledge areas are recognizing script. the strategies applied by English

teacher were appropriate in teaching speaking at The Daffodils English Course, because those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking. The researcher suggested for other researcher to use the other creative strategy to compare the result of the success strategies.⁸

The study of Syafriza with the title "Teacher's Speaking Strategies at Vocational High School". The aim of study is portraying teacher's strategies in teaching speaking to students at vocational high school

⁸ Tifani Anis Saliha, "Teacher's Strategies In Teaching Speaking At The DAFFODILS (Case Study Research At Kampoeng Ingggris-Pare Academic Year 2017 On 10th - 25th Period)," (Thesis, University of Nusantara PGRI Kediri, 2017), 2

level and recognizing students' response towards the strategies by involving an English teacher and a class of 38 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.⁹

⁹ Syafriza, "Teacher's Speaking Strategies at Vocational

B. Review of Literature

Researcher has some theories that are relevant studied and used as the main ingredient in connection with the theme of the discussion.

1. Teaching Speaking

a. Definition of Speaking

Welty says speaking is the main skill in communication. Referring to this statement, it can be said that from the four language skills listening, reading and writing, speaking become the first stress. Speaking in English is a crucial skill to function in any aspects of global transformation. It is likely to be in any aspects of modern life. Therefore, it is communicative

activities that can encourage them to speak and to interact to each other.

Speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking it.¹⁰ Tarigan clarifies that speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas and feeling. Therefore, speaking is not merely the utterance of sound symbols or words. Speaking is a tool for communicating ideas which are arranged and developed in accordance with the listener's need. It is clear that the main objective of speaking is for communication. In order to

¹⁰ Michelle Maxom, *Teaching English as a Foreign Language For Dummies* (West Sussex : Wiley and Sons, Ltd, Publication, 2009), 183.

express thought effectively, the speaker should know completely what he wants to say or to communicate.

Byrne defines speaking is a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in speaking process, people try to communicate with each other and use their language to send their message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information.

According to Fauziati, speaking is “an activity requiring the integration of many

subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. Fauziati states that “teaching of speaking skill should be figured as central in foreign language pedagogy”. The goal of teaching speaking is to communicative efficiency. Teaching speaking is training students how to integrate skills to deliver oral “presentations” without articulation difficulties. The objective of the language teaching is the production of the speaker’s competence to communicate in the target language. When teaching speaking skills, focus on the following:

- 1) Low Beginning Focus on simple information exchange, expressing thoughts and asking questions
- 2) High Beginning Focus on using language to accomplish simple personal objectives appropriately
- 3) Low Intermediate Focus on general discussion of a variety of topics and functioning well in social situations
- 4) High Intermediate Focus on elaborating and supporting opinions as well as simple formal presentations

- 5) Advanced Focus on formal presentations, polished conversation skills and idiomatic expression.¹¹

b. The Purpose of Speaking

There are three functions of speaking according to Brown and Yule in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

1) Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they

¹¹ Kayriye Kayi, “*Techniques for teaching speaking skills,*” Article, 2.

exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

2) Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or

done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for

practicing how to use talk for sharing and obtaining information.

3) Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

c. Principles for Teaching Speaking

According to David Nunan, there are five principles of teaching speaking:

- 1) Be aware of difference between second language and foreign language in learning context.
- 2) Give students chance to practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work.
- 4) Plan speaking task that involve negotiation for meaning.

- 5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.¹²

d. Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of number of different abilities, which often develop at the different rates. Harmer (2001), discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects – knowledge of ‘language features’, and the ability to process information on the spot, it means ‘mental/social processing’. The first aspect, language features,

¹² David Nunan , *Practical English Language Teaching First Edition*, (New York: The McGraw –Hill Companies, Inc, 2003), 54-56.

necessary for spoken production involves. The following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

- 1) Connected speech – conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning– weakened sounds);
- 2) Expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (supersegmental features);

- 3) Lexis and grammar – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- 4) Negotiation language – in order to seek clarification and to show the structure of what we are saying.

e. Types of Speaking Performance

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

1). Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The

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.

2). Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3). Responsive

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

4). Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5). Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.¹³

2. English Teachers' Strategy

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who

¹³ Ririn Rianingsih, "The Teacher Strategies In Overcoming Students' Difficulties In Speaking At English Intensive Program Of Ma An-Nur Cirebon", (University Of Syekh Nurjati State Institute For Islamic Studies Cirebon, 2015), 3

has first obligation for designing strategy and it followed the students in learning activities. According to Oxford “the term ‘strategy’ comes from the ancient Greek word strategy meaning ‘generalship’ or ‘the art of war’.¹⁴ Strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activities, the process of activities and the means of supporting activities.¹⁵ Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary intra

¹⁴ Ibid, 6.

¹⁵ Abdul Majid, *Learning Strategy*, (Bandung: PT Remaja Rosdakarya, 2014), p. 3-4.

individually; each of us has a number of possible ways to solve a particular problem, and we choose one or several in sequence for a given problem.¹⁶

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

- a) Strategies are tools for designing thoughtful lessons and units
- b) Strategies make the work of differentiating instruction manageable for teachers and motivating for students
- c) Strategies provide the tools needed to bring thoughtful programs alive in the classroom

¹⁶ H. Douglas Brown, *Principle of Language Learning and Teaching fourth edition*, (San Fransisco : Longman, 2000), 113

- d) Strategies build the skills needed for success on state tests
- e) Frequent use of strategies leads to consistent and significant gains in student achievement
- f) Strategies build different kinds of knowledge¹⁷

There are many kinds of strategies that used by teacher, such as:

a. Giving Motivation

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it ± in fact, almost any influence a person is exposed to might

¹⁷ *ibid.*, 6

potentially affect his/her behavior.¹⁸ Dealing with student's learning motivation in the classroom is a need and vital to the whole successful development and achievement of the student's, motivation is argued as an integral toward the learning process. Motivation is a mental state that encourages people actions and activities. To be motivated is considered as the changing the good attitude in doing something. To achieve the goals, the students' motivation is one of the vital matters until higher education especially bringing the worth of academic performance in their professional life.

¹⁸ Dörnyei, Z, *Motivational Strategies in the Language Classroom*, (Cambridge: Cambridge University Press, 2001), 28.

Motivation has a variety of perception in which the elements are interconnected. Not only people have dissimilar amounts, but also they distinguish both in motivation level like how much motivation and in the orientation of that motivation such as what motivation types are. Orientation in motivation relates to the essential goals and attitudes which offer augmentation to act. Furthermore, student motivation is one of the aspects that allow that attitude within students learning process

Afzal et al., summarize the source of motivation into two categories.

- 1) Intrinsic
 - a. Self-exploration

- (1) Students have their own learning interest and want to investigate more ideas in full motivation.
- (2) They have their own belief that they can do better and influence in good outcome.
- (3) For example: students choose the department subject because of their interest.

b. Altruism

- (1) Students have a desire to learn according to their own pleasure, their intended meaning being good people in their society, and their ways in resolving the issues.

(2) They are truly motivated which can achieve the better products.

(3) For example: students enroll the college because they want to participate actively in their environment.

2) Extrinsic

(a) Rejection of Alternative Options

(1) Students concern on finishing their degree to get a better job in their better future.

(2) They go on their studies for staying away from getting a job or because they do not have the exact things what they will do.

(3) They trust in de-motivated and are not be able to maintain a constant performance academically. For example: students enroll in the college because do not understand what they should do.

(b) Carrer and Qualifications

(1) Students give more attention to their careers in order to finish their degree to have a better profession later.

(2) Concerned with getting the degree but not for learning sake.

(3) They can demonstrate better performance in a short-term or when the reward is not available any longer.

(4) For example: students enroll the college or university to develop their occupation.

(c) Social Enjoyment

(1) Students consider the college or university as a place for finding fun and getting more friends to socialize with many people.

(2) Less academic performance is often shown by students who have low motivations.

(3) For example: students enroll the university or college because of enjoyable feeling on the social life

(b) Social Pleasure

- (1) Students consider the social needs, family, friends and others.
- (2) They try to find out other hopes.
- (3) The authentic interest is not owned by the students studies in inconsistency
- (4) For example: students enroll the university because of another hope to reach the degree.¹⁹

Some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural

¹⁹ Harjali dan Moh. Saechu, *Building Effective Teacher-Student Relationships in Creating Opportunities to Improve Students Learning Motivation*. Ponorogo: LPPM IAIN Ponorogo, 2018, 50-56

norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help

students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.²⁰

²⁰ Taher Bahrani, "How to teach speaking skill?," Journal of

b. Direct learning strategies

Direct learning is generally designed specifically to develop student learning activities related to aspects of procedural knowledge (knowledge of how to do something) and declarative knowledge (knowledge of something that can be in the form of facts, concepts, principles or generalizations) that is well structured and can be learned step by step. The main focus of this learning is training that can be applied from the real state of the simple to the more complex.

Direct teaching is teacher-centered, and must ensure the involvement of students. In this case, the teacher delivers academic content / material in a

structured format, translates students' activities, and tests students' skills through exercises under the guidance and direction of the teacher. So the environment must be created that is oriented to the tasks - tasks that are given by students.

The direct learning strategy is learning that is directed by the teacher. This strategy is effective for determining information or building skills step by step. The advantages of this strategy are easy to plan and use, while the main weaknesses are in developing the abilities, processes, and attitudes needed for critical thinking and interpersonal relationships and group learning. In order for students to develop attitudes and critical thinking,

direct learning strategies are combined with other learning strategies.²¹

Teachers who use the direct strategy believe students need associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the realia, pictures, or pantomime; he never translate sit in to the students' native language. Students speaking the target language a great deal and communicate as if they were in real situations.²²

There are five stages of direct learning, namely:

²¹ Abdul Majid, *Learning Strategy* (Bandung: PT Remaja Rosdakarya, 2014), p. 72-73

²² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching 2ed*, (New York : Oxford University Press, 1986), 29

Stage 1: deliver goals and prepare students

Stage 2: demonstrate knowledge and skills

Stage 3: guiding training

Stage 4: check understanding and give feedback

Stage 5: provides opportunities for advanced practice and application of concepts.²³

c. Drilling

Drills used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what

²³ Ibid, 74

they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

1) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

This drill often used to teach the lines of the dialog.

2) Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as

students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

3) Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-s-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its

proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

4) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit in to different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits in to the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

5) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.²⁴

d. Outdoor Activities

Outdoor learning can motivate people of all ages to think about and take action at local, national and global levels to live harmoniously and deal effectively

²⁴ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching 2ed*, (New York : Oxford University Press, 1986), 48-49

with the impact we have on our environments. An appreciation of the natural world and society largely depends on direct personal, aesthetic and spiritual experiences outdoors and in the real world.²⁵ Outdoor learning can provide a range of opportunities for children and young people to develop skills for learning, life and work. Stepping out of the classroom gives access to a range of real-world learning experiences that allow learners to understand the relevance of their existing skills and enable them to understand areas for develop.

The outdoor environment opens up opportunities for practitioners and learners to work in new ways. For example, the greater space available

²⁵ Foghlan Alba, *Outdoor Learning Practical guidance, ideas and support for teachers and practitioners in Scotlan*, (Scotlandia : Education Scotlandia), 26

outside, the availability of new and natural materials, the freedom to make mess and noise all mean that some of the barriers that might have constrained the structure of learning activities inside are removed. as an example, practical challenges outside that require learners to solve problems can provide opportunities to develop thinking skills by providing a context that requires learners to analyze the issues, understand the problem, create potential solutions and evaluate those which may be successful before applying them to solve a particular challenge.²⁶

There are significant advantages to using school and centre grounds as a place for learning. It is usually the first outdoor space beyond the building and thus is quick to access on a planned or spontaneous basis and

²⁶ Ibid., 34

the connections between indoor and outdoor learning can be immediate. Becoming familiar with leading learning in your school or centre grounds can also give opportunities to develop the skills and confidence that will allow the use of outdoor spaces further afield. Children and young people can develop a more intimate relationship with their grounds than almost any other outdoor space, exploring it at break times as well as in class. Children and young people view school grounds as their space and can be given opportunities to be stewards of their environment.²⁷

e. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various

²⁷ Ibid., 61

social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." Role Play activities are those where students are asked to imagine that they are in different situation and act. For example students role play being guest at a party, travel agents answering customer question or participants in a public meeting. The students decide who is who in each group. ²⁸

According to Michelle strategies used to improve students' speaking skill is talking about communicative

²⁸ Jeremy Harmer, *How to Teach English*, (Cambridge : Cambridge University Press, 2001), 92.

activities. This kind of activity has been popular for many years now in TEFL. Communicative activities generally involve pairs of students sharing information with each other to complete a task.

a) Communicative activities

Communicative activities generally involve pairs of students sharing information with each other to complete a task. Communicative activities come in many different forms but usually involve a Partner A and a Partner B. Each partner needs to ask each other fact or opinion-based questions after receiving initial prompts from you. Sometimes you give them a worksheet which has gaps in it but the gaps are different for each partner. The pair must then hide their own sheet and come up with a question to ask their partner who, as a result, gives them

information that they use to fill in a gap. On the other hand the activity may perhaps involve a list of topics or situations to ask a partner about so that the students talk about their own lives.

To make use of this activity in which each partner gets prices for half the items on a menu, use these steps:

- 1) Go through the vocabulary to make sure that students understand the food items. If you don't do this first thing, your students are likely to get distracted from the main aim.
- 2) Do an example on the board. Get students to suggest what question needs to be asked and make sure that everyone knows how to ask 'How much is?' and 'How much are?'

- 3) Divide the class into pairs and give each partner one half of the sheet – Partner A has the left half and Partner B the right. You can tell each partner that his menu is top secret so he can't show his partner.
- 4) Ask the students to look at the prices and check which ones are missing, then explain that each partner has to ask the other partner for the prices of these dishes.²⁹

According to Kayriye Kayi, activities to promote speaking are:

- a. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or

²⁹ Ibid, 184.

find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better

not to form large groups, because quiet students may avoid contributing in large groups.

b. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which

means they do not have to take the same responsibility.

c. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

d. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning

of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study

to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g. Story completion

This is a very enjoyable, whole-class, free-speaking activity for who students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about

whether they have experienced anything worth telling their friends in their daily lives before class.

i. Picture describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

j. Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and

another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.³⁰

Harmer, when considering organizing group work and pair work in relation to various communicative and pre-communicative speaking activities, proposes three stages – before, during, and after. The three stages explained as follows:

a. Pre-Activity Stage

The first stage, pre-activity stage, includes two focus areas - ‘engage-instruct initiate sequence’, of which the name has been borrowed from Harmer and ‘grouping students’, it means dealing with the ways that can be

³⁰ Kayriye Kayi, “*Techniques for teaching speaking skills,*” Article, 5-6

initiated in order to divide learners into groups or pairs in case of including group work and pair work activities.

b. During-Activity

Stage During-activity stage focuses on ‘the roles of the teacher’ that he or she can take on during activities, and, what can be suggested concerning the roles of the teacher. Another focus area concentrates on ‘providing feedback during activities’; and, finally, ‘the mother tongue use’, which discusses attitudes towards mother tongue use in the classroom, and actions that can be taken to promote the use of English will be included in this stage.

c. Conclusion

Stage Conclusion stage includes the areas which focus on the process of ‘stopping the activity’, it means

the appropriate time and method selection; and, 'providing feedback' after the activity.

3. Factors that Influence the Teachers' Strategies in Teaching Speaking

There are numerous approaches to teaching English as a Second Language (ESL), each with its own pros and cons. Each approach has a situation where it is likely the best choice. One of an ESL teacher's jobs is to select the best approach and materials for the given situation and ensure that the students are responding to the selected materials.

a) Student's Age

A factor that will play a huge role in what materials you should use is the student's age. Teaching a pre-school child is very different than teaching an adult.

The child's attention span is much shorter; therefore the teacher will need a greater variety of materials to keep the child interested. The material will also need to have a theme that interests kids, such as cartoon characters. Adults, on the other hand, will quickly tire of such simplicity and will want something more practical and stimulating. In short, try to match the material to the interests someone of the student's age might expect to have.

b) Student's English Level

Starting off watching a dramatic film in English with someone who only knows a few words is not very effective. But for advanced learners it can be a great way to work on comprehension. ESL teachers should first screen all students with a simple English test to

ascertain their level. Once you know that, selecting the appropriate level of materials will be much easier. But remember, regardless of the student's English level, try to keep the materials interesting. A little textbook learning is essential, but it should be varied with more interesting activities

c) Class Size

The materials will also differ depending on whether you are teaching one-on-one, a class of three or four or a class of 25. Audio and video media are great tools for larger classes, but for one-on-one lessons they may seem too impersonal. For a large class it will be hard to individualize materials. When working with one or two students, it's easier to choose materials with which they are comfortable.

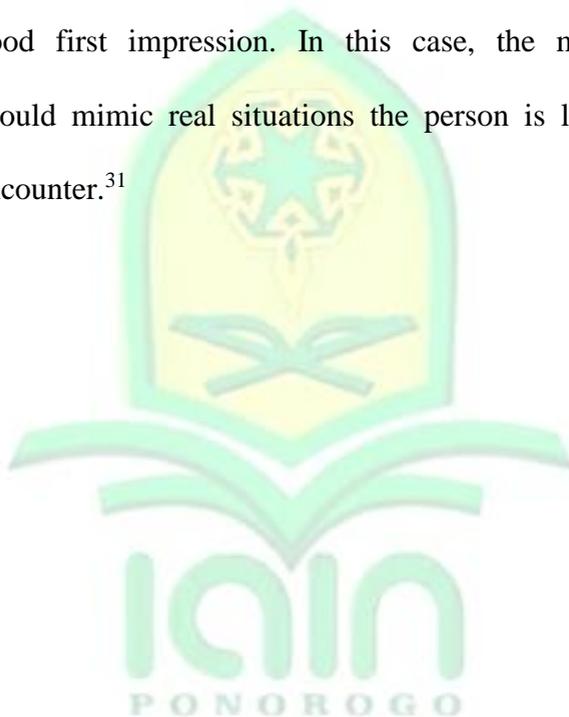
d) Individual Learning Style

After you've been with a student for a few lessons, you should start to pick up on his strong and weak points. Some people learn best when they can see the language while others do better hearing it. Once you know which type of learner a student is, you can focus your materials to his style. For large classes where there is a variety of learning styles, you'll also need to use a variety of materials to ensure everyone receives what they need.

e) Specific Purpose

For students learning English for a specific purpose, such as business or medicine, you will need to use specific materials. These learners are usually either advanced or have a short period of time to learn as

much essential material as possible. Watching Sponge Bob Square Pants will not serve the needs of a business professional trying to learn enough to make a good first impression. In this case, the materials should mimic real situations the person is likely to encounter.³¹



³¹ <http://www.eslteachersboard.com/cgi-bin/articles/index.pl?read=5047> Accessed on April 05 2019 at 18.26

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied a qualitative approach. For qualitative researcher, the purpose of phenomena can be understood carefully if conducted through interaction with the subject by deep interview. Besides, it can do through observation to the location of phenomena. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. A central phenomenon was the key concept, idea, or process studied in qualitative research.³² Qualitative researchers seek to understand a phenomenon by focusing on the total

³² John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston : Pearson Education, Inc, 2002), 16.

picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data.

Then for the design the researcher used case study. A case study was a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal was to arrive at a detailed description and understanding of the entity (the “case”). Case studies use multiple methods, such as interviews, observation, and archives, to gather data.

33

In this research, the data was collected naturally by observing the English teachers’ strategies in

³³ Ary Donald, *Introduction to Research in Education*, (Belmont USA : Wadsworth, Cengage Learning, 2006), 29.

teaching speaking to the seventh, eighth, and ninth grade students of SMP N 1 Balong and by conducting an interview with English teachers of the school. In this research the researcher as an observation an interviewer. Then, the data was analyzed and presented in form of description. The result of this research can be known if the researcher was done the research. The reason why the researcher interested with this teacher was because this teacher used the strategy that could make the students more active in speaking and the teacher has good quality and various strategies in speaking skill. In this research explains the English teachers' strategies in teaching speaking to increase good outcomes in teaching English especially in teaching speaking.

B. Researcher Role

Researcher as key instrument: Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. Researcher might use a protocol—an instrument for collecting data—but the researcher was the ones who actually gather the information. Researcher did not tend to use or rely on questionnaires or instruments developed by other researchers.³⁴ Qualitative research takes place in the natural setting. The qualitative researcher often goes to the site (home, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about an individual or place and to be

³⁴ John W. Creswell, *Research design : qualitative, quantitative, and mixed methods approaches 3th ed.*, (United States of America : SAGE Publications, Inc., 2009), 208

highly involved in actual experiences of the participants.³⁵ In this research, the researcher as a key instrument, as an observer, recording of what happens in the setting field notes and interview notes by collecting other kinds of documentary evidence.

C. Research Location

This study was taken places in SMPN 1 Balong. This research focused on English teachers' strategy in teaching speaking in SMPN 1 Balong. It is located at Jalan Diponegoro Number 93. This research was set out in two phenomenons that relate: first, to observe the various strategies used teachers in teaching speaking in SMPN 1 Balong. Secondly, to describe the factors that influenced why teachers used that

³⁵ Beverley Hancock et al, *An Introduction to Qualitative Research*, (Nottingham : The NIHR RDS for the East Midlands / Yorkshire & the Humber (Leicester), 2007), 7

strategy and also to know the strategies that teachers used in teaching students' who have many kinds of various character, learning style, and skill.

D. Data Source

Data source was subject or somebody who can give data as material or analysis for research. Data was obtained from population that determined by sample. Data source in the research is the subject where have come from obtainable information.³⁶ It means that data source in a research was subject where the data can be obtained. Therefore, data source in this research were words (the information about the English teachers' strategies in teaching speaking to the seventh, eighth, and ninth grade students of SMP N 1

³⁶ Suharsini Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta,1992), 172

Balong from the respondent and from some related document and action). The observation which is dealing about the English teachers' strategies in teaching speaking to the seventh, eighth, and ninth grade students of SMP N 1 Balong

E. Technique of Data Collection

Collecting data in this research use observation interview and documentation.

1. Observation

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structure way (using some prior questions that the inquirer wants to know),

activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Observing in field research is often detailed, tedious work. Instead of the quick flash, motivation arises out of deep curiosity about the details.³⁷ In this research, observation was conducted to observe the real teaching in teaching speaking to the seventh, eighth, and ninth grade students of SMP N 1 Balong.

2. Interview

In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group

³⁷ W. Laurence Neuman, *Basic of Social Research Quantitative and Qualitative Approaches*, (Boston : Pearson Education, Inc, 2004), 287

interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.³⁸ Interview is the investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. This method of collecting data is usually carried out in a structured way where output depends upon the ability of the interviewer to a large extent.³⁹ In this research, interview was conducted to catch the information about the English teachers'

³⁸ John W. Creswell, *Research Design : qualitative, quantitative, and mixed methods approaches 3th ed*, (United States of America : SAGE Publications, Inc., 2009), 181.

³⁹ C.R.Khotari, *Research Methodology Method and Technique Second Edition*, (New Delhi : New Age International (P) Ltd, 1990), 17.

strategies in teaching speaking to the seventh, eighth, and ninth grade students of SMP N 1 Balong from the students and English teachers.

3. Documentation

During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).⁴⁰ Some of photograph and file documentation used as document in this research.

⁴⁰ John W. Creswell, *Research Design : qualitative, quantitative, and mixed methods approaches 3th ed.*, (United States of America : SAGE Publications, Inc., 2009), 181.

F. Data Analysis

After the data have been collected, the researcher turns to the task of analyzing them. Qualitative data analysis was a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, display, and data verification.⁴¹ Each of the stage was presented in the following:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. Data reduction occurs

⁴¹ Marthew B. Miles et al, *An Expanded Sourcebook Qualitative Data Analysis*,(California: Sage Publication, 1994), 10

continuously throughout the life of any qualitatively oriented project. The data reduction/transforming process continues after fieldwork, until a final report is completed. Data reduction was a form of analysis that sharpens, sorts, focuses, discard, and organizes data in such a way that final conclusion can be drawn and verified.

2. Data Display

Data display was a stage an organized, compressed assembly of information that permits conclusion drawing and action. The display includes many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analysis can

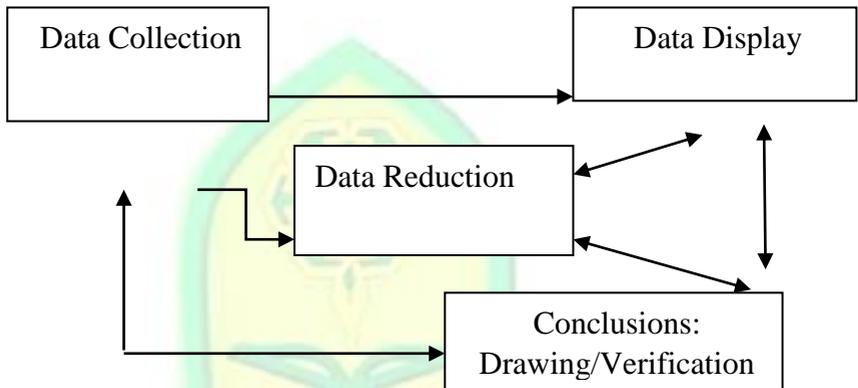
see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

3. Conclusion Drawing/ Verification

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.⁴²

⁴² Ibid, 11.

Data analysis steps shown in the picture as below:

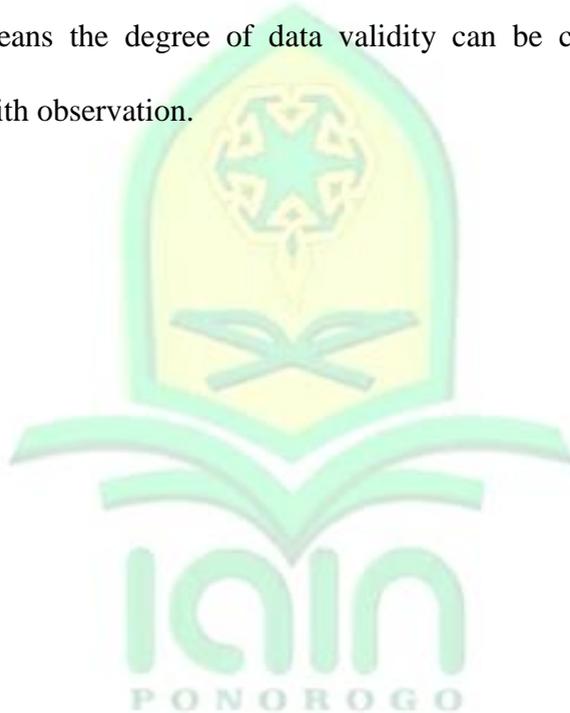


G. Checking the Data Validity

Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research.⁴³ To

⁴³ Louis Cohen, *Lawrence Manion and Keith Morrison, Research Methods in Education sixth edition*, (NewYork : Routledge, 2007), 135.

get data valid and reliable, the researcher must be deep accompanying in the location. Because of in qualitative research, the researcher is as instrument. It means the degree of data validity can be checking with observation.



CHAPTER IV

RESEARCH FINDINGS

This chapter is contained of data description and research findings that have been collected. In this chapter, the conducting of data is done through interview, observation, and documentation. The interview and observation are conducted to know the strategy used in teaching speaking in SMP N 1 Balong. The documentation is conducted to search the data profile about research location of SMP N 1 Balong. All of the conducting of data collection above is explained as follows.

A. General Data Description

1. Background of School

SMPN 1 Balong was established in 1983.

Previously, SMPN 1 Balong just had three classes;

those are class VII, class VIII, and class IX. At the beginning of SMPN 1 Balong does not have own building. The building used first is building of SMP PGRI 1 Balong. It is located in the north of the Balong crossroad, in the south field of Jepun Balong. For three years, this building occupied to teaching and learning process.

In 1986, the school's building that will be occupied by SMPN 1 Balong have been finished. The school was moved to a new building which is in the east of the Balong crossroad, Karangany Village, Balong District. The building of SMPN 1 Balong just had some classes, but from year to year increased and in 2011 the school has 20 classrooms with 24 students for each class.

To repair the education quality, based on Permendiknas No 15. Tahun 2010 about minimum service system, the standard of minimum system is performance of basic education service through formal education stripe that organized by district or city. Finally, in 2010 SMPN 1 Balong change the status became SSN (Sekolah Standart Nasional).

2. The Geographical Location of SMPN 1 Balong.

SMPN 1 Balong located at :

Street : Diponegoro

Number : 93

Village : Karanganyar

Sub district : Balong

Regency : Ponorogo

Province : East Java

It takes along 13.470 M at strategic area. To visit and reach this school is very easy because it is located on Edge Street. ⁴⁴

3. Vision and Mission of the Institute

Vision: “The realization of school people who are faithful, disciplined, achievers, and culturally environment”

Mission:

- a) Carrying out the development of faith and piety and the habit of noble character
- b) Realizing discipline and quality of the learning process that is effectively efficient human resource infrastructure

⁴⁴ Look at documentation transcript number 02/D/07-I/2019

- c) Implementing the system and curriculum development
- d) Develop and improve the competence of educators and education staff
- e) Improve academic and non academic achievements
- f) Implementing environmental education
- g) Implementing environmental preservation efforts to prevent pollution and environmental damage

B. Data Description

1. English Teachers' Strategies in Teaching Speaking of SMP N 1 Balong

Speaking is the most important skill and mastery of speaking skills in English is important

for second and foreign language learners. But, in real learning process, most of students still passive in every conversation or discussion in speaking lesson. They feel shy and afraid to answer the questions from the teacher. They feel unconfident to speak English, and don't have high motivation in every speaking activity. Researcher found in the interview with Mrs. Zaenab as a one of English teacher in SMP N 1 Balong

Mrs. Zaenab said:

Most of the student feel difficulty in speaking skill and less confident to communicate by using English language. The students' interest in learning English is still low especially in speaking, because they assume that English is a foreign language, which is not its own language so it does not need to be studied. Furthermore, students assume

that English is a difficult subject because of the different language and how to read it makes students difficulties. Besides that, the students have lack of vocabulary because most of students or even almost all of them have not received English subjects at Elementary level school. Although not all of the students have a low interest in learning about English.⁴⁵

The statement is supported by Mrs. Katini as an English teacher of seventh class in SMPN 1 Balong.

Mrs. Katini said :

For seventh grade students, English is a lesson that is still beginner so they have not mastered a lot of vocabulary which causes students difficulties when they have to speak in English. This is because English subjects at elementary level are deleted. So that some students do not get English subjects at school, although not all students do not know

⁴⁵ Look at interview transcript number 01/I/07-II/2019

English at all. For students who are familiar with English earlier, it is easy to receive the material well, while for students who have not known English before, a teacher must introduce the material from the beginning, provide new vocabulary in each material, and motivate students to want learn English. The second obstacle in teaching English is the English language curriculum. In the English curriculum now students are expected to be able to use English in their daily lives in the form of simple sentences while students have just learned English.⁴⁶

Based on those statement, the English teacher have to be a creative when teaching so the students will not bored in teaching and learning process, interest to join teaching learning process so the learning process will run well. A strategy is main factor that influence in the process of teaching

⁴⁶ Look at interview transcript number 03/I/07-III/2019

and learning. The teacher will produce the good result in teaching and learning process with a good strategy. A good teacher always improves an effective strategy of teaching. Researcher found in the interview with Mrs. Titin as an English teacher in ninth grade of SMP N 1 Balong.

Mrs Titin says that: “Most of students find difficult in speaking skill, less confident to communicate by using English language. They feel limit about vocabulary, so that I use Role Play strategy, Telling Story, Drilling, and Outdoor activities. Those are the most effective strategy to increase students confident in speaking English. But, those strategies can implement based on the material that will be explained.”

Some strategies in teaching speaking at SMP N 1

Belong are:

a. Role Play

Getting students to talk about their feelings is not always easy. There are many issues that are hard for students to talk about because the students may be afraid of ridiculer dismissal. Students need to be given permission to play and explore. Role play can help students play with personal problem. It allows students to be spontaneous by releasing creative energy. Role play, on the other hand, can be a quite simple and brief technique to organize. Role play is a technique that involves students taking on a role and carrying out a

discussion with each person playing their role. Role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character. Role-playing clearly promotes effective interpersonal relations and social transactions among participants.

Mrs. Titin said that:

The teacher chooses to use the strategy because the strategy was the most effective strategy, because if the strategy was implemented in the upper class everything could be done

well, be more creative and effective and only with a simple guide the students will understand. While for the lower class, sometimes it does not work according to the wishes, depending on the class situation and material. Role play is running but not as good and effective as the upper class. By using this strategy all students are required to be active and brave to speak and inevitably they must take a role in the Play.⁴⁷

Based on the observation of researcher on Wednesday, March 13, [2019](#) in class VIII A taught by Mrs. Titin, the researchers found some data related with the teacher's strategy in teaching speaking, especially in class VIII A. Class VIII A consist of 32 students, namely 4 male students and 28 female students. Class VIII A is a superior class at grade VIII. The

⁴⁷ Look at interview transcript number 02/I/07-III/2019

class is very conducive because the majority of the students are female students. Because usually what makes the class crowded is male students, though not all. On that day, the materials are giving instructions, asking permissions and giving invitations. At the beginning of learning as usual, the teacher gives greetings, gives attendance to the students, ask about the material that was given last week. Today will be continued by giving instructions, asking permission and inviting someone.

The teacher starts learning by using the Simon Says game. By using this game, students become more enthusiastic in taking

lessons and teaching learning activities run well. Today the teacher teaches using partner techniques. The teacher gives random pieces of paper in which there are expressions of asking permission in English and Indonesian. Students must find a pair of sentences written on the piece of paper. For example, students get an expression of giving instructions in English, so students must find a partner who is Indonesian (meaning). After students find meaning, students write the phrase on the board. Then the other students copy in the book. After that the students make a dialogue that contains the expression of giving instructions. After finishing make a dialog, the students have to

come forward to present students' work orally.⁴⁸

Based on the observation of researcher on Wednesday, March 13, [2019](#), the teacher teaches class VIII B at [07.00-08.30](#). As in general, the teacher begins teaching and learning with greetings and fleeting jokes. But in SMP N 1 Balong there is a very good habit for students, namely Muraja'ah together after pray, then continued sing Indonesian Raya songs together. After that the teacher will attend the attendance of students by calling their names one by one and students raise hand by saying I am present. In class VIII B there

⁴⁸ Look at observation transcript number 01/O/13-III/2019

are 28 students, 16 male students and 12 female students.

Today the teacher will teach with giving instruction material. Before starting teaching and learning activities, the teacher gives the game Simon Says. The teacher chooses the game because the game has relation with the material that the teacher will deliver at that time. Students are very enthusiastic in participating in the game and look very enjoy, even though there are some students who look nervous. By using game, the material can be conveyed and can be accepted by students. Some students already have good self-confidence. At the end of learning students

can make one instruction sentence based on the situation that has been provided. But there are students who really still need help to make it.⁴⁹

b. Drilling

This strategy is used to develop students' vocabularies mastery because the first goal for students in English program is students can practice students' English language in daily activities. To reach the goal, the teacher use drilling strategy to comprehend the speaking skill. This is the result of my interview with Mrs Titin as the English teacher.

⁴⁹ Look at observation transcript number 02/O/13-III/2019

Mrs. Titin says that: “To increase students’ speaking skill, I use drilling strategy. By using this strategy, the students can memorize the word easily. It can also to emphasize the good pronunciation in English classroom activity. This way does by all of the students together, so it will make them more spirit and will not feel shy to speak.”

Based on the observation of researcher on Saturday, March 16, [2019](#) in class VIII F taught by Mrs. Titin, the researchers found some data related to the teacher's strategy in teaching speaking, especially in class VIII F. Class VIII F consist of 32 students. On that day, the material is giving instructions, asking

permission, and invitation someone. At the beginning of learning as usual, teacher give greetings, attend the attendance of students, ask for material that was given last week. That was giving instructions, and today will be continued by asking permission and inviting someone. Next the teacher gives a simulation to students by asking a few questions.

Teacher : “When in the learning process in the classroom and you want to go to the bathroom. Have you ever like that?”

Students : “Yes. I have”

Tecaher : “What should you do?”

Student : “Go to bathroom”

Teacher : “How do you ask to your teacher for permission to go to the bathroom?”

Student : “Mam. May I go to the bathroom?”

Teacher : “ Okay. Good answer. How about if you are at home, when you want to go out with your friend, do you need to ask permission to your parents?”

Student : “Of course Mam.”

Teacher : “What do you say?”

Student : “Mrs. May I go out with my friend?”

Teacher : “Any others?”

Student : “May I shopping?”

Teacher : “Okay. That’s all right”

Before entering core learning, teachers usually use simulations to attract the attention of students, so that students are more focused and ready to accept subject matter. After that, students are asked to open a guidebook about the material asking for permission to do something. The teacher gives approximately 5-10 minutes, so that students observe examples of expressions in the guidebook. The teacher asks students to record words that are still difficult or do not know what mean. Then, students ask for difficult words that have been recorded. The teacher will not directly answer what the words are asked by the students, but

by using body language, by making examples of using the word in sentences and others, or describing the meaning of the word. Next the teacher gives an example of how to read correctly from each phrase which is then followed by all students. This method is done repeatedly until there are no mistakes from the students. Each sentence or phrase can be repeated 3-5 times.⁵⁰

Mrs. Titin said that:

Almost every meeting I use a drilling strategy. For other terms is repetition or modeling, especially to improve pronunciation, stressing, and intonation. Because children still have many mistakes, especially in the pronunciation. Already corrected over

⁵⁰ Look at observation transcript number 03/O/13-III/2019

and over again, many children still repeat the same mistakes. So that the teacher must strongly emphasize to students how to pronounce a word or sentence with pronunciation, stressing, and correct intonation⁵¹

Repetition can be useful for students especially at beginner level. This strategy gives students a chance to see if the students have understood and confident to try and use language by students self. ⁵² The teacher uses the strategy because students will get a lot of new vocabulary, student will master the pronunciation of a word correctly, and students will know the laying of vocabulary in a sentence. After all students can imitate the

⁵¹ Look at interview transcript number 02/I/07-III/2019

⁵² Jeremy Harmer, *How to Teach English*, (Cambridge : Cambridge University Press, 2001), 60.

expression of asking for permission correctly, then the teacher asks the students to open the next page of the manual to play some dialogues. As always, the teacher must provide an example of how to read it first. Then the students play the roles that are in the dialogue in pairs, which are randomly assigned by the teacher. This strategy is called Role Play.

Teachers usually designate students who are still less active in participating in teaching and learning activities to play the role. This is done by the teacher so that students who still have a low level of confidence can be more confident when speaking in front of their friends. In each meeting, not all students are

appointed to play a role. There are at least 3 pairs of students in each meeting. While other students play roles at other meetings with different material.

Mrs. Katini also said that: “I usually use drilling strategy to make students speak in English. Because by drilling students will get new vocabulary and also know how to pronounced it clearly. If the teacher doesn’t ask students speak English, impossible that the students can speak English.” The class activity as follow, after the teacher explains the learning material on that day, the teacher gives some vocabularies that is related with the material. In this strategy the teacher pronounce

the words one by one by emphasizing the correct pronunciation. Then the students repeat until it is correct. If the students still make mistakes in their pronunciation word, the teacher will repeat it slowly. After they give the vocabularies, the teacher also gives meaning of those words. The teachers do not give meaning directly but they explain it by using synonym, gesture and make the sentence. Here the teacher make the students to be creative in finding the meaning individually. But, the teachers also have different ways to give the meaning to students.

Mrs. Katini said that:

After explaining all materials, I give some vocabularies to my

students with the meaning directly that is displayed on the LCD. Then the students copy the vocabularies in their notebooks. After that, I give example of correct pronunciation, then the students imitate. So that students directly can use which vocabulary matches the sentence, because if students have to find their own meaning in the dictionary takes a long time and is not effective ⁵³

Mrs. Katini is a teacher who teaches in seventh grade of SMPN 1 Balong. The students in seventh grade are the students who learn English as a beginner. So, the students have not mastered a lot of vocabulary which causes students difficulties when they have to speak in English. This is because English subjects at elementary level are deleted. So that

⁵³ Look at interview transcript number 03/I/07-III/2019

some students do not get English subjects at school, although not all students do not know English at all. By using LCD can make teacher easier to give the meaning of new vocabularies to students.

Mrs. Katini said that: “The teacher chooses the strategy because the strategy is the most effective strategy for students who are beginner in English. With this strategy all students are more interested and focused in participating in learning. The vocabulary of students will increase.” This strategy can make the students enthusiastic during teaching learning process. This is the result of my interview with Desy as studen

Desy said that:

I like English. I feel comfortable in the class. Sometime the teacher uses drilling, repeating strategy, and also guided us directly in teaching and learning process. The teacher explains directly in delivering the material and helps us when we find difficulty in the material. After explain the material, teacher give us many vocabularies and the meaning. So, we can do exercise or homework easier because we have knew the meaning, without have to open dictionary. If we have to open dictionary to translate every words, we will spend much time.

Based on the observation of researcher on Friday, March 15, [2019](#) in class VII A taught by Mrs. Katini, researcher found some data related with the teacher's strategy in teaching speaking, especially in the beginner

class. Class VII A is the most crowded class for 2 of the 6 classes at the seventh grade level. Class VII A consists of 32 students. On that day, the material is Grammar material about positive, negative, and interrogative sentences. At the beginning of learning as usual, the teacher gives greetings, attends the attendance of students, asks the material that was given last week, and asks about the assignments the teacher gave last week. Apparently, most of them did not do assignment. But the teacher does not give any punishment, only the teacher asks students to do all the homework and added with all the questions on the student worksheet that still have relation with the material. After that, the teacher asks students

to pronounce the sentence that has been written together and repeatedly. Surely the teacher gives an example before asking students to practice it.

After students have enough practice together and there are some students who have been able to practice, then the teacher appoints students randomly to say the sentence according to the teacher's request. For example the teacher gives the sentence, "Rudy often plays badminton". Then the teacher gives instructions to change the sentence into a negative sentence. "Change to be a negative sentence!" Then the designated student must change the positive sentence given by the

teacher into a negative sentence. Then the teacher continues to point to the other students randomly to turn them into question sentences. Usually the teacher appoints students who, when taught, often make crowded, are busy, and disturb their friends who usually sit behind them. Because of the majority students who sit behind are not paying attention to the teacher's explanation in front. Moreover, students of class VII A are included in the category of error students. Even though students cannot answer, because for class VII, English is still in the difficult category of learning, but the teacher guides students to try to speak English as has been done by other students.

Before appointing students, the teacher is deliberately giving the sentence first to give students time and make all students want to think. If the teacher appoints students first, then other students who are not appointed do not want to think, so the questions are given first before appointing students who will answer. After the teacher feels sufficient in this section, then the teacher asks students to write the results of the students' answers to the board. In this case, the teacher does not need to appoint students to work on writing notes because most students have high enthusiasm to do it. This is because students are already confident in the answer because most of them

have been discussed together with the teacher asking students to answer verbally.⁵⁴

This strategy can make the students enthusiastic during teaching learning process. This is the result of researcher interview with Putri as student. Putri says that: “I actually don't want to and rarely work forward if I'm not appointed. But because of that the answer has already been discussed so I dare to move forward because I am sure that my answer is correct. I did not want to work forward because I was afraid of being wrong. Actually, even though if the answer is wrong, there is no

⁵⁴ Look at observation transcript number 04/O/13-III/2019

punishment, but I am ashamed and not confident with my answer.

c. Outdoor activity

Outdoor activity is activity done outside a house or building. Outdoor activities mean students' activities that are done outside classroom to lose boredom in order to get more motivation to learn something. This is not done every time they have English class, but it is conducted only as a variation of teaching, so the students are not bored with the monotonous method of studying English.

Mrs. Titin said that: "When there are basic competences that are suitable outdoor activities such as degree of comparison,

activity in progress, and etc, I often do process of teaching learning in outside of classroom.”

While Mrs. Zaenab said that :

Sometime, I ask the students to go out from the classroom to observe the activities in school environment. Study outside the classroom is different situation. For example, when the material is present continuous tense, students are asked to observe activities outside the classroom. But, outdoor activities will spend much time. Meanwhile the existence of targets from the curriculum that all the material must complete.⁵⁵

In teaching and learning process, the students need the different situation to make more interesting. If the students just stay in the class, students will be bored and sleepy. So, the teacher should be creative to make fun and

⁵⁵ Look at interview transcript number 01/I/07-II/2019

enjoy. After students finished observe something in out class, students should describe it in front of the class. It will make the students to be more confident to speak in the classroom.

Outdoor activities can be combined with other techniques, such as, songs, games, or story. Based on this situation, students can effectively understand and memorize something.⁵⁶ This strategy can be applied in superior class and error class. In superior class is well conditioned, so this activity will run well. Meanwhile in error class will more

⁵⁶ Dewi Awaliaturrahmawati, "Increasing Students' Speaking Ability Using Outdoor Activities At The Seventh Year Of SMP PGRI 13 Gondangrejo In 2011/2012 Academic Year," (Thesis, Muhammadiyah University of Surakarta, Surakarta, 2012), 5.

enthusiasm because students will be happy if students can go out from the class. But actually the teacher should always control all of the students..

d. Direct teaching strategy

This strategy aimed to develop students' skill, especially students' comprehension about target language. The teachers explain in detail about the instruction and also guide the students during learning process directly.

According to Mrs. Zaenab, she said that:

Firstly, I always review the last material. Then, I explain the new material in detail explanation. Teacher must convey what themes will be discussed that day clearly.

Then, I must translate difficult words first. After that, I demonstrates or gives a direct example of how to practice or how to speak or how the right pronunciation. I also involve the students in our interaction by give question or ask students to ask something relate the material. This strategy can help the students to comprehend the lesson.⁵⁷

The implementation of this strategy in the teaching and learning is conducted by three stages. There are pre-activity, whilst activity and post activity. Based on the researcher's observation and interview, the researcher gets the information about this strategy in teaching learning process.

Mrs. Zaenab said that:

Before beginning the lesson, the teacher always gives question for intermezzo

⁵⁷ Look at interview transcript number 01/I/07-II/2019

with their students and makes them to be discipline by arranging the desk into good position sit. Then the teacher begins the lesson. By greeting and checking the students' attendance list. Then the teacher reviews the last material that will be presented by asking them together.⁵⁸

In the beginning of lesson, the teacher has to manage classroom first before continue the lesson. Classroom management means the way in emotional and physical aspect built into the classroom to offer such a successful and good climate in teaching and learning.⁵⁹ It means that the students have to focus on what the effort of the teacher to reach the teaching goal; students give more attention by showing

⁵⁸ Look at interview transcript number 01/I/07-II/2019

⁵⁹ Jack C. Ricard, *Key Issues in language teaching* (United Kingdom: Cambridge University Press, 2015), 145.

enthusiastically toward the activity given by teacher.

If at the beginning of the learning the students are already crowded and the class is not well conditioned, it will also influence the result of teaching learning process. The habit of students, especially in the class that there are a lot of active students who are always make the class be crowded and unconditioned. Although just three or five of all the students, but it will disturb the others. If at the beginning the class is not well-conditioned, and then until the learning is finish the class condition will remain chaotic. So that,

conditioning the classroom before starting learning is very important.

Mrs. Zaenab said that: “To make the students focus and give more attention to the material, sometimes I use picture. Because by bring something or show the interesting things to the students, the students will more interest to follow the lesson and the student will more ready to study than when the teacher doesn’t prepare something. But, sometime I feel difficult to find appropriate picture with the material.” The teacher also uses picture to help make students interest in learning process. By using image, the students will be more curious about the material that will be discussed on

that day. So, the students who are initially crowded will be more conditioned.

In pre-activity, some activities are done by teacher before teaching and learning process such as greeting and apperception. The teacher begins the teaching process by greeting to the students. Furthermore, the students are given motivation in order to enjoy in teaching and learning. Then teacher explains the material directly, give example by demonstrating directly the material. After that, teacher translates the difficult word. If the teacher asks the students to find the meaning of difficult words by students, the students don't want do to it because most of students don't

bring the dictionary. Then, teacher asks students to practice speaking with the other students. The activity is called Role Play.

The next step is main activity. In this matter, the teacher guides all the detail material about description text. The teacher explains the definition, the structure, and also the objective of description text. Then, the teacher also explains how to describe someone or something. The teacher gives new vocabularies about adjective that relate with the material. After that, the teacher gives instruction to comprehension deeply about the materials and gives an assignment to describe something or someone.

The teacher asks the students to describe something or someone orally in front of the class. But, sometime the students allow opening their notebook to memorize the new word because students are still difficult if close book. Besides that, if the students have to close book, it will spend much time to give students time to memorize the description. In addition, it is also due to the existence of targets from the curriculum that all the material must complete. If students make mistake in pronunciation, teacher directly correct it.⁶⁰ It is important for teachers correct during speaking activities in a different way from the mistakes made during a study exercise. When students

⁶⁰ Look at observation transcript number 05/O/13-III/2019

are repeating sentences trying to get their pronunciation exactly right, the then teacher will often correct (appropriately) every time there is a problem.⁶¹

In the last activity, the teacher summarizes the learning process and also gives feedback or correction to the students. The feedback is gives directly, so the students know their mistakes and another student do not get the mistakes again.

Mrs. Zaenab said that: “I will give the correction directly when my students make mistake in speaking and ask them to repair it correctly, especially in their pronunciation and

⁶¹ Jeremy Harmer, *How to Teach English*, (Cambridge : Cambridge University Press, 2001), 94.

vocabulary. I think that is important things because the other students can learn from their mistakes and the other students do not repeat the mistakes again.”

In the application of direct strategy can support the students in teaching learning process because students tend to be less active in the class. This strategy can help the teachers to guide the students step by step when deliver the materials during teaching learning process. The teacher asks the student to participate in the classroom. This strategy is more appropriate to use in teaching speaking. Mrs. Zaenab says that: “I chose to use the strategy because adjust to the abilities of students. The

majority of even almost all students are all early learners for English subjects. So their vocabulary is still lack. The teacher should guide the students in teaching learning process

e. Giving Motivation

Motivation is a mental state that encourages people actions and activities.⁶²

When giving motivation to the students, the key of giving motivation is teachers should know how to build students' motivation by knowing what the students' want to achieve in the class. Some students may worry a lot about grade; some of students may want to

⁶² Harjali dan Moh. Saechu, *Building Effective Teacher-Student Relationships in Creating Opportunities to Improve Students Learning Motivation*. Ponorogo: LPPM IAIN Ponorogo, 2018. 47.

explore their idea in the class. So motivation is an important aspect in each student to reach the goal of the study.

The result of researcher's interview with Mrs Zaenab gets information as follow.

Mrs. Zaenab said that:

For students' motivation in learning English at SMP N 1 Balong is still relatively low because of the 30 students in that class around 5 to 10 students who are interested in learning English. The majority of participants who entered SMP N 1 Balong were students whose learning motivation was lacking. Although not all, there are still those who have high motivation of learning. Students who enter SMP N 1 Balong are: Smart students but because they are economically inadequate (because they are not able to go to school in the city) and

students who are less intelligent but economically capable (because they are not accepted in the city). There was no sharing when I entered SMP N 1 Balong. All students who enroll in SMP N 1 Balong will definitely be accepted, there is nothing to reject. Because the quota indeed large. Each level has 7 classes, each of which contains approximately 30 students.⁶³

Based on the interview above, motivation is an important thing that should be given by teacher to the students in every teaching and learning process to increase the students' motivation. That statement also supported with Mrs. Katini and Mrs. Titin.

Mrs. Katini said that : “The interest in learning students in English especially in

⁶³ Look at interview transcript number 01/I/07-II/2019

speaking is still low because they feel they lack the vocabulary when they want to speak, which causes students to hesitate when they say something. In addition, students are also lazy and do not want to memorize when there is a new vocabulary.” Mrs. Titin says that: “The students’ motivation in learning English, especially speaking skill is still low because, the students considered that English language is a foreign language, which is not their language. So, for the students study English language is unimportant thing and not needed studied.”

Based on the teacher’ statement above, give motivation is very important to do by

teacher. Because of the students' motivation will influence the students' achievement. If the students have high motivation, the students will follow the lesson enjoy full, happy and it will make the students' score be better. In opposite, If the students have low motivation, the students will follow the lesson not enjoy, unhappy, bored, sleepy and it will make the students' score be bad. Giving motivation is another strategy that is used by the teachers to improve students' speaking skill. During observation and interview, the researcher found the teachers gave motivation in different ways. There are three English teacher and the teachers have different ways to motivate the students to speak in English well. But, the

teachers' goal is same. That is to encourage the students to speak in English. Researcher found the teachers' strategy how to motivate the students based on the interview with Mrs. Titin, Mrs. Katini, and Mrs. Zaenab.

Mrs. Zaenab said that:

To motivate students, usually I use oral motivation. In every teaching and learning process, usually I always give motivation be harder to study English. I say to my students that actually you are smart and you can do that. Besides that, I usually give plus score to make the students active in speaking. If I say, who can answer the question, I will give you score. Because when students know if this is in value, students will be more enthusiastic in participating in teaching and learning activities. That's all is about in the class. There is English extracurricular in this school. It is usually being held in

mosque, once in a week. To motivate the students to speak English, usually we use Telling story, speech, and master of ceremony.⁶⁴

The teacher has many ways to make the students be active to speak English, such as orally motivation, by giving score, by doing something like to be a master of ceremony, telling story and speech. Although not all the students will motivate, but at least most of them will more enthusiastic in participating in teaching and learning activities, not passive. Mrs. Zaenab, who teaches in eighth grade sometime motivate students by giving score and the students will more enthusiastic. But, it is different with Mrs. Katini, who teaches in

⁶⁴ Look at interview transcript number 01/I/07-II/2019

seventh grade. Mrs. Katini doesn't give plus score to the students who active in teaching and learning activities, because students in seventh grade are ignorant with the score. Although not all of them, but most of them are not care with the score.

Mrs. Katini said that:

I never give plus score to my students to motivate them, because they don't care with their score. Whatever value I give them will receive. They like not caring about their value especially male students. It's just that sometimes I display the results of the exam or the results of the value of their assignments during the presentation. They will ask for repairs by themselves when they know that the value is bad.⁶⁵

⁶⁵ Look at interview transcript number 03/I/07-III/2019

When treating other classes and classes using different methods. For example, perhaps with the addition of additional values, there are some students who are motivated to learn more actively, suddenly becoming more active, but there are also students who are mediocre with their grades and even some of them do not care about whatever value they get. So, Mrs. Katini should apply some strategies to make the students interested in speaking English.

Mrs. Katini said that:

To attract students' motivation in teaching and learning process are: First, by giving praise verbally to students who are able to speak English and to students who are want to try to speak English even though they cannot. Second, by giving trust to students who are still not

motivated in speaking English as group leaders in discussions or presenting the results of discussions with their groups. Third using LCD in each lesson, so students will be more interested in what the teacher is showing on LCD and students can be more focused on receiving material. Fourth, tell values to students so that students whose values are still lacking will feel motivated to improve their value⁶⁶

Mrs. Katini also always motivates her students verbally to speak English, for example by using English in the learning process in the classroom. Although it is very difficult to get used to it because English is not the language they use every day. But at least start getting used to simple words like answering yes or no. Even though it is very hard to start saying it at least they listen to some new vocabulary from

⁶⁶ Look at interview transcript number 03/I/07-III/2019

the teacher which is often said repeatedly in class. So, they know how to pronounce correctly and then the desire to imitate will appear even though it's still two or three words.

Whereas for Mrs. Titin who teaches 3rd grade English teachers often become models when speaking, teaching using simple songs and sung together. From the song students will get a new vocabulary. Because if students like singing and like their rhythm, students will be curious about the contents of the song lyrics, which will cause students to find out the meaning by opening the dictionary or asking the teacher.

Mrs Titin said that: “To attract students, the second teacher usually always motivates their students and is always a model when in the learning process. Sometime also uses English songs and sings the song together. The song used is a simple and slow song like mother; you raise me up, and sometimes children's songs”

2. The Factors Influence The Teachers’ Strategies In Teaching Speaking Of SMPN 1 Balong

The strategies used by a teacher will depend on the skills or information the teacher would like to convey to their students. Some of the most common teaching methods are memorization, class participation, recitation, and demonstration. While

these teaching strategies are widely used, every instructor has a specific teaching method. Teachers must be flexible in their strategies and often adjust their style of teaching to accommodate their students.

Efficient teaching methods are essential tools that can help student's achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching method for students. Some determining factors for selecting a teaching strategy include the student's interest and background knowledge, as well as their environment and learning abilities. Teachers also help their students learn with various learning aids such as

Auditory, Kinesthetic (collaborating), and Visual. Instructors use these teaching methods to help students understand and complete class assignments.

There are several factors that determine the choice of the strategy to applied in teaching speaking at SMP N 1 Balong :

a) Curriculum

The curriculum is one of the very important things that teachers need to pay attention to when teaching, because with the curriculum, the teacher has a reference for making a lesson plan. In SMP N 1 Balong now uses the K13 curriculum. In this curriculum, students are expected to be able to practice the use of English in their daily lives. Even though,

the language of students' daily life is Javanese or Indonesian. This is the challenge of the teacher in teaching English, especially speaking. How to make students able to practice English in students' daily life or at least when in class, during the learning process teaching English lessons with limited time given, namely 4 hours of lessons or 2 times face to face each week.

Mrs. Zaenab said that:

When teaching it is very necessary to always pay attention to the curriculum used. So sometimes if you want to use a variety of strategies the time is not enough because one hour is only 40 minutes. Not cut off if there are activities. For example, when it comes to inviting students to

learn outdoor activities, conditioning students outside the classroom also requires a lot of time. Not to mention later when there are students who are permitted to go to the bathroom, wash their hands and other reasons. So to invite outdoor activity students must be well prepared and of course pay attention to the situation, conditions, and time.⁶⁷

From the statement, the researcher found that Mrs. Zaenab is very concerned about the education curriculum, proven by the way teachers teach how to achieve learning goals in accordance with curriculum standards set by the government.

Mrs. Katini said that:

⁶⁷ Look at interview transcript number 01/I/07-II/2019

The curriculum used now expects students to be able to use English in their daily lives. So speaking is very important. Even though it is still very beginner, especially for class VII, most of them only get English lessons. This is also one of the challenges for teachers who teach English. How can students be able to practice English in everyday life or at least when in class, during the learning process teaching English lesson. When I was in the classroom, I also encouraged students to use English during the teaching and learning process. It must be very often desired, because students always automatically use Javanese or Indonesian.⁶⁸

Everyday, language used by students is Javanese and some are English. So that it is still difficult to condition so that students can be able to use English in everyday conversation in accordance with the learning

⁶⁸ Look at interview transcript number 03/I/07-III/2019

objectives that have been set in the education curriculum, or at least when the learning process is in the classroom.

b) Student Learning Style

Every student must have their own learning style that is different from one student to another. A teacher must know the learning style of the students who are taught so that teacher can determine the right way to deliver the material so that the material can be conveyed well and can be accepted by students well too. There are many kinds of learning styles that are possessed by students, even if it is possible; one student has two or more learning styles.

Mrs. Titin said that:

When teaching, teacher must pay attention to the curriculum is sure. But the teacher must know the learning styles of each student. Because the student's learning style is closely related to how the teacher will deliver the material. In SMP N 1 Balong there are various student characters, from hundreds of students divided into 6 classes. There are some students who are very active in learning, some are very active in playing, some are quiet, some are talkative, and others. Actually, in one class there are only 2 or 3 students who are very active, only two or three of these students usually dominate in the class so that it will greatly affect the condition of the class.⁶⁹

From Mrs. Zaenab's statement above shows that, active students dominate in the class even though there are only two or three

⁶⁹ Look at interview transcript number 02/I/07-III/2019

students. So, the teacher must be able to recognize the learning style of these students well. The majority of such students have kinesthetic learning styles, namely students are able to learn to move actively, try something new, cannot be quiet for a long time, and have a short concentration. But even though it's only a short concentration, students are able to receive the material well just by seeing, hearing, or practicing directly when students are really focused. This is very important for the teacher to know.

Mrs. Katini said that: "For students who have a kinesthetic learning style, I usually point to being a leader in a group so that students feel

they have a responsibility because they are trusted. In addition, students will not be busy because the students are responsible for their actions and friends. This is one of the ways that I usually do to condition students who are active and often interfere with other friends. "

From Mrs. Katini 's statement above shows that, one of the prominent learning styles of students is the kinesthetic learning style. In each class there must be students who have kinesthetic learning styles. Actually, students who have a kinesthetic learning style are smart students, only because these students only have a short concentration, so that from all the time in the class they are

used to actively do something to keep busy themselves which can sometimes interfere with other friends who is concentrating on learning. So that as a teacher must be able to condition the students, and one of the ways practiced by Mrs. Katini is giving students the confidence in teaching and learning activities, for example by making the students as leaders in a discussion group. With that, students will be more controlled and the intelligence of students can also be channeled well.

Mrs. Zaenab said that:

In SMP N 1 Balong is a collection of various characters of students who gather together. This is due to the location of the SMP N 1 Balong building located between the city and the village. It

is also said that the city has not yet entered the city, if it is called a village it is not too village mask. In Javanese terms it is called “magak”. So that students who enter SMP N 1 Balong are a mixture of cities and village. Moreover, the process of entering into SMP N 1 Balong is not through selection, but all students who register will definitely be accepted. The majority of students who enroll in SMP N 1 Balong are students who are adequately material but have low motivation in learning and students who have high learning motivation but are in mediocre material. So finally, their choice is to enroll in SMP N 1 Balong.⁷⁰

From Mrs. Zaenab 's statement above shows that, SMP N 1 Balong has a wide variety of student characteristics and various kinds of learning styles of students. This is because when entered SMP N 1 Balong at the

⁷⁰ Look at interview transcript number 01/I/07-II/2019

beginning there was no selection in the acceptance of new students. All of the students who register in SMP N 1 Balong will be accepted. In a class, there are some students who are very active in participating in teaching and learning activities, some are actively busy, some are very quiet even though they can, some are very confident, and some are not confident at all. So that the treatment of teachers when teaching between classes one to another, between students one with another student must also be different.

Mrs. Zaenab said that:

Actually the majority of students pay attention to the teacher when explaining the lesson. It's just because there are some active students who

interfere so that sometimes, disturb the concentration of other friends. What I usually do is randomize the seating of students. Usually the active students I ask to occupy the front seat so they can concentrate more and pay attention to the teacher's explanation. Initially students will definitely reject because the habits of students are sitting behind. But, by persuading finally they want to.⁷¹

From Mrs. Zaenab's statement above can be concluded that the majority of students have a visual learning style, because students are able to pay attention to the teacher's explanation well. It's just that, because it might be disturbed by other friends who cause the learning concentration of students to split. So that to teach students who have a visual

⁷¹Look at interview transcript number 01/I/07-II/2019

learning style is easier because the concentration of students is longer and can pay attention to the teacher's explanation well. But student who have a visual learning style, usually have lack confidence when they have to come forward to present the results of the discussion and usually represented by students who are more confident in coming to the front of the class. So that the teacher must also motivate students who have a visual learning style to be able to actively participate in teaching and learning activities. Usually the teacher is forced to appoint students who have a visual learning style to present to the front of the class and provide additional value. Because like that, students who have a visual learning style are

usually brave or not brave enough to compete with other students to get grades.

c) School Infrastructure

School infrastructure is one of the factors that support teaching and learning activities in schools. With the existence of complete infrastructure, it will greatly support the implementation of teaching and learning activities well. Conversely, if the infrastructure is not complete, it will hamper teaching and learning activities. Examples of facilities in schools include: libraries, laboratories, projector screens, tables, chairs, blackboards and others. For example, there are teachers who always use LCD projectors in learning

activities. Whereas in some classes the LCD projector has not been installed, so with this, the learning will not run according to the teacher's plan

Mrs. Katini said that:

When teaching, I always use LCD projectors to attract students' attention so that students are more easily focused, especially for students who have a visual learning style. Because then it will be easy to help students understand. Honestly, I am confused if there is no LCD projector in class. But fortunately, in class VII, an LCD projector has been installed in each class. So that makes it easier for me to teach and facilitate students in accepting subject matter.⁷²

⁷² Look at interview transcript number 03/I/07-III/2019

From Mrs. Katini's statement above shows that infrastructure facilities really determine the process of teaching and learning activities in schools. With the presence of LCD projectors, teachers will be easier to deliver material to students, while students will be more comfortable receiving material and more interested in participating in teaching and learning activities.

d) Students Ability

The ability of students to receive learning material is also different. There are students who have just been explained once they have understood. There are also explained two or three times that student can understand, there

are those who have been explained many times, students do not understand, and there are students who can understand when students directly practice. This is caused because the abilities possessed by each student are different. So, the teacher must choose the right strategy to teach students.

Mrs. Titin said that:

This method can run smoothly and well when used to teach class VIII A. Because class VIII A is a superior class, so they can follow the instructions of the teacher and understand it well with a relatively very short time. However, not necessarily this method can be used to teach other classes. If this method is used in another class, maybe classroom learning will not run smoothly, because the process of receiving material for

class VIII A students in other classes varies.⁷³

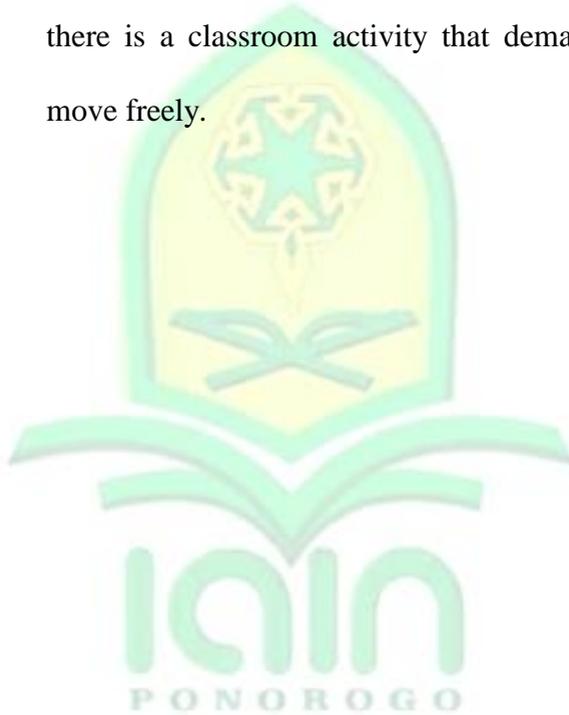
From Mrs. Titin's statement above shows that teaching class A with class B must use different strategies, adjust to the circumstances and abilities of students in receiving learning material. For example, when the teacher teaches asking permission material by using Pair Think and share strategy with a very limited time because there is a sudden event from the school so that the return hour is sounded earlier than the lesson hours should be. But the learning material can still be conveyed well to students. The teacher gives small pieces of paper in which there are phrases asking permission in

⁷³ Look at interview transcript number 02/1/07-III/2019

Indonesian and in English. For students who get an English expression must look for the meaning in Indonesian, and vice versa. After that, students are asked to make a brief dialogue about the expression along with their respective partners, then presented to the front of the class. But because the time is suddenly shortened, the students have not finished all the presentations. But in essence, the material can be conveyed well to students.

The strategy is not necessarily able to run smoothly if implemented in another class. Moreover, the class with the majority of students is active and crowded. Because when the process of looking for a partner the meaning

of the phrases in the can would make the class very rowdy and unconditioned well as students who are active tend to be more active when there is a classroom activity that demanded to move freely.



CHAPTER V

A. DISCUSSION

In this chapter, the researcher discusses the result of the research based on the statement of the problems. The result of the research is taken from the result of the observation, interview, and documentation. The researcher discusses the result of the research which done in SMP N 1 Balong Ponorogo in academic year 2018/2019. The discussion gives explanation:

1. English Teachers' Strategies in Teaching Speaking of SMP N 1 Balong

The success or failure of the teacher in teaching speaking is largely determined by how the teacher teaches or is called the teachers' strategy in teaching. It can be said that the strategies that used

by teacher in teaching speaking are very influence and helpful for the students and the strategies are very interest to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in speaking. In teaching speaking, the teacher mostly uses some strategies discussion, role plays and simulations, and games. It can be enjoyable experience for both teacher and student. There were many students joined the class enthusiastically. They students attention to the lesson improved their speaking skill after being taught by the strategies.

All of the strategies used in teaching learning process, especially in teaching speaking in SMPN 1 Balong are explained as follows:

a. Role Play

Getting students to talk about students' feelings is not always easy. There are many issues that are hard for students to talk about because students may be afraid of ridicule dismissal. Students need to be given permission to play and explore. Role play can help students play with personal problem. It allows students to be spontaneous by releasing creative energy. Role play, however, can be a quite simple and brief technique to organize. Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. In playing their role for the first time the students' will be nervous when

they have to do in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become.

Role Play activities are those where students are asked to imagine that they are in different situation and act. For example students role play being guest at a party, travel agents answering customer question or participants in a public meeting. The students decide who is who in each group.⁷⁴ But for the selection of group members it is usually determined by the teacher because if students choose their own members, students will certainly choose to group with

⁷⁴ Jeremy Harmer, *How to Teach English*, (Cambridge : Cambridge University Press, 2001), 92.

students who are active and have high learning motivation. Thus, it will create social inequality. Students who have high learning motivation will be more enthusiastic. Students who do not have high learning motivation will feel increasingly insecure. Therefore, the teacher must divide the group members equally consisting of students who have high learning motivation and students who do not have high learning motivation. So that teaching and learning activities will run in balance without any exceptions.

Role-playing clearly promotes effective interpersonal relations and social transactions among participants. To fulfill their role responsibilities, students must relate to others in

the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and help learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. From that explanation above, the researcher views that role play is a strategy which involves fun and enjoyable. Researcher observes students who take lessons more comfortable, happy, and active in the learning process. Some students who are usually silent and pay little attention to learning materials become more active in speaking. Students become tense and do not feel burdened

with the material because it is conveyed in a fun way. While students who are usually passive and rarely speak in learning activities, inevitably students must speak because students must get the same role. There are steps in the procedure, such as:

- 1) The teacher gives a real example by acting out a role
- 2) The teacher ensures students master the vocabulary related to the material
- 3) Teachers form groups or determine pairs randomly
- 4) The teacher guides as a facilitator when students make text dialogues

5) Students play a role in front of their friends, while the teacher gives an assessment and immediately corrects if there are errors in the pronunciation of participants in the student.

b. Drilling

Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken. On the other hand, drill means forcing the students to use the target language. Based on the data obtained by researchers, the researchers concluded that to speak in English the teacher

must emphasize and pay special attention to students, because the expectations of language learning are how students can use the language in their daily lives. So that the teacher must train students to use English as often as possible, especially when the learning process.

Drilling is very necessary, even at each meeting the teacher always uses this strategy in all classes, both the superior class and the lower class. It's just that the superior class requires a shorter time than in the lower class. Drilling is very necessary to help remember the material to students, emphasize intonation on certain words, and give examples of correct pronunciation. Although it has been repeatedly said and

justified, but sometimes there are still many students who forget and need to strengthen memory.

c. Outdoor Activity

Outdoor activities are activities that can be done by people to lose the feeling of boredom. It is more interesting than indoor activity, because these activities are conducted outdoor. When we are outdoor activity, we can get more motivation to learn something. In outdoor, the children can do many activities, such as running, jumping, climbing, and other activities. So, when the children study in real world, they can understand easily the

information or materials because they can do in both study and outdoor activity.

Especially for students who have kinesthetic learning styles, students will be more free to express because of a different atmosphere, which is usually only in the classroom. However, the teacher must also control all students so that outdoor activities give more positive results and students do not interfere with other classes taught in the classroom. Of course, not all classes will match this strategy. The teacher will not be able to invite the class where the majority of students are active students, because it can be ascertained that these students will become more active and

uncontrolled. Actually the teacher is still able to control, it's just that it will need more energy that should be used to teach and control other students.

Based on phenomena happened in SMP N 1 Balong, the students were more active and they enjoyed the teaching learning process. By using outdoor activity, students could improve their motivation and simulated them to speak English. Therefore, the students got motivation and could improve their ability in speaking. The students were free to express their ideas. Because it was not a debating class but they were just spoke freely about the topic. And it stimulates the students' interest in speaking

English and can speak well. The students felt confident in speaking English and the speaking ability was better.

The weakness of this strategy is that it requires a lot of time. So that the learning objectives set by the curriculum will not be achieved optimally. Conditioning students in large numbers outside the room is not easy, especially for teachers who are not used to teaching outdoors. Therefore, the teacher usually conducts learning activities outside the classroom, really chooses the right time and there are no heavy material dependents.

d. Direct Teaching Strategy

Based on phenomena happened in SMP N 1 Balong indicates that using the Direct Strategy

in teaching can improve the students' speaking skill. The improvements showed below:

- 1) The students are more motivated because they have some activities that help them to be confident to speak.
- 2) The students memorized the target structure well.
- 3) In the terms of speaking skills, their skills increased during the teaching and learning process. They understood better in receiving some vocabularies and they can memorize them well. After they did the some activities, the researcher led them to discuss and look for the correct answers. They knew

their mistakes and how to correct them directly.

There are steps in the procedure, such as:

1) Pre-activity

The first stage was recognizing the concepts. Teacher gives the students some example to stimulate the students' idea.

2) Main activity

The second stage is drilling. In this stage, the students needed to memorize and repeat the structural pattern and language features. They tried to repeat after the teacher. The third stage is production. The fourth stage is to deepen. They did some written exercises individually to deepen

their knowledge before. They had to remind again what they got before. After they were able to do the exercises individually, they were hoped to be able to speak a lot using the right structure based on the topics.

Based on phenomena happened in SMP N 1 Balong, The researcher found data that the teacher gave many examples of positive, negative, and question sentences. Then the teacher gives a formula or pattern in making each sentence or changing positive sentences to negative and interrogative sentences. With such students it will be easy to insert a sentence and will not feel confused about what should be said. Previously, the teacher also ensured

that students had to master the vocabulary related to the material by means of the teacher displaying a new vocabulary on a sticky LCD projector with its meaning. The teacher intentionally provides vocabulary along with their meanings so as not to waste a lot of time. When students are required to search for their own difficult words in the dictionary, it will take a lot of time and the majority of students do not carry a dictionary.

e. Giving Motivation

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it ± in fact, almost any influence a person is exposed to might

potentially affect his/her behavior.⁷⁵ Motivation is probably the key concept for understanding the process of language learning and has to be taken into account in every second language classroom. Being an expert in the field does not guarantee success in the second language classroom, because without knowledge about motivation and motivational strategies even the best linguist cannot create a good atmosphere for learning a language.

The teacher always motivates students in each lesson, because motivation from the teacher is needed to improve the learning spirit of the students. Many students whose learning enthusiasm is low,

⁷⁵ Dörnyei, Z, *Motivational Strategies in the Language Classroom*, (Cambridge: Cambridge University Press, 2001), 28.

especially if students have brought problems from home to school, such as, fighting with people, having problems with friends, feeling very difficult with learning material that causes the learning spirit of students to decline.

Based on the data that has been obtained by the researcher, the researcher found that each teacher has different ways of motivating students. There are teachers who motivate students verbally every time the meeting because it is most easily implemented because it is done directly to students, there are teachers who motivate students by giving added value to students so that there is more enthusiasm to compete, besides that there are teachers who intentionally tell the value of the test results or

assignments by displaying it on the LCD projector so that all students know their own values and the values of other friends. That way, students will be more motivated and have a more competitive sense of learning, because for students whose grades are still bad, they will feel embarrassed because all of their friends can get good grades. While for students whose grades are good, students will be more proud of themselves which will cause their learning motivation to increase.

In addition, to improve students' speaking motivation, the teacher must also be a model or example in the class during the teaching and learning process. When teaching, teachers as often and as much as possible use English. Although only a few

students understand the teacher's explanation, but often with a teacher using English, students are also more familiar with the words that are often used by the teacher, which will eventually make students slowly become familiar. When many students do not understand the teacher's intentions, the teacher can explain it through body movements, decrypt it, or make simple sentences using these words.

Another way that teachers use to improve the speaking motivation of students is with songs. The majority of students certainly like songs because with the rhythm that makes the class not monotonous. From songs that are often played by the teacher, students will have the feeling to be able to sing it too, especially if it is supported by students

who really like singing activities and the song is in trend at that time. Students will try to be able to imitate the song, which makes students will practice to speak in English. The selection of songs is also very important because students' abilities vary between classes seven, eight, and nine. Songs that will be used are simple and slow songs. The use of songs between class A and class B sometimes must be different because it adjusts the ability of students.

2. The Factors Influence The Teachers' Strategies In Teaching Speaking Of SMPN 1 Balong

The choice of strategy in teaching speaking skills needs to consider many things, because not all learning strategies will be suitable if used in teaching

speech and a strategy will also have different effects if implemented in a class.

There are several factors that are considered by the English teacher in SMP N 1 Balong in choosing a strategy to teach speaking, including:

a. School curriculum

The school curriculum is one of the factors that is very noticed by the teacher because the curriculum is a reference for teachers in making plans for teaching and learning activities at each meeting. So, the teacher must understand all the material that must be mastered by students in a certain time that has been set in the curriculum. At present, in SMP N 1 Balong uses the K13 curriculum. In the K13 curriculum in English

subjects, students are expected to be able to use English in life because the purpose of learning languages is how people can communicate well with others.

How to make students able to use English when speaking is one of the challenges for an English teacher in SMP N 1 Balong. Because of the majority and almost all students are native Javanese who always use Indonesian or Javanese in daily communication. So that the teacher must be able to choose the right strategy with the material according to the curriculum that has been set, pay attention to the time provided and know the aims to be achieved. One way that teachers use is to familiarize students with speaking

English in the learning process in the classroom. Indeed, getting used to be not an easy thing, because students automatically always use Indonesian or English. However, the teacher must keep reminding. At least students start answering questions with Yes or No, or when the teacher invites students to dialogue with English, students will also try to answer using English as well.

b. Students' learning styles

The second factor that becomes the teacher's consideration in determining learning strategies is the learning style of students. Each student certainly has a different learning style, which certainly requires different teaching methods because the way students receive

material also varies. Therefore, the teacher must understand the learning style of the students he teaches so that he is not mistaken in delivering material to students. For example, if in a class the majority of students have a kinesthetic learning style, then it is not possible for the teacher to invite students to outdoor activity learning because students who have kinesthetic learning styles are very active and difficult to control or students will interfere with other classes who is studying in the classroom.

Students who have kinesthetic learning styles will be easier to control during the learning process in the classroom, even though there are still active ones. Teachers usually give confidence

to students who have kinesthetic learning styles so they can be more controlled and feel responsible. Actually in a class, there must be only two or students who are active but students who have a kinesthetic learning style will influence and disrupt the concentration of other friends' learning. So it needs special attention in teaching. While students who have a visual learning style, who tend to be calmer in learning, able to concentrate long and can receive teacher explanations well will be more suitable if studying outside the classroom so as not monotonous, not sleepy, not bored and not tense in learning. Because actually, even though students who have a visual learning style can be more silent in the classroom, but students feel

tense. So sometimes it takes a more fun atmosphere and enjoy it. It's just that, outdoor activity requires a lot of time to condition students while still in the classroom and the process when outdoors.

c. School Infrastructure

The third factor considered by the teacher in teaching speaking is the school infrastructure. It is undeniable that there is or not, complete and not the infrastructure in schools to be one of the factors that determine the success or failure of a process of teaching and learning activities. The more complete the infrastructure provided by the school, the teaching and learning activities will also be more maximal. Infrastructure facilities

that support the process of teaching and learning activities include language laboratories, labs, libraries, LCD projectors, comfortable classrooms, and complete class facilities.

For example, teachers who teach use LCD projectors and loudspeakers. But it turns out that in certain classes there is a LCD projector or loudspeaker damaged or not even installed, so it will make the process of teaching and learning activities hampered because the teacher must change all the learning plans that have been well prepared beforehand. Therefore, the teacher must pay attention to the strategies that will be used in teaching and adjusting to the infrastructure provided by the school so that it does not cause a

delay in the process of teaching and learning activities.

d. Ability of students

The last factor that becomes the teacher's consideration in determining learning strategies is the ability of students. A teacher must understand that each student has different abilities in receiving material. The teacher cannot assume that all students have the same ability. There are students who have just been explained once they can immediately understand, there are those who just understand if explained two or three times, and even some of them have been explained repeatedly, but are easy to forget or even do not

understand. So the teacher must be able to adjust his teaching strategy to the abilities of students.

In SMP N 1 Balong, in each class level there must be upper and lower classes. The treatment of teachers in teaching upper and lower classes certainly uses different methods even though the strategy is the same because of the ability of students to receive multilevel subject. In the upper class, the teacher only gives an example once, students can immediately understand. But it is different from the lower class that have to repeatedly set and give examples by using simple, familiar words and easy to understand.

CHAPTER VI

CONCLUSION

A. Conclusion

After having discussion in the previous chapter, the researcher summaries about the result of the discussion based on the statement of the problem follows:

1. English teachers in SMP N 1 Balong use various strategies to improve students' speaking abilities, because this is the main goal in learning English, which is to use English in everyday life. Some of the main strategies most often used by English teachers in SMP N 1 Balong to improve students' speaking skills are role play, drilling, outdoor activity, direct strategy, and give motivation. Between one teacher and another

teacher have different application in using various strategies because each teacher teaches different class. Both differ in class level, student ability, and class conditions.

2. There are several factors that influence the teacher in applying several strategies that have been determined by the teacher. These factors include, first, the curriculum used in schools. Because each curriculum has different targets or objectives that must be understood by the teacher. The second factor is the learning style of students, because each student has a different style and needs different attitudes. The third factor is infrastructure in schools, because without the means of infrastructure that supports the school learning activities will also not run optimally. The last factor is the ability of students to receive lessons,

because each student has a different level of understanding.

B.Recomendation

Based on the discussion and conclusion, the researcher gives some recommendations to improve the quality of teaching speaking using as follow:

1. For the Teachers

Teachers are suggested to select the appropriate teaching strategies and create various strategies in teaching speaking to be implemented; therefore the teaching goals could be achieved. Teachers are also suggested to enrich the way they teach by applying various kinds of interactive activities during implementing various strategies. Teacher as a

facilitator in teaching and learning activity should improve students' speaking skill used various strategies to make students follow the lesson, fun, and enjoy.

2. For the Students

Students are suggested to give the participation by showing and keeping students' spirit in attending classroom in which team teaching is implemented to present lesson or materials. In this way, students might reach some great experiences in teaching learning process.

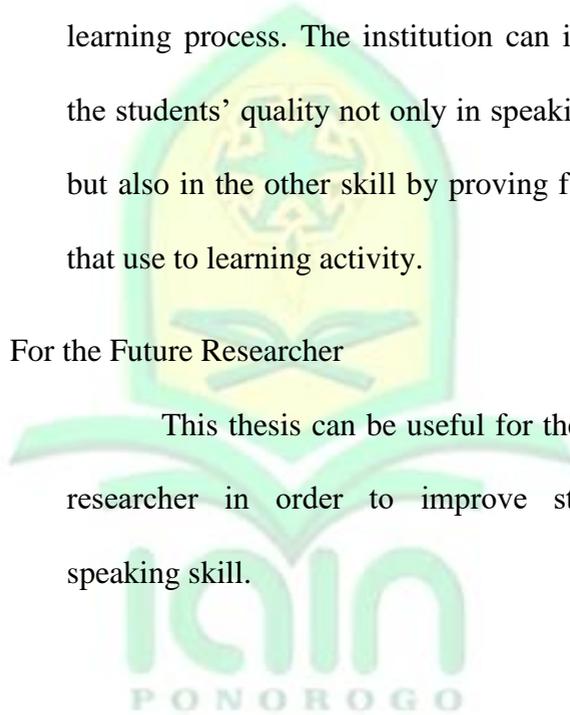
3. For the Institution

Institutions are suggested to motivate the teachers in applying various kinds of

teachers' development. It could be realized by providing the teachers with supporting facilities as the contribution of teaching learning process. The institution can improve the students' quality not only in speaking skill but also in the other skill by proving facilities that use to learning activity.

4. For the Future Researcher

This thesis can be useful for the future researcher in order to improve students' speaking skill.



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