TEACHER'S STRATEGIES USED IN TEACHING SPEAKING AT EIGHTH GRADER IN MTs AL-AMIN PULOERANG

THESIS

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MALANG
2023

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Submitted to the Faculty of Education Teacher Training as a Requirement for the Bachelor Degree of Education (S.Pd) in the English Education Department

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MALANG
2023

DECLARATION OF AUTHORSHIP

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2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it conclude, without due acknowledgement, the result of any person.
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Malang, May 19th, 2023

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Assalamu'alaikum Wr. Wb

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MOTTO

" Your fear of failure should come less. The more you fail, the more you know what life has in store for you. You can understand and learn more about what's best for you "

Prilly Latuconsina - TedxTalks

DEDICATION

This paper is sincerely dedicated to my beloved father, mother, young brothers,

young sister, and big family, who always prayed, encouraged, and supported for

my success until I finished my paper, and not only for my teachers but also for

lecturers who have guided me.

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Malang, May 19th, 2023

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = Q
ب = b	س = s	ك = K
ت = t	ش = sy	ل = L
ث = ts	ص = sh	م = M
ج = j	ض = dl	ن = N
ح = ḥ	ط = th	و = W
خ = Kh	ظ = zh	ه = H
د = d	ع = '	ء = '
ذ = dz	غ = gh	ي = Y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong

اَوْ = aw

اَيْ = ay

اُوْ = ŭ

اِيْ = î

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ABSTRACT

Rahmatillah, Rosnava. 2023. Teacher's Strategies Used in Teaching Speaking at Eighth Grader in MTs Al-Amin Puloerang, Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Harir Mubarok, M.Pd.

Keywords: Teacher Strategy, Speaking, Teaching speaking

This research aims to (1) find out strategies used by the teacher in teaching speaking to students in class eighth and (2) investigate the implementation of these strategies. There were two English teachers in the school, but the researcher chose one male teacher as the subject of the study due to he taught not only at the eighth grade, but also he taught for 29 years. This research was conducted using a qualitative approach with case study type. The data collected by researcher were class observation and teacher interviews. These data are then analyzed and described in accordance by qualitative research with data reduction, data display, and conclusion. This research has revealed that the teacher uses various strategies to implement teaching speaking in the learning process. These strategies the teacher often uses are (1) drilling, (2) discussion groups and (3) roleplay strategies. In addition, the teacher also often gives direct questions to encourage students to speak, and students respond quickly. They have to answer the teacher's questions in English to practice their speaking ability. Using this strategy, this class gets the lowest grade of 80, and the highest is 95 in speaking ability. In brief, these strategies could help teacher to support students' ability to speak in teaching speaking.

ABSTRAK

Rahmatillah, Rosnava. 2023. Strategi-Strategi Yang Digunakan Guru Dalam Mengajarkan Speaking Pada Siswa Kelas Delapan di MTs Al-Amin Puloerang, Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarok, M.Pd.

Kata Kunci: Strategi guru, Berbicara, Mengajar berbicara

Penelitian ini bertujuan untuk (1) mengetahui strategi yang digunakan oleh guru dalam mengajar berbicara kepada siswa di kelas delapan dan (2) menyelidiki penerapan strategi tersebut. Ada dua guru bahasa Inggris di sekolah tersebut, tetapi peneliti memilih satu guru laki-laki sebagai subjek penelitian karena dia mengajar di kelas delapan. Selain itu, mengajar selama 29 tahun. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dengan jenis studi kasus. Data yang dikumpulkan peneliti berupa observasi kelas dan wawancara guru. Data-data tersebut kemudian dianalisis dan dideskripsikan sesuai dengan penelitian kualitatif dengan reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini mengungkapkan bahwa guru menggunakan berbagai strategi untuk mengimplementasikan pengajaran berbicara dalam proses pembelajaran Bahasa inggris. Strategi yang sering digunakan guru adalah (1) *drilling*, (2) *discussion groups*, dan (3) *roleplay*. Selain itu, guru juga sering memberikan pertanyaan langsung untuk mendorong siswa berbicara, dan siswa merespon dengan cepat. Mereka harus menjawab pertanyaan guru dalam bahasa Inggris untuk melatih kemampuan berbicara mereka. Dengan menggunakan strategi ini, kelas ini mendapatkan nilai terendah 80, dan tertinggi 95 pada kemampuan berbicara. Sehingga, strategi ini dapat membantu guru untuk mendukung kemampuan berbicara siswa dalam pengajaran berbicara.

ملخص

رحمة الله ، روسنافا. 2023. الاستراتيجيات التي يستخدمها المعلمون في تدريس التحدث إلى
طلاب الصف الثامن في لمدرسة المتوسطة الإسلامية الأمين. أطروحة، قسم
تعليم اللغة الإنجليزية في كلية التربية جامعة الإسلامية الحكومية مولانا مالك
إبراهيم مالانج. المشرف الأستد: حرير مبارك المغستر

الكلمات المفتاحية: استراتجيات المعلم، التحدث، التعليم التحدث

الغرض من هذا البحث هو (1) معرفة الاستراتيجيات التي يستخدمها المعلم في تدريس
التحدث إلى الطلاب في الصف الثامن، (2) معرفة تنفيذ من هذه الاستراتيجيات. كان هناك
مدرسان للغة الإنجليزية في المدرسة ، لكن الباحث اختار مدرسًا من الذكور كموضوع
للدراسة لأنه قام بالتدريس في الصف الثامن. علاوة على ذلك ، قام أيضًا بالتدريس لمدة 29
عامًا. تم إجراء هذا البحث باستخدام نهج نوعي مع نوع دراسة الحالة. تم استخدام
الملاحظات الصفية ومقابلات المعلم من قبل الباحثة في عملية جمع البيانات. ثم تم تحليل
هذه البيانات ووصفها وفقًا للبحث النوعي بما في ذلك تقليل البيانات وعرض البيانات
واستخلاص النتائج. تشير نتائج هذا البحث إلى أن المعلم يستخدم استراتيجيات مختلفة في
تدريس التحدث. بالإضافة إلى ذلك ، تظهر نتائج هذا البحث أيضًا تنفيذ استراتيجيات
التعلم. أظهر هذا البحث أن المعلم يستخدم استراتيجيات مختلفة لتنفيذ تدريس التحدث
في عملية التعلم. هذه الاستراتيجيات التي يستخدمها المعلم غالبًا هي (1) دريل ، (2)
مجموعات المناقشة و (3) استراتيجيات لعب الأدوار. بالإضافة إلى ذلك ، غالبًا ما يستخدم
المعلم أيضًا أسئلة مباشرة ويتم الرد عليها مباشرة من قبل الطلاب بهدف ممارسة مهارات
التحدث لديهم. باستخدام هذه الاستراتيجيات ، حصل هذا الفصل على أقل درجة 80
وأعلى درجة 95 في القدرة على التحدث. باختصار ، يمكن أن تساعد هذه الاستراتيجيات
المعلم في دعم قدرة الطلاب على التحدث في تدريس التحدث.

CHAPTER I

INTRODUCTION

This chapter delineates the present study's introduction and some other essential points. The researcher points out the background of the study, followed by the research questions, objective of study, limitation of the study, significance of study, and definition of the key terms.

1.1 Background of the study

Language is central in conveying messages to others, bringing ideas and thoughts. In addition, language in human life is a primary function in communication. It caused humans to become social creatures that communicate and connect with others. It has led to language becoming an essential aspect of human life that cannot be separated and that everyone should be able to do (Imani, 2020).

Language is a means of information dissemination and communication. Foreign language proficiency is essential in today's globalized world because it opens new opportunities to communicate with and learn from people worldwide. Chances are wide open for people who understand and can speak foreign languages. Many references, technology, and scholarships can be known in a foreign language as one of the conditions.

One of the foreign languages in this era of globalization is English. English is significantly used in some activities as a medium or intermediary in communicating, such as classroom teaching and learning activities, conducting international conferences, and having conversations with

foreigners.

As English language mastery is essential, understanding a particular approach (Schumaker & Deshler, 2006) to English skills should be noted. Learning strategy becomes an approach to the individual so that everyone who understands the proper strategy can choose the best way to learn new things, including language. In addition, plans can provide direction to students to develop understanding and knowledge in the target language. It involves processing, storing, and retrieving language acquisition inputs, while communication strategies involve language acquisition outputs (Brown, 1994).

One of the skills in communication that specific strategies can approach is speaking. Speaking is the ability to express or transmit ideas or feelings through words. The ability to communicate has a significant role in human life in general. This statement is supported by the holly Al-Qur'an surah Al-Ahzab verse 70.

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

It means, "O you who have believed, fear Allah and speak words of appropriate justice" (*Tafsir surat Al-Ahzab, ayat 70).*

Speaking is a productive ability; oral and direct communication should not be repeated if speakers make mistakes. That is why students should speak English fluently and clearly. Nevertheless, students are commonly afraid of speak English because they are not familiar with the vocabulary and lack of confidence. They are anxious and fearful of making mistakes while speaking English. Thus, they become inactive students in the

classroom. Also, the difficulty of speaking is interaction (Brown, 2000) have said. This means that learning to make waves of language in silence that will erase the speaking skill of the highest aspect: the creativity of dialogue negotiation. In short, teachers must be able to deal with students' anxiety and difficulty by providing appropriate strategies for teaching speaking.

In this case, MTs Al-Amin Puloerang, one of the favorite islamic private schools in *Kabupaten* Ciamis Lakbok, aims to make students speak English and implements a bilingual system in two languages, one of which is English. In daily interaction activities such as communicating and speaking, English is more prominent when students interact in the canteens area, library, inside and outside the classroom, mosques, and school environments. It makes this school different from other schools in *Kabupaten* Ciamis. To build the quality of students' language skills, the school encourages by providing some English vocabulary every morning before the learning activity begins. Students learn the English language in the afternoon after the teaching and learning activities are completed. Thus, the researcher chose this school as the object of research to investigate some strategies that may be implemented in school for handling students speaking hindrances.

Previous studies have been conducted by Razi (2021) about "Teachers' strategies in teaching speaking skills to junior high school students." The study found that the teacher's tactics include role play, games, describing pictures, drilling, and storytelling (Razi, 2021). Next is conducted by Fitri (2021) entitled "Teacher's strategies in teaching speaking during the covid-19 pandemic". The study found that the teacher applied the strategy,

namely an expository, focused on the teaching-learning process to achieve learning goals (Fitri, 2021). Lastly, Uyun researched "Teaching English speaking strategies." The study showed that communication and student-centered strategies significantly impacted the school's English-speaking instruction (Uyun, 2022).

Even though previous studies have researched some strategies for teaching speaking, they have yet to examine the MTs level for the current years. Then the research location is unique among other schools where the school has implemented bilingual language. Besides, the school has many excellent achievements in English. Thus, the researcher aims to explore "Teacher's strategies used in teaching speaking at eighth grader in MTs Al-Amin Puloerang".

1.2 Research Question

This study is designed to answer the following question:

1. What are strategies used in teaching speaking by an English teacher in the eighth grader of MTs Al-Amin Puloerang?

2. How is the implementation of strategies used in teaching speaking by an English teacher in the eighth grader of MTs Al-Amin Puloerang?

1.3 Objective of study

This study is aimed at:

1. To find out the strategies used by the teacher of MTs Al-Amin Puloerang.

2. To investigate the implementation of strategies used by the English teacher at eighth grader student of MTs Al-Amin Puloerang in teaching speaking.

1.4 Limitations of study

Based on the background above, the researcher limits the area of discussion to which the teacher applies teaching speaking strategies. This study was conducted on MTs Al-Amin Puloerang in eighth grader. The researcher chooses Class 8B, which consists of 24 students. There was one male teacher who the researcher would observe. Meanwhile, for the study, the researcher can find the teacher's strategies for teaching speaking and investigate how the strategies are implemented in the learning activities.

1.5 Significance of study

The findings of this study are expected to give significance, especially to the theoretical, practical, and pedagogical aspects.

1. Theoretically

   For researchers on the same topic, this research can be a reference for further research. Besides that, this study may add references to strategies in teaching speaking that can be used in the learning process.

2. Practically

   Through this study for the researcher, this study is used as an experience of conducting research and reflection on teaching speaking strategies that can be applied to the students in learning activities. The study result, for the teacher, can be helpful as a reflection of strategies for teaching speaking to the students. In contrast, the students are expected to improve the students' speaking of English.

3. Pedagogically

   This study also gives significance to the educational field,

especially for teachers to develop their awareness by using appropriate teaching strategies to improve students' speaking skills and save student motivation while teaching.

1.6 Definition of key terms

1. Strategy is employed to achieve success in reaching a goal. It means that strategy is essential to achieve something. Someone who wants to accomplish something must devise a plan. Therefore, a teacher must have a provision in place when teaching a lesson; it is a teacher's strategy so that the teacher can achieve the goal of teaching.

2. Teacher strategy is the techniques, methods, procedures, and processes a teacher uses when teaching speaking. These are strategies that the teacher employs to assist students' learning in class 8B at MTs Al-Amin Puloerang

3. Speaking is an oral activity that is a routine part of human communication in which messages are sent out and received using verbal or non-verbal symbols.

4. Teaching speaking is a way for teachers to help their students express themselves, such as, emotions, interact with another person in any situation, communicate their communicative needs, and influence others.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical framework related to the study. Therefore, in this chapter, the researcher points out speaking, teaching speaking, strategy, teacher strategy, and previous studies.

2.1 Speaking

2.1.1 Definition of speaking

Speaking is an essential part of communication. Besides that, saying is an everyday activity that is practiced in everyday life to convey messages, expressions, and so on. Speaking is a medium for conveying the intended message, and this is one way of productive skills in expressing something planned (Spratt et al., 2005). Learners must understand the ability to talk to receive meaning or knowledge. Furthermore, speaking is the capacity to speak clearly and implies both information processing skills and qualities of the language (Farizi & Herwiana, 2022).

In Indonesia, foreign language is the most commonly applied learning, aiming to communicate in English so that proficiency in studying English can be well assessed. Speaking is essential to communication (Ibrahim & Hafizah Adnan, 2019). Speaking as a productive oral skill should be prioritized to serve as an output of the learning process. In various contexts, speaking is also part of sharing meaning and building both verbally and non-verbally.

Moreover, added that the characteristic of successful speaking activities as follows (Ur, 1996):

1. Learners talk a lot. It means students get the opportunity to speak, so the teacher gives more time for the students to practice speaking.

2. Participation is even, which means that each student gets the same opportunity to speak. When conducting discussions in class, it is unrestricted by students who are active in speaking.

3. Motivation is high, which means students have something new to discuss and are likewise interested in the teacher's topic.

4. Language has an appropriate standard, which means students can communicate themselves in relevant, understandable utterances with a proper level of language accuracy.

2.1.2 Aspect of speaking

Speaking is a connected way of communicating. However, in sharing, speaking is interconnected with listening. Each speaker is also a listener and can be a speaker. Vanderkevent in Muljani and Suwartono state that the components of speaking consist of the speakers, listener, and utterances (Muljani & Suwartono, 2020).

1. The speakers

Individuals who make sound are known as speakers. They can be used to express feelings or one's thoughts to the listener. As a result, if there is no opinion, the speaker's emotions will not be stated.

2. The listeners

Listeners are individuals who acquire or hear the speaker's feelings or opinions. When there are no listeners, the speaker writes down their thoughts.

3. The utterances

The words or sentences used by the speakers to express their thoughts are referred to as utterances. The speakers and listeners will use a sign when there is no utterance.

Moreover, speaking skill is defined as people's capacity to express their ideas and feeling in spoken language. There are some components that students should be considered to master speaking skills. The elements of mastery speaking are fluency and accuracy (Bailey, 2016).

1. Fluency is the skill to communicate naturally and confidently without pauses or hesitation. It is a condition for being fluent.

2. Accuracy is the capability to construct grammatically correct sentences, but it needs to include the ability to communicate fluently.

2.1.3 The significance of speaking

Speaking skill is crucial not only in everyday life but also plays an essential part in language learning. Harmer (2009) states that every individual needs to talk to say something. It means speakers make specific decisions about how to address people. Speaking could be forced upon them, and although we may argue that they feel it necessary to express otherwise, they remain quiet.

On the other hand, they have some communicative purpose. It means speakers say things in the expectation that something will happen

as an outcome of what they say. Thus, the important why we need to speak is that they choose from their language resource. It means speakers have an infinite variety of ways to build new sentences. They select the language they perceive is acceptable for communication purposes to achieve it.

2.2 Teaching speaking

Harmer (2009) says encouraging students to speak and interact in class is simple. Students will bond with one another, especially if teachers choose an intriguing topic (Harmer, 2009). However, encouraging students to be active and enthusiastic in the classroom can be challenging. It could be due to an incorrect topic chosen by the teacher or a poor classroom atmosphere. Interaction is one of the goals of speaking (Richards, 2001). It means that in teaching speaking, ESL teachers have to be aware to prepare and should consider the efficiency of the students' speaking activities in the class.

Teaching speaking in the classroom, the students will keep communication with other students, not only dealing with the subject but also about their goals. Students will have many kinds of performances and activities while speaking in class. Brown (2000), in Teaching by Principles book added that in the process of teaching speaking, there are several types of performance in the classroom, as follows:

The first type of speaking performance is imitative, which means that students may spend some time in the classroom as "human tape recorders," imitating intonation or attempting to point out certain vowel sounds. This

imitation is intended for meaningful connection and focusing on a specific aspect of language form.

The second type of classroom speaking performance is intensive. It means intensive speaking extends beyond imitative speaking. To include any speaking version created to practise grammatical or phonological feature of language. Intensive speaking can be created or self-initiated as part of a work activity in which students "go over" specific language forms.

The third type is responsive, which means, in the classroom, communication between teacher and students requires short answers to both questions and answers. Those answers are usually appropriate and do not lead to discussion.

The next speaking performance is called transactional language. It means a longer variant of responsive language and is aimed at exchanging factual information. Conversations, for example, might be flowier than response speech.

The last type of classroom speaking performance is interpersonal dialogue. It focuses on organizing social relationships rather than providing facts and information. These interactions are more difficult for students to understand due to they may include any or all of the following elements: emotionally charged language, a casual register, colloquial language, ellipsis, slang, sarcasm, and a secret "agenda."

2.3 Strategy

A strategy is a broad pattern that includes activities that can be utilized as guides to obtain competence as a learning objective as efficiently

as possible (Sanjaya, 2006). In achieving effective and efficient learning objectives, teachers and students must use strategies in learning activities. In education, strategy is a plan, technique, or set of actions to attain a specific educational goal. Therefore, learning tactics are related to learning goals to obtain adequate and efficient learning steps.

2.4 Teacher Strategies

In teaching, the teacher is giving and taking knowledge with students. Teaching is the science and art of helping students learn (Arends & Kilcher, 2010). It means learning as a change in students' minds and intellectual character. Therefore, to teach speaking English, teachers should have some ways. Teachers' strategies in instructing speaking ability should be appropriate to achieve learning goals (Anjaniputra, 2013).

According to Maulidar et al. (2019), strategies for teaching speaking must prepare students to communicate effectively and efficiently. In achieving effective and efficient learning objectives, teachers and students must use strategies in learning activities. It means language teaching's purpose is the communicative competence to provide students. Thus, classroom activities improve students' ability to express themselves with enthusiasm to talk, which is also an essential component of language development. Students able to communicate fluently and smoothly in the target language with a few unnecessary pauses is the goal of teaching speaking pauses (Nunan, 2003). That means speaking is one of the most important abilities to master. In short, a strategy is needed to achieve the goal of speaking to make learning easy for students. The teacher uses strategy in

teaching speaking aims to overcome basic interactive skills by allowing students to express the target language.

Some strategies teaching speaking employed by Kayi (2006) consist of discussion, information gap, picture narrating, role play, storytelling, play cards, brainstorming, story completion, simulation, reporting, interview, picture describing, and finding the difference. Added by Brown (2000) consists of information gap and drilling. Based on the explanation of strategies, the researcher intends to explain the following strategy employed in the process of teaching and learning by Maulidar et al. (2019): discussion group, role play, drilling, games, and picture description.

2.4.1 Discussion Group

Discussion is one of the speaking activities where students will make groups to discuss a topic, creating interaction among students. Discussion can be an effective strategy for students to exchange their perspectives among students (Maulidar et al, 2019). That means that when the students are apprehensive speak confidently with their friends in a group discussion to the teacher. The discussion group is generally conducted in a small group of four or five people.

Discussion is a strategy in participative teaching and learning to solve problems (Mulyono, 2011). It means that discussion is the process of meeting among several individuals who are carried out verbally to interact and face each other face to face regarding specific targets by exchanging information and defending opinions. Therefore, the discussion is not a debate but rather an exchange of experiences to make judgments. There

are types of discussion used in the learning process. According to Harmer, the discussion types are Buzz Groups and Instant Comments (Harmer, 2009).

1. Buzz Group

    According to Harmer (2009), this can be used for several discussion types. It means the buzz group consists of a large group that can be divided into two to eight more minor groups. The small group consists of 3-5 people. The teacher begins activity by giving the problem in general, then the problem is divided into sub-problems that must solved by each small group, and the leader of group present the results of the discussion.

2. Instant comment

    incorporating 'instant comment' mini-activities into lessons is another technique to encourage students to answer smoothly and quickly (Harmer, 2009). It includes displaying them introducing or photos subjects at any point throughout a session and asking learners to state the first thought that comes to their mind.

2.4.2 Roleplay

Cameron's (2001) roleplay is a learning activity that should be acceptable for students due to it allows them to use language they are familiar with the language. Roleplay is an efficient tactic for students to picture themselves as another individual and act out the part (Shi, 2006). It implies the students assume to be another person involved in a specific situation. Playing a role is an excellent strategy. Role play is a form of

game that includes a goal, rules, and educational material. Role play is commonly planned as an activity in which the students imagine themselves outside the classroom as another person (Budden, 2006).

2.4.3 Drilling

Drilling is a strategy for improving fluency and standardizing the pronunciation of a language item (Keith, 2022). Fluency means the ability to introduce words easily and quickly. As stated by Thornbury (2005), drilling offers some benefits, such as students' development to focus on new material emphasizing difficult words in students' minds and provided by the teacher. Drilling will listen to the teacher's model, present a word or a sentence to another student in the classroom, and then the student repeat what is heard (Budden, 2013). This strategy requires students should repeat words or sentences to be more active previously spoken by the teacher. Furthermore, repetition exercises help students repair what they have learned in their memory and also help them memorize new words.

2.4.4 Games

Hadfield state games are activities with goals, rules, and elements of fun (Hadfield, 1987). Games are a fun and comfortable way to develop students' speaking skills, and they could be exciting experiences and motivating in the learning process (Ho et al., 2019). Khameis (2007) stated that games could be used as a teaching tool to improve students' practice communication and language learning. Games could be implemented in the speaking classroom to help students develop their speaking skills. It means to use games to teach students naturally unaware they are trying to practice

the language. Also, games in the speaking classroom are a way to motivate students to communicate. Communication means students learn how to convey themselves to others. Furthermore, passive students would have opportunities to participate in learning activities to enhance their English actively.

Moreover, games are a strategy for developing communicative competence (Chua & Lidawan, 2019). Positive classroom interaction can minimize students' fear of speaking a foreign language. Games also assist students in improving their speaking with interactive activities that allow them to learn more naturally (Estrada & Ortega, 2016). Warm-up activities such as games could introduce a new lesson or review past learning content.

2.4.5 Picture describing

Picture describing is one strategy that is easy to play in activities teaching speaking English (Pratiwi & Ayu, 2020). Students are ordered to explain photos in front of the audience. Also, every student is given a picture or image and is required to present it orally. It means students could recount stories and imagine students ahead of the class. The implementation of the illustrative picture strategy improves students' speaking abilities.

There are several reasons why picture description is an effective teaching strategy Maulidar et al. (2019, cited in Raimes, 1983):

a. The picture allows students to share their experiences in class.

b. Utilize images to display essential grammatical elements that students can practice and use in class.

c. A picture might promote task differences in speaking.

d. A picture is also engaging to studens.

2.5 Previous studies

The first previous study was conducted by Razi et al. (2021), entitled "Teachers' Strategies in Teaching Speaking Skills to Junior High School Students." This research describes the various strategies with the obstacle in enhancing the learner's speaking ability that needs a creative approach. The researcher used two English teachers at SMP Inshafuddin Banda Aceh as the subject. This study, the researcher used two instruments. There was an observation sheet adapted by Fortune (2000). Then, the researcher used the interview adopted by Linse and Nunan (2005). The result of this research found there were five strategies, namely role play, drilling, games, storytelling, and picture, describing the obstacle in teaching speaking faced by the teacher when applying the strategy where the students feel bored in the learning activity. Some students want to avoid learning in a group when learning in the classroom. The researcher suggests that the teacher should find a solution to overcome the teacher's obstacles when applying strategies in teaching speaking.

Fitri et al. (2021) conducted the second previous study entitled "Teacher's strategies in teaching speaking during the covid-19 pandemic". This research focuses on implementing teacher strategy during covid-19 in the learning activity at Junior High School Prabumulih. The researcher used qualitative research with three instruments interview, observation, and documentation. The subject of the research was a teacher and student in class

7B. This study showed that the researcher found that the teacher used an expository strategy in teaching speaking to achieve the learning objective.

The third previous study was conducted by Uyun (2022) and entitled "Teaching english speaking strategies." This research focuses on teacher strategy during teaching speaking at Tunas Unggul Junior High School Bandung. Then, the researcher used a qualitative descriptive method by interview, questionnaire, observation, and documentation. The result of the research found there were communication and students-center strategies. Furthermore, this practice has benefited all participants, particularly teachers, and students, honing their English speaking skills. Thus, educators must adapt their teaching methodologies to cater to the student's needs when teaching speaking.

Based on the previous studies, this research has the same topic about strategies for teaching speaking. The differences between this research and the earlier studies by Razi et. al in 2021 focus on SMP Inshafuddin Banda Aceh. Then Fitri et al. 2021 focus research on Junior High School Prabumulih. Last by Uyun in 2022, focus research on Tunas Unggul Junior High School Bandung. Meanwhile, this research location has not been researched, and the object uses Islamic private Junior High School MTs Al-Amin Puloerang. Then the research location is unique among other schools where the school has implemented bilingual language, one of them is English. Therefore, this school has good English skills, and the students speak English fluently. Besides, the school has many excellent achievements in English. That is why the research was conducted on MTs Al-Amin Puloerang.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this chapter, the researcher presents some aspects of the methodology used to guide the present study. The researcher points out the research design, subject of the study, data collection, data analysis, and data validity.

3.1 Design of research

A research design is a plan for conducting research. It is closely related to the research process (Abdussamad, 2021). Related to the research question and purpose, the researcher conducted the research by employing qualitative research with a case-study type. Qualitative research is data collected in words or pictures rather than numbers (Sugiyono, 2013). In this research, qualitative describes a case in depth, and the research design is general and develops based on the field situation. According to Fraenkel and Wallen (2007), "Qualitative approach is that an approach which used to collect data by observing teachers in the classroom and in other locales, and also interviewing individuals as they go about their daily routines." In this case, the researcher describe implementation of strategies are applied by an English teacher toward relationship between the strategies used by the teacher to the students' responses during teaching activities in the classroom that conducted in MTs Al-Amin Puloerang.

On the other hand, as mentioned by Stake (1995) case study research is not a methodology but a choice of what is to be studied. Yin added that case study is a type of design in qualitative approach to investigate on

contemporary phenomenon in depth in real life context (Yin, 2018). So that, this research investigated the phenomena happened in the classroom. In line with that, the phenomena happened in the classroom refers to strategies used by an English teacher and implementation of those strategies during English teaching learning process in the classroom.

3.2 Subject of the study

3.2.1 Setting of research

This research was conducted in MTs Al-Amin Puloerang. The school's site is at Jalan Raya Barat No. 129, Sukamukti, Lakbok, *Kabupaten* Ciamis. The researcher chose the school in this study because, based on the preliminary research, the school has an A score for accreditation. Then, the students use bilingual language in their daily activity, and the school has many achievements in the English field, such as being the winner of a speech contest both in POSMAD (*Pekan Olahraga dan Seni Antar Madrasah)* and *Kabupaten* level. Based on the winner's achievements are many students in the eighth grader. Besides, the students have good practice in speaking English. Furthermore, many alums from this school become English teachers.

3.2.2 Participant of research

The researcher in this study research strategies for teachers in teaching speaking. There were two English teachers in MTs Al-Amin Puloerang. The researcher utilized the purposive sampling technique to select sites and individuals to understand or learn the central phenomenon (Creswell, 2012). Thus, to gain the data, the researcher

took one English teacher in MTs Al-Amin Puloerang. The researcher chose one male teacher as the subject of the study because he is the teacher of the eighth grader in the school. He has taught for 29 years. Another point is that, the teacher contributes as a mentor for students at the school in achieving students' achievement in various competitions in English field. Therefore, the teacher is interested to study. Furthermore, the researcher explores strategies used by the teacher in instructing speaking of his classroom in class 8B, which consists of 24 students.

3.2.3 Instruments of research

The researcher used two instruments to gather the data for gaining an information on the teacher's strategies used in teaching speaking. The researcher used the instruments consisting of an observation checklist and an interview guide to get the data.

In this study, the researcher uses observation to observe the classroom activity to know what strategy used by the teacher in teaching speaking, and investigate how the teacher's strategies are applied. In doing observation, the researcher uses the observation checklist to help gain the data. In addition, the interview is used after observation to obtain more data about teacher strategy from the teacher who has applied the strategies used in teaching speaking. The researcher prepared a list of questions for the interview, but the interviewer was free to ask additional questions to get complete responses from the teacher.

3.3 Data collection

The researcher gathered data in two steps to obtain information on teachers' strategies for teaching speaking. Two steps for gaining the information are Observation and interview.

3.3.1 Observation

Observation is gaining open-ended, firsthand data by observing people and places at a research site (Creswell, 2012). Observation is conducted to record the activities in the class. In doing the Observation, the researcher acted as a non-participant observer and recorded the Observation using video for recording to help the researcher analyzed the teacher's strategies for teaching speaking. However, due to the researcher having limited time in the research, the researcher was only allowed to observe the classroom two times. The researcher conducted observation on Thursday, March 09th and March 16[th,] 2023. Furthermore, the researcher in this present study used observation checklist to help the researcher analyzed strategies that used by the teacher during teaching speaking. The observation checklist used by the researcher adopted from Maulidar et. al., (2019) in journal article entitled "Teacher's strategies in teaching speaking for cadets." More detailed information is presented in Appendix 2.

3.3.2 Interview

The next step in collecting data is the interview. Sugiyono argues that there are three types of interviews: structured interviews, semi-structured interviews, and unstructured interviews (Sugiyono, 2013). In

this present study, the researcher used a semi-structured because the researcher wanted the participant to be more open to finding out strategies that used in teaching speaking by the teacher. Using a semi-structured, the researcher could develop an understanding of the participant's point of view. The researcher interviewed the English teacher on Thursday, March 16[th,] 2023 as a subject of this study at the end of the classroom observation conducted directly face-to-face. The researcher used audio-recording during interview to record the interview with the teacher, the researcher used the audio-recording to make easier in gaining data. Then, the researcher written the transcript of audio-recording to make easier in data processing. The researcher interviewed the teacher by question consisting of eleven questions. More detailed information is presented in Appendix 3**.**

3.4 Data Analysis

After collecting all the data gathered by the researcher through both classroom observation and teacher interviews was examined in the context of the research question. Miles and Huberman (1984 in Sugiyono, 2009) state there are three processes in analyzing as follows:

1. Data reduction

   It refers to selecting, focussing, simplifying, abstracting, and converting information written either field notes or transcriptions. This research, selecting and simplifying data needs to ensure that the data is still within the study's limitations. After gathering data through observation and interviews, the researcher must choose which data are relevant and which are irrelevant to the research to make it easier for

readers to understand the data. In this research, the researcher examines the teacher's tactics for teaching speaking based on Maulidar's theory that is irrelevant to the expert' theory are eliminated. The output of the data reduction then leads to the data display step, by the data are selected and arranged.

2. Data display

It is an arranged, concise collection of information that allows for the conclusion and action to be drawn. After selecting the data, the researcher reduces it to make it short and clear at this step. The data selected will be displayed in the field of teaching speaking strategies. Miles and Huberman (1994 in Sugiyono 2009) state that tables, charts, networks, symbolic figures, quotes, small blocks of text, and narrative text can all be used to explain data display. The researcher chooses narrative text in this step to display the data.

3. Drawing conclusion

Based on findings and discussion of research, the researcher concludes. It is concluded by an explanation of the data acquired during this research. The conclusion is written to explain "Teacher's Strategies Used in teaching speaking at Eighth Grader in MTs Al-Amin Puloerang."The data conclusion is made to answer the research question in the present study unclear becomes clear.

3.5 Data Validity

The researcher uses data triangulation for the validity and credibility of the result. Sugiyono (2009) added that credibility could be done by

performing various data collection techniques from the same source. The data collected by the researcher obtain from multiple instruments. The researcher used two instruments, observation in the classroom and interview with the teacher related to teachers' strategies used by teachers in teaching speaking in the learning process of the class. After collecting information from various instruments, the researcher could cross-check the information collected from each data set to support the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings and a discussion of the teachers' strategies in teaching speaking, and the way teacher implement the strategy.

4.4 Research Findings

The researcher investigated the strategies used by the teacher in teaching speaking to the eighth grader at MTs Al-Amin Puloerang in this study. The school's site is at Jalan Raya Barat No. 129, Sukamukti, Lakbok, *kabupaten* Ciamis. Besides, the school applied bilingual language in their daily activity. The study participants were the senior English teacher, Mr. AI, S.Pd, and the students in class 8B. The researcher chose the teacher because of his nearly 29 years of experience teaching English. Additionally, he works well at teaching speaking due to his fluency. Besides, he can interact with the students in the class and make them active in communicating in English confidently. He teaches in class eight that students speak English more frequently than in other classes. For this reason, the participants are also eighth-grader students in the teacher's class. Furthermore, because of the class's achievements as a competition winner in many contests, the researcher is interested in what strategies the teacher uses to teach speaking.

Research instruments summarized the findings of this study: observation checklist and interview guide. The observation was done twice. On Thursday, March 09th, 2023, and Thursday, March 16th, 2023, the researcher observed the

teaching and learning activities in class 8B of MTs Al-Amin Puloerang. The observation aims to discover the teacher's strategies while teaching speaking and how the strategies are used. While the interview was only conducted once, on the same day, Thursday, March 16th, 2023, after the second observation at the end of the lesson, the researcher interviewed the teacher, Mr. AI, S.Pd, at to know the strategies used in teaching speaking and implementing the strategies. The explanation is explained as follows:

The first observation was held on Thursday, March 09th, 2023. The researcher used the research instrument in Appendix 2 (see Appendix 2), an observation checklist adapted from Maulidar et al., to observe classroom activities. The class consisted of 22 students from class VIII B. The English lesson ran 2x40 minutes. The teacher delivered material about greeting cards as the subject of the teacher's lesson. The material Greeting Cards were given to the students of class eighth in semester 2. The Greeting Cards material has some learning objectives, after completing the course, students are expected to be able to create a greeting card relating to their daily lives in a format that is both concise and appropriate for the context. The media used by the teacher during learning include pictures and whiteboards. Meanwhile, the teacher used learning resources from eighth grade English book about greeting cards and eighth grade English books from the 2017 revised edition of the Ministry of Education and Culture. The teacher devide the leaning activities into three parts, there were pre-activity, whilst-activity, and post-activity.

At the pre-activity, the teacher and students greet and pray together. After that, the teacher checked student attendance and provided motivations. Then, the

teacher conveyed not only the learning objectives but also provides an outline of the scope of the material, and learning steps. The researcher observed the teaching process and found two strategies for teaching speaking abilities, drilling, and discussion groups. This is supported by the teacher's statement on the interview, he said:

> *"I don't have a specific strategy for teaching English. Usually, I like to ask questions directly to students using English. I also often do drilling, roleplay, and group discussions so that students can be more active in speaking English. Besides that, I like to ask how you are doing in English and what you have learned about the English material". (Teacher's interview taken on May, 16th, 2023).*

> *"So far, the strategy that I apply in class, it can make students more active. Using this strategy can improve learning when speaking. During discussions, they get new vocabulary that can improve their speaking" (Teacher's interview taken on May, 16th, 2023).*

At the whilst-activities, the teacher reads some examples of greeting cards and students follow after the teacher, the students pronounced as well. Students' voice loud and clearly. Furthermore, the teacher ordered the students to make a group that consist of four groups and discussed the assignment, then the present the result in front of the class.

At the post activity, the teacher finished delivering the material, at the end of the lesson the teacher and students reflected on the learning experience and the teacher provided feedback by asking question and answering it on the process and learning outcomes. The teacher also conveyed the lesson plan for the next meeting and ends the lesson by greeting and praying.

The second observation was held on Thursday, March 16th, 2023. The class consisted of 24 students from class VIII B. The English lesson ran 2x40 minutes. The learning material was still about greeting cards. The researcher observed the

teaching process and found one strategy for teaching speaking skills, roleplay. This is supported by result of teacher's interview, he said:

> *"Usually, I like to ask questions directly to students using English. I also often do drilling, roleplay, and group discussions so that students can be more active in speaking English. Besides that, I like to ask how you are doing in English and what you have learned about the English material". (Teacher's interview taken on May, 16th, 2023).*

The teacher gave the students some conversation about greeting and he instructed them to converse orally with their tablemates' partners in front of the class. Additionally, the result of this observation may be inaccurate due to time accessibility and constraints while the researcher conducted the investigation. Data saturation should be observed until research cannot identify new strategies the teacher facilitates to students. Meanwhile, the researcher only did twice observations due to limited teacher time and school permits.

4.1.1   Teacher Interview

The researcher explains at every point of the interview's findings. The interview finding is represented by an interview transcript in Appendix 7 (see Appendix 7). The researcher begins with the first question, asking the teacher, *"What do you like in teaching speaking?"*. He said:

> **"***I am thrilled when they can apply English in the class. They can also express themselves by speaking English, even if it's just yes or no, and I also like to hear the students speak whatever they want to say in English". (Teacher's interview taken on May, 16th, 2023).*

The teacher said he is thrilled to teach speaking when students can apply English in class and confidently express themselves. Furthermore, he appreciated if students want to interact with him in English about

everything without worrying about making mistakes. The next question is,

"What strategies do you often use in teaching speaking?". He said:

> "*I don't have a specific strategy for teaching English. Usually, I like to ask questions directly to students using English. I also often do drilling, roleplay, and group discussions so that students can be more active in speaking English. Besides that, I like to ask how you are doing in English and what you have learned about the English material*". (Teacher's interview taken on May, 16th, 2023).

The teacher answered that he did not use specific strategies. He often did drillings, discussion groups, and roleplay. Besides, he asked the students simple questions like, *"How are you doing?"*, *"What you have learned about the last material?"* and so forth. The students required to respond to those questions, so they speak more often in English.

The third question the researcher asks is, *"How do you implement speaking learning strategies in the class you teach?"*. He answered:

> "*First, by giving direct questions to focus student's attention and encourage students to express their opinions directly, for example, starting with questions like What is your opinion about this topic? And at the end of the lesson, ask, "Did you learn anything new?" And "Do you get from you have the studied just now? Second, by drilling. At each meeting, at the beginning or end of the lesson, I usually give the students 2-3 new vocabulary words, and they read them many times aloud, after which they are obliged to memorize them. Third, using group discussions. Examples in making short conversations that contain expressions. Usually, the students make conversation with their peers or into several groups. After that, they memorized their conversations and practiced them in front of the class*". (Teacher's interview taken on May, 16th, 2023).

The teacher said that he often did strategies, firstly giving questions directly, such as, *"What is your opinion about this topic?"* and asking questions before the end of the lesson, such as, *"Did you learn anything new?"* and *"What do you get from you have the studied just now?"*. He

used it to encourage the students to express their opinion. Secondly, the teacher applied drilling in his teaching. The teacher gives the students two to three new vocabulary words, and then the students read aloud and memorize vocabulary. Thirdly, the teacher uses discussion groups. The teacher orders the students to converse with their peers or tablemates or into several groups. Then, the students memorized and practised it in front of the class. The fourth question is, *"What are the advantages of the strategy you used in class?"*. Teacher said:

> "*For the advantages of the strategy used, there are no special advantages. Still, strategies such as drilling can help students remember new vocabulary; apart from that, discussion can also make them more active in class". (Teacher's interview taken on May, 16th, 2023).*

He explained that there were no specific advantages, but drilling can help students remember new vocabulary. Also, discussion groups them to be active in the class.

The fifth question is, *"Based on your experience using this strategy, were there any significant changes to learning speaking in class from before and after?"*. Then he said:

> "*So far, the strategy that I apply in class, it can make students more active. Using this strategy can improve learning when speaking. During discussions, they get new vocabulary that can improve their speaking". (Teacher's interview taken on May, 16th, 2023).*

In this question, the teacher explained that using his strategies to improve their speaking skills. At the same time, during the discussion, the students got new vocabulary and can be open mind with their friends. The sixth is, *"What challenges do you think are in teaching speaking?"*. He explained:

"Sometimes they are embarrassed to speak English; I have to provoke them first so they can start the conversation. Sometimes they are afraid of being wrong to express themselves using English, even though the students already know it. Yaa, so if they are lured first, they can speak English actively". (Teacher's interview taken on May, 16th, 2023).

The teacher said both when students could speak English but was afraid of being wrong to express themselves using English, and they were embarrassed to speak English. In case shyness makes them passive in talking in class. The seventh question is, *" Do students experience difficulties expressing themselves directly when speaking? If so, what do you think are the reasons for students who have these difficulties speaking English?".* He stated:

"Actually, the students were able to communicate in English, but they were a little afraid to express it and lack memorized vocabulary too". (Teacher's interview taken on May, 16th, 2023).

The teacher stated that the students were embarrassed to express whatever they want to say in English due to their lack of vocabulary. Therefore, the teacher emphasizes students memorize new vocabulary.

The eighth is*, "To prevent this, how do you create strategies for learning to speak?".* He said:

"I often give stories like short stories and discuss them in class. Then later, the students look for vocabulary that they don't understand. This way can help with much new vocabulary that they know". (Teacher's interview taken on May, 16th, 2023).

Alternatively, the teacher usually gives the students a story, which will be dealt with in class. Students are instructed to search for new vocabulary that they were unfamiliar with the meaning. Students learn several new words during the activity and will memorize them later. The

next question is, *"What topics do students usually like in speaking?"*. Teacher said:

> *"Students are usually very happy when talking about themselves, especially when asked about their preferences, hobbies and experiences". (Teacher's interview taken on May, 16th, 2023).*

The teacher said students happy when discussing preferences, hobbies, and experiences. The tenth question is, *"What are your suggestions for future teachers on teaching speaking effectively?"*. He said:

> *"Young teachers must have been creative especially in using the learning media they had learned while in lectures. I hope they are able to use interesting learning media and encourage students to be more effective in communicating in English" (Teacher's interview taken on May, 16th, 2023).*

He replied that he sure that young teachers must have good learning media designs and know how to make learning media in college. He believes new teachers can manage speaking classes better with the exciting learning media. He hopes they can use engaging learning media and encourage students to communicate more effectively in English. The last question is, *"What is the teacher's role in learning to speak?"*. He said:

> *"In the classroom, the teacher is a model for them. What the teacher says and does can be imitated by students. So, when learning, especially in speaking, try to look confident and fluent so that later the students can emulate our positive vibes as teachers. As a result, the teacher must have clear goals and objectives, such as learning objectives, that must be met with excellence, particularly when speaking". (Teacher's interview taken on May, 16th, 2023).*

The teacher answered that students could imitate teachers' say and do. During learning, especially in speaking, the teacher tries to look

confident and fluent in front of students so they can later imitate the teacher's positive vibes as teachers.

4.1.2 Additional Data

Additionally, the strategies might help students' ability to speak, as evidenced by the student's results below:

Table 4. 1 Students' Results in Speaking

No	Name	P	I	F	A	TS	FS
1	A K	4	4	4	4	16	80
2	A N	5	5	5	4	19	95
3	A B	4	5	4	5	18	90
4	A A L	4	4	5	5	18	90
5	B K	4	4	5	4	17	85
6	D K	4	5	4	4	17	85
7	E N	4	4	3	5	16	80
8	E D C	5	5	4	5	19	95
9	F H	5	4	4	4	17	85
10	F D	4	4	5	4	17	85
11	G S	4	4	5	5	18	90
12	I S M	5	4	3	5	17	85
13	K N A	4	4	4	4	16	80
14	M A P	5	4	4	4	17	85
15	M D A	4	5	4	5	18	90
16	N A S	4	4	5	4	17	85
17	N A	4	4	4	5	17	85
18	P I	5	4	5	4	18	90
19	R N	4	4	5	4	17	85
20	R M	4	4	5	4	17	85
21	R A	4	5	4	5	18	90
22	R S	4	4	4	4	16	80
23	R	5	5	5	4	19	95
24	S G	4	4	5	4	17	85

Notes: (P) is Pronunciation, (I) is Intonation, (F) is Fluency, (A) is Accuracy, (TS) is Total Score, and (FS) is the Final Score.

Table 4.2 shows students' speaking scores taken by the teacher on the second observation on greeting card material on Thursday, March 16^{th,} 2023. The teacher designs the strategies that facilitate the students to achieve excellent speaking scores, with minimum and maximum grades of 80 and 95. It means students have high scores in speaking. Considering the high speaking score, students succeed in learning English. Richard (2008) mentioned that speaking skills are a priority for foreign language students, so they must master the skill. They often evaluate their success in English based on how well they speak it.

4.2 Data Triangulation

The researcher gathered all the data from the finding to get the validity. The result is following table.

Table 4. 2 The Result of Data Triangulation

The Problem of The Study	Research Instruments	
	Observation Checklist	Interview Guide
The Strategies	Drilling	Drilling
	Discussion Group	Roleplay
	Roleplay	Discussion Group
		Direct Question

Table 4.3 shows that the researcher employed an observation checklist and interview guide to obtain the data. The strategies used by the teacher in teaching speaking are drilling, discussion groups, and roleplay based on the problem of the study that is founded on observation. The researcher also validated to the teacher from the interview that he uses drilling, discussion groups, and roleplay strategies to avoid subjectivity in gaining the data. He also added direct questions and will discuss his strategy for teaching speaking.

4.3 Discussion

In this part, the researcher discusses the research findings from observation and interviews. The findings show that the teacher's strategies used in teaching speaking are drilling, discussion groups, and role play. The researcher provided observation and interviewed the teacher.

The first strategy that the teacher uses in teaching speaking is drilling. Students find it challenging to speak a certain word. The teacher will stress the need for repetition of that word, for them to learn pronunciation and speak clearly, he also pronounces, and the students repeat. Thornbury (2005) argued that drilling has several benefits, including allowing the teacher to stress difficult words in the minds of students and students to pay attention to new material provided by the teacher, besides drilling an appropriate strategy to help the pronunciation.

The researcher analyzed the implementation of drilling in the teaching process. The teacher instructed the class to open their textbooks and look at the greeting card topics at the start of the activity. There are some greeting card examples in the chapter on greeting cards. The students would then repeat what the teacher read as an example of a greeting card. The teacher then asked the students to provide words that they were unfamiliar with. After that, the students mentioned it, and he wrote it on the whiteboard. The teacher did not give the meaning in Indonesian directly, but he explained the meaning of the word using the synonyms and gave examples of the meaning of the word using English. The students actively tried to guess the meaning. When they understood the difficult definitions' meanings, they read them together as directed by the teacher. The teacher showed good word pronunciation, and students also imitated him in

pronouncing words as well. After the word is enough to say together, the teacher asked each student individually, *"How do you pronounce this word?"* then, the word would be said loudly and clearly by the student.

The researcher believes that teacher apply drilling in teaching speaking at the classroom help student to improve their pronounce in speaking. One of a type performance in teaching speaking is imitative (Brown, 2000). The teacher uses this strategy by himself as human tape recorders for imitating the teacher intonation by students to point out the vowel sounds. It means, the imitation for meaning connections and focus on the specific aspect of language form. They pronounced the word together with teacher fluently and clearly, and they could remember the word they pronounced. Besides, drilling used by the teacher support the student to make better the fluency in speaking. The aspects of mastery speaking are fluency and accuracy (Bailey, 2016). In short, apply this strategy in this bilingual school can help teacher to support their abilities particularly to pronounce the words in speaking.

The second strategy, the teacher uses in teaching speaking is a discussion group. The students meeting among several individuals and they carried out verbally to interact and face each other face to face exchanging information and defending opinions. By discuss problem the students could interested to solve problem between their friends. The discussion group is a strategy for participative teaching and learning to solve the problem (Mulyono, 2011). The researcher analyzed the implementation of discussion groups in the teaching process. When the teacher was certain that his students understood the words' pronunciation and meanings, he began to explain the greeting card's structure in the class. It started

with the several types of greetings and the structure that includes the sender or receiver. The students wrote the teacher's explanation from the whiteboard into their notebooks. The teacher instructs the students to form groups of four after they have finished writing their notes. The students count numbers one until seven, and then those who received the number one would be paired with the number one, number two paired with number two, number three with number three, and number four with number four, in order to make sure that they select their group fairly. Harmer (2009) mentioned that a discussion group consists of a large group that can be divided into two to eight minor groups. Furthermore, the teacher begins to distribute the papers to each group that has been divided. The tasks given consist of various kinds of greeting cards. First, the students were asked to group their greeting cards into sympathy, consolation, happiness, and condolences. After that, they will analyze the structure of the greeting card. Then, the results of their group work will be presented in front of the class.

The researcher assumes that teacher apply discussion groups in teaching speaking at the classroom can support students' speaking abilities. During discussion the students exchange their perspectives among students, where the students exchange information to each other and defending their opinions. One of the goals of speaking is interaction (Richard, 2001). While discussions there are communication between students that make learning in the class become communicative. The teacher makes the students to be enthusiastic and active in the classroom by discuss the intriguing topic that given by the teacher. Therefore, the learning activities can be challenging. Meanwhile as mentioned by Ur (1996) one of the successful in characteristic of speaking is talk a lot. In contrast, the

teacher makes students get the opportunity to talk or speak. In order, the teacher gives more time in practicing speaking for students. To sum up, the implementation in teaching speaking by discussion groups strategy able to build the speaking abilities for student to achieve the learning goal to speak a lot during activity especially in speaking.

The third strategy used by the teacher during teaching speaking is roleplay. The partners of students are chosen by using tablemates. Budden (2006) roleplay is commonly planned as an activity in which the students imagine themselves outside the classroom as another person. The students are set to act out characters and play pretend in front of the class. The teacher gives students some examples of conversations and greetings as an example. Students are asked to pair up with their friends to practice oral conversation. They also switch roles in the conversation and have to pretend to be someone in the conversation they are acting out.

The researcher believes that teacher apply roleplay in teaching speaking at the classroom could help student abilities in speaking. Interpersonal dialogue is one of performance in teaching speaking (Brown, 2000). By this strategy, the teacher organizing social relations each student rather than providing information. The main form of engagement throughout the exercise was talk, which could improve relationships between participants. Interacting with others and being kind and amiable was another goal.

On the other hand, the teacher uses strategy not only drilling, discussion group, and roleplay but also direct questions as a strategy. The teacher asks random students, such as, *"What is your opinion about this topic?"* And *"Did you*

learn anything new?" and *"What do you get from you have the studied just now?".* Then the students should respond directly using English. The teacher assumes that students can practice speaking fluently and confidently using direct conversation because when asked to answer a question, students must respond directly in English in front of the class.

The researcher believes that teacher apply direct questions in teaching speaking at the classroom encourage student to answer to be smoothly and quickly in speaking. Responsive is one of performance in teaching speaking (Brown, 2000). By this strategy between the teacher and students there are interaction that by requires short answer both questions and answer. Whereas, there is interection by question gives from the teacher, and answer by the students do not into discussion but make smoothly and quickly to answer directly to speak English.

As a result, the researcher finds four strategies for teaching speaking to the eighth grader of MTs Al-Amin Puloerang. The strategies are drilling, discussion groups, roleplay, and direct questions. These strategies are appropriate to the experts' theory, except for the direct questions strategy. The teacher uses the direct questions strategy based on students' responses to make them more active in communicating using English in the learning process. The direct strategy obtains its name from the idea that manning is associated directly with the target language without translating into the student's native language (Freemen, 2000). By this strategy, the students can practice new vocabulary and grammatical structures indirectly. Besides, students able to communication as well by implementation of these strategies

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and give suggestion. The conclusion is determined by considering the observation and interview. In addition, the suggestion is made to be known by the reader to make a better action about the title.

5.1 Conclusion

Based on the results of the discussion. The researcher found that the teacher used several strategies in his teaching. Based on the experts' theory by Maulidar et al., the strategies are discussion groups, roleplay, drilling, games, and picture describing.

In addition, the finding of classroom observation and the teacher interviews, the researcher results shows that the teacher's strategies used in teaching speaking are drilling, discussion groups and roleplay.

The teacher divided the implementation of teaching speaking in MTs Al-Amin Puloerang into pre, whilst, and post activities. At the pre-activity the teacher implemented drilling strategy. In addition, at the whilst-activity he is implemented strategies discussion groups, and roleplay. Meanwhile, at the post-activity he gives questions to the students in English based on students' responsive, and the students need to answer the question in English directly as doing feedback. The researcher also got students' speaking scores from the data collected during the research, proven by seeing student's grades that the lowest is 80. Therefore, the

students have good scores in speaking. It involves that the speaking capability of at eighth grader in MTs Al-Amin Puloerang is excellent.

5.2 Suggestion

Referring to the conclusion above, the researcher gives suggestions such as, For the English teacher should make the students more interested in learning English. Besides, the teacher can set up activities to teach speaking helped by using media to improve students' speaking abilities, especially in speaking. Thus, the teacher should often motivate the students to speak English regularly in daily life. Moreover, students have good capability in speaking English. Still, there are many grammatical errors and a need for vocabulary when they speak English, so the researcher suggests that the student study much harder and practice English as much as possible. For future research, the students generally need help delivering and organizing their ideas. Future research should give the students better strategies and media during teaching and learning to help them speak actively. In addition, motivation is necessary for students to build their self-confidence in speaking. In short, the future researcher should improve the teaching and learning process in teaching speaking by using other strategies and interesting media to encourage their speaking ability.

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APPENDICES

Appendix. 1 Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 346/Un.03.1/TL.00.1/02/2023	23 Februari 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala MTs Al-Amin Puloerang
di
    Ciamis

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Rosnava Rahmatillah
NIM	:	19180068
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**Teacher's Strategies Used in Teaching Speaking at Eighth Grader in MTs Al-Amin Puloerang**
Lama Penelitian	:	**Februari 2023** sampai dengan **April 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix. 2 Observation Checklist

OBSERVATION CHECKLIST

Teaching strategies of speaking	1st Observation	Explanation	2nd Observation	Explanation
Disscussion Group				
Role Play				
Drilling				
Games				
Picture Describing				

Adopted from Maulidar et. al (2019)

Appendix. 3 Interview Guideline

INTERVIEW GUIDELINES FOR ENGLISH TEACHER

1. Apa yang anda sukai dalam mengajar speaking?
   What do you like in teaching speaking?

2. Strategi apa yang sering anda gunakan dalam mengajar speaking?
   What strategies do you often use in teaching speaking?

3. Bagaimana anda mengimplementasikan strategi pembelajaran speaking di kelas yang anda ajar? Jelaskan!
   How do you implement speaking learning strategies in the class you teach? Would you like to explain it?

4. Apa kelebihan dari strategi yang digunakan anda di kelas?
   What are the advantages of the strategy you used in class?

5. Berdasarkan pengalaman bapak dengan menggunakan strategi tersebut, apakah ada perubahan yang signifikan terhadap pembelajaran *speaking* di kelas dari sebelum dan sesudah penggunaan strategi tersebut?
   Based on your experience using this strategy, were there any significant changes to learning speaking in class from before and after?

6. Apa tantangan menurut anda dalam mengajar speaking?
   What challenges do you think are in teaching speaking?

7. Untuk mencegah hal tersebut, bagaimana anda menciptakan strategi dalam pembelajaran *speaking*?
   To prevent this, how do you create strategies for learning to speak?

8. Topik tentang apa yang biasanya disukai siswa dalam speaking?
   What topics do students usually like in speaking?

9. Apa saran anda terhadap guru di masa mendatang tentang bagaimana cara mengajar speaking yang efektif?
   What are your suggestions for future teachers on how to teach speaking effectively?

10. Apa peranan guru dalam pembelajaran speaking?
    What is the teacher's role in learning to speak?

11. Apa saja keistimewaan sekolah MTs Al-Amin Puloerang?
    What are the features of the MTs Al-Amin Puloerang school?

Appendix. 4 Validator Recommendation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: B-484/Un.03/FITK/PP.00.9/02/2023	15 Februari 2023
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	

Kepada Yth.
Nur Fitriana Anggrisia, M.Pd
di –
      Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	: Rosnava Rahmatillah
NIM	: 19180068
Program Studi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: Teacher's Strategies Used In Teaching Speaking At Eighth Grader In MTs Al-Amin Puloerang
Dosen Pembimbing	: Harir Mubarok, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan
Wakil Dekan Bid. Akademik

Ahmad Walid, M.A
308232000031002

Appendix. 5 Instrumen Validation Sheet

Validation Sheet

Observation Checklist and Interview Guide

Teacher's Strategies Used in Teaching Speaking at Eighth Grader in MTs Al-Amin Puloerang

Validator	: Nur Fitria Anggrisia, M.Pd
NIP	: 19890901201802012156
Expertise	: English Speaking
Instance	: Maulana Malik Ibrahim State Islamic University Malang
Validation date	:
(dd/mm/yyyy)	

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback or suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

1. In this part, please give a score on each item with a sign (∨) in the following columns below:

   1 = Very poor

   2 = Poor

   3 = Average

   4 = Good

   5 = Excellent

2. Please give your feedback or suggestion in the columns.

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instruments relevant to the research objectives				✓		
2	Research instruments based on the previous studies				✓		
3	Research instrument formulated as well				✓		

2. The language used in the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instruments use excellent and correct language			✓			
2	Research instruments clear and easy to understand				✓		
3	Research instruments interactive and communicative				✓		

3. The effectiveness of the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instruments can help the researcher examine detail the teacher's Strategies used in teaching speaking at eighth grader in MTs Al-Amin Puloerang				✓		
2	Research instruments can describe the teacher's Strategies used in teaching speaking			✓			

D. Conclusion

Based on the validation sheet above, it can be concluded that:

You can give cross out on the answer that match with your opinion.

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revision.
4. The instrument cannot be used.

Malang, February 16th, 2023

Validator,

Nur Fitria Anggrisia, M.Pd

NIP. 19890901201802012156

Appendix. 6 Observation Result

Observation Checklist

Teaching strategies of speaking	1st Observation	Explanation	2nd Observation	Explanation
Disscussion Group	Thursday, March 09th, 2023	The teacher orders the students to make a group that consist of 4 groups. Then he gives assignment about greeting cards, after that the students present the result in front of the class.		
Role Play			on Thursday, March 16th 2023	In the class consist of 24 students. The teacher gives the students conversations "greeting". There the students asked to express the conversations orally in front of the class, and the partners conversation with their tablemates.
Drilling	Thursday, March 09th, 2023	In the class the students consist of 22. The material given is about greeting cards. The teacher implement it that the teacher reads some examples of greeting cards. Then the students follow after that. Here the teacher pronounce well, and clear. Beside the students voice is loud and clearly.		
Games				
Picture Describing				

Adopted from Maulidar et. al (2019)

Appendix. 7 Transcipt of Interview

Interview transcript Participant

Name of Participant	:	**Mr. AI**
Date of Interview	:	**Thursday, March 16th, 2023**
Time	:	**09.00 – 10.15 a.m.**
Place	:	**At the Teachers Office**
Coding Description	:	**RR (Interviewer)**
		AI (Interviewee)
Research Purpose	:	**To find out strategies used by the teacher in teaching speaking for eighth grader of Junior High School and how the implementation of those strategies**

RR : *"Good Morning Sir, how are you? I would like to permit for interview"*

AI : *"Alright, with pleasure"*

RR : *"What class do you currently teach, Sir?"*

AI : *"I teach in 8th grade"*

RR : *"How many students are there in the class you teach?"*

AI : *"There are about 24 students"*

RR : *"Do you teach specifically in English lessons, Sir?"*

AI : *"Yeach, right"*

RR : *"How long have you been teaching English at MTs Al-Amin Puloerang?"*

AI : *"I have been teaching for almost 29 years, and next year will be 30"*

RR : *"What do you like in teaching speaking, Sir?"*

AI : **"***I am thrilled when they can apply English in the class. They can also express themselves by speaking English, even if it's just yes or no, and I also like to hear the students speak whatever they want to say in English"*.

RR : *"What strategies do you often use in teaching speaking"*

AI : *"I don't have a specific strategy for teaching English. Usually, I like to ask questions directly to students using English. I also often do drilling,*

roleplay, and group discussions so that students can be more active in speaking English. Besides that, I like to ask how you are doing in English and what you have learned about the English material"

RR   : *"How do you implement speaking learning strategies in the class you teach? Would you like to explain it?"*

AI   : *"First, by giving direct questions to focus student's attention and encourage students to express their opinions directly, for example, starting with questions like What is your opinion about this topic? And at the end of the lesson, ask, "Did you learn anything new?" And "Do you get from you have the studied just now?*

Second, by drilling. At each meeting, at the beginning or end of the lesson, I usually give the students 2-3 new vocabulary words, and they read them many times aloud, after which they are obliged to memorize them.

Third, using group discussions. Examples in making short conversations that contain expressions. Usually, the students make conversation with their peers or into several groups. After that, they memorized their conversations and practiced them in front of the class"

RR   : *"What are the advantages of the strategy you used in class?"*

AI   : *"For the advantages of the strategy used, there are no special advantages. Still, strategies such as drilling can help students remember new vocabulary; apart from that, discussion can also make them more active in class"*

RR   : *"Based on your experience using this strategy, were there any significant changes to learning speaking in class from before and after?"*

AI   : *"So far, the strategy that I apply in class, it can make students more active. Using this strategy can improve learning when speaking. During discussions, they get new vocabulary that can improve their speaking"*

RR   : *"What challenges do you think are in teaching speaking?"*

AI   : *"Sometimes they are embarrassed to speak English; I have to provoke them first so they can start the conversation. Sometimes they are afraid of being wrong to express themselves using English, even though the students already know it. Yaa, so if they are lured first, they can speak English actively"*

RR   : *"Do students experience difficulties in expressing themselves directly when speaking? If so, what do you think are the reasons for students who have these difficulties in speaking English?"*

AI : *"Actually, the students were able to communicate in English, but they were a little afraid to express it and lack memorized vocabulary too"*

RR : *"To prevent this, how do you create strategies for learning to speak?"*

AI : *"I often give stories like short stories and discuss them in class. Then later, the students look for vocabulary that they don't understand. This way can help with much new vocabulary that they know"*

RR : *"What topics do students usually like in speaking?"*

AI : *"Students are usually very happy when talking about themselves, especially when asked about their preferences, hobbies and experiences"*

RR : *"What are your suggestions for future teachers on how to teach speaking effectively?"*

AI : *"Young teachers must have been creative especially in using the learning media they had learned while in lectures. I hope they are able to use interesting learning media and encourage students to be more effective in communicating in English"*

RR : *"What is the teacher's role in learning to speak?*

AI : *"In the classroom, the teacher is a model for them. What the teacher says and does can be imitated by students. So, when learning, especially in speaking, try to look confident and fluent so that later the students can emulate our positive vibes as teachers. As a result, the teacher must have clear goals and objectives, such as learning objectives, that must be met with excellence, particularly when speaking"*

RR : *"What are the features of the MTs Al-Amin Puloerang school?"*

AI : **"***Al-Amin's privilege I have experienced so far is that alamin, thank God, is in the arena of competitions such as madrasa science and accidental competitions, both at the KKM or district level. Alhamdulillah, alamin, in the field of English, always wins competitions and becomes a representative at the provincial level. Then the others have something to do with languages, such as speech competitions, speech contests, or even LCC competitions in English. Thank God, alamin likes to win it. Recently we even took part in a contest on language yesterday in the province of Central Java in Cilacap, and we won level 1. That's about Al-Amin's strengths. In addition, the impact of their habit of speaking English every day is because here is bilingual, namely in Arabic and English. So, the impact is that whatever is needed for contestations is easier than something sudden.*

Appendix. 8 Research Completion Letter

YAYASAN AL – AMIN PULOERANG
MADRASAH TSANAWIYAH AL – AMIN PULOERANG
Status : Terakreditasi A
Nomor : **782/BAN-S/M/SK/2019**
NSM. 121232070072   NPSN. 20211992
Alamat : Dsn Sukamukti 015/005 Ds. Puloerang Kec. Lakbok Kab.Ciamis Prov. Jawa Barat
e-mail : mts.alamin.puloerang@gmail.com

SURAT KETERANGAN
Nomor : 054/MTs.A/S.Ket/U-37/V/2023

Yang bertanda tangan di bawah ini: :

Nama	: **Dra. Hj. NENENG NURYANTI**
NIP:	: 196704301994032004
Jabatan:	Kepala Madarasah
Unit Kerja	: MTs Al-Amin Piloerang

Menerangkan dengan sesungguhnya bahwa :

Nama	: **ROSNAVA RAHMATILLAH**
NIM	: 19180068
Semester	: 8 (Delapan)
Prodi	: Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian di MTs Al-Amin Puloerang selama 3 (Tiga) Bulan, terhitung mulai tanggal 28 Februari 2023 sampai dengan 4 April 2023 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"TEACHER'S STRATEGIES USED IN TEACHING SPEAKING AT EIGHTH GRADER IN MTs AL-AMIN PULOERANG"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Puloerang, 17 Mei 2023
Kepala Madrasah,

Dra. Hj. NENENG NURYANTI
NIP. 196704301994032004

Appendix. 9 Documentation

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: MTs Al-Amin Puloerang
Mata Pelajaran	: Bahasa Inggris
Materi	: Greeting card (Kartu Ucapan)
Kelas/Semester	: VIII/2
Tahun Pelajaran	: 2022/2023
Alokasi	: 2 x 40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan mampu membuat kartu ucapan *(greeting card)* terkait dengn kehidupan sehari-hari dengan bentuk sangat sederhana sesuai dengan konteks penggunaannya.

B. KEGIATAN PEMBELAJARAN

Pendahuluan	Alokasi Waktu
- Mengucapkan salam dan berdoa - Guru mengecek kehadiran peserta didik dan memberi motivasi - Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan - Guru menyampaikan garis besar cakupan materi langkah pembelajaran dan tekhnik penilaian.	10 Menit
Kegiatan Inti	**Alokasi Waktu**
- Siswa mengamati beberapa gambar kartu ucapan. - Siswa memberikan respon dan mengungkapkan pendapat masing – masing terhadap gambar. - Siswa mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan yang digunakan dalam teks tersebut - Siswa diberi kesempatan untuk diskusi dan mengajukan pertanyaan - Siswa diminta mengerjakan assesmen pada lembar kerja peserta didik.	60 Menit
Kegiatan Penutup	**Alokasi Waktu**

- Guru dan Siswa bersama-sama merefleksikan pengalaman belajar dan menyimpulkan hasil pembelajaran. - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya - Guru mengakhiri kegiatan dengan mengucapkan salam	10 Menit

Media dan Sumber Belajar
1. Media: Gambar / Poster
2. Buku siswa kelas VIII mata pelajaran Bahasa Inggris tentang kartu ucapan
3. Buku siswa kelas VIII mata pelajaran Bahasa Inggris tentang kartu ucapan
4. Sumber Belajar: Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, SMP Kelas VIII, Hal. 69-71, Edisi revisi 2017
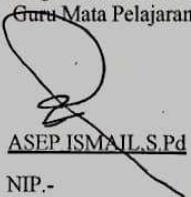
C. PENILAIAN PEMBELAJARAN

    a. Sikap (religious, kerja keras, tanggung jawab ,percaya diri)
    b. Keterampilan (jawaban lisan dan tulisan dari siswa)
    c. Pengetahuan (kartu ucapan yang dikirim siswa)

Mengetahui
Kepala Madrasah,

Puloerang, 10 Januari 2023
Guru Mata Pelajaran

Dra. Hj. NENENG NURYANTI
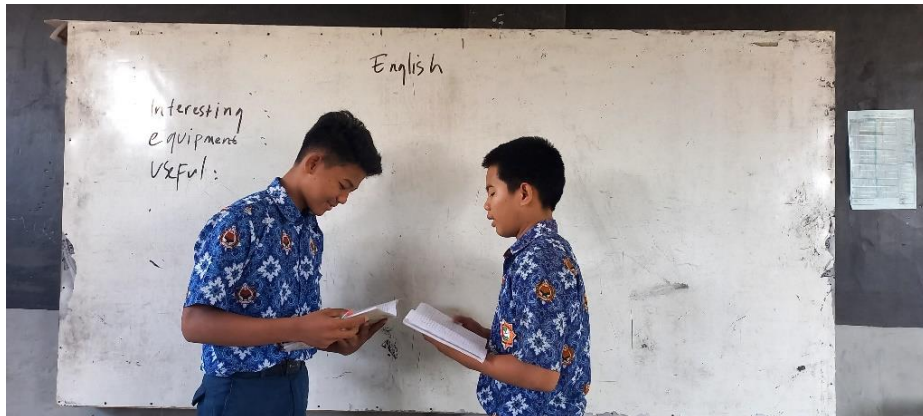NIP.196704301994032004

ASEP ISMAIL,S.Pd
NIP.-

(Teacher during explain the material)

(The students during discussions)

(The students during conversations)

(Teacher's Interview)

Appendix. 10 Thesis Consultation logbook

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id email psg_uinmalang@ymail.com

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Rosnava Rahmatillah

NIM : 19180068

Judul : TEACHER'S STRATEGIES USED IN TEACHING SPEAKING AT EIGHTH GRADER IN MTs AL-AMIN PULOERANG

Dosen Pembimbing : Harir Mubarok, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	28 Oktober 2022	Konsultasi judul skripsi dan teknik penulisan skripsi	
2	10 November 2022	Penyerahan Chapter I dan konsultasi terkait Chapter II	
3	28 November 2022	Penyerahan Chapter II dan Revisi Chapter I	
4	03 Desember 2022	Konsultasi Chapter III	
5	16 Desember 2022	Penyerahan Chapter III	
6	23 Desember 2022	Pengambilan Chapter III dan Konsultasi Research Instruments	
7	29 Desember 2022	Konsultasi Research Instrument dan Finalisasi Chapter I, II dan III	
8	03 Januari 2023	Konsultasi Research Instrument dan Finalisasi Chapter I, II dan III	
9	15 Februari 2023	Mengumpulkan Hasil Revisi Chapther I,II dan III	
10	28 April 2023	Bimbingan Konsultasi Chapther IV	
11	30 April 2023	Bimbingan Konsultasi Chapther V	
12	02 Mei 2023	Mengumpulkan Chapther IV dan V	
13	06 Mei 2023	Mengumpulkan Hasil Revisi Chapther IV dan V	
14	18 Mei 2023	Finalisasi Chapter I, II, III, IV, dan V	

Menyetujui,
Dosen Pembimbing

Harir Mubarok, M.Pd
NIP. 19870708201802011152

Malang, 19 Mei 2023
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix. 11 Student's Identity

CURRICULUM VITAE

Name	:	Rosnava Rahmatillah
Student ID Number:	:	19180068
Place and date of birth	:	Ciamis, November 08th, 2001
Faculty/Department:	:	Faculty of Education and Teacher Training/English Education
Year of Entry	:	2019
Adress	:	Sukamukti 014/004 Puloerang Lakbok Ciamis West Java
Phone Number	:	082219144012
E-mail	:	rosnavarahmatillah631@gmail.com

Education Background :

1. 2006-2007   TK Nurul Huda Puloerang
2. 2007-2013   SDN 3 Puloerang
3. 2013- 2016   MTs Al-Amin Puloerang
4. 2016-2019   MA Al-Amin Puloerang
5. 2019- Now   UIN Maulana Malik Ibrahim Malang

Malang, May 19th, 2023

Rosnava Rahmatillah
NIM. 19180068