THESIS

TEACHERS' STRATEGIES IN TEACHING SPEAKING FOR

ELEVENTH-GRADE STUDENTS ACADEMIC YEAR 2022/2023

By

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ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION

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MAULANA MALIK IBRAHIM MALANG

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THESIS

TEACHER'S STRATEGIES IN TEACHING SPEAKING FOR

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

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2023

APROVAL SHEET

TEACHERS' STRATEGIES IN TEACHING SPEAKING FOR ELEVENTH GRADE

STUDENTS ACADEMIC YEAR 2022/2023

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LEGITIMATION SHEET

TEACHER'S STRATEGIES IN TEACHING SPEAKING FOR ELEVENT-GRADE STUDENTS ACADEMC YEAR 2022/2023
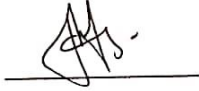
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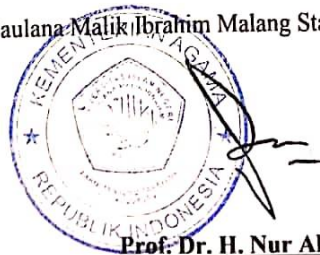PASS

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THE OFFICIAL ADVISORS' NOTE

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The Honorable,
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Assalamu'alaikum Wr. Wb
After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

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Therefore, we believed that the thesis of Krisnawati has been approved for further approval by the board of examiners.
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APPROVAL

This is to certify that the advisor has approved the thesis of Krisnawati for further approval by the board of examiners.

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DECLARATION OF OUTHORSHIP

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MOTTO

" There is only one thing that makes a dream impossible to achieve: the fear of failure"

-Paulo Coelho, The Alchemist

DEDICATION

I dedicate this thesis especially to my beloved family, my father my mother,my younger brother and also all my family who have supported, motivated and prayed for me. I also deicate this thesis to Prof. Dr. H. Langgeng Budianto, M.Pd as the thesis suppervisor who always helps so that I can complete my thesis well. Finally, I dedicate my thesis to my friends who cannot mention one by one who given me suppport, motivation and always helped one another in preparing this thesis.

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Bismillahirrahmanirrahim

Assalaamu'alaikum Wr. Wb.

Alhamdullillahirabbil'alamin. All praise always be to Allah SWT, the Merciful and the most compassionate, for his blessing and guidance. Finally, the author has completed this paper entitled "Teacher's Strategies in Teaching Speaking for Eleventh-Grade Students Academic Year 2022/2023 ". The paper is submitted as partial of the fulfillment of the requirements for attaining a bachelor's degree in English Education. Not forgetting *Shalawat* and *Salam* will always be given to our prophet Muhammad SAW who has guided us from darkness to lightness.
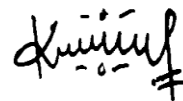
In this acknowledgment, the author is aware of her shortcomings in completing. Therefore, the author would like to express her deepest appreciation to the many people who helped her in her research. In addition, she would like to gratitude to:

1. Prof. Dr. M. Zainuddin, MA., the Rector of UIN Maulana Malik Ibrahim Malang.

2. Prof. Dr. H. Nur Ali, M.Pd., the Dean of Teacher Training and Education Faculty of UIN Maulana Malik Ibrahim Malang.

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Finally, the author hopes this thesis can be useful for all parties, especially for researchers.

Malang, September 2023
The Researcher,

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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)	◌ٓ = **ā**
Long Vocal (i)	◌ِ = **ī**
Long Vocal (u)	◌ُ = **ū**
	اِي = **ī**

C. Diphthong Vocal

وَ	= **aw**
يَ	= **ay**
وُ	= **ū**

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APPENDIXLIST

ABSTRAK

Krisnawati, 2023. *Strategi guru dalam mengajar berbicara pada siswa kelas xi tahun 2022/2023*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd

Kata Kunci : Strategi, Keterampilan berbicara, Strategi guru

Penelitian ini bertujuan untuk (1) mengetahui strategi yang digunakan oleh guru dalam mengajar berbicara kepada siswa di kelas sebelas dan (2) mengetahui apa saja strategi guru untuk mengatasi masalah mengajar berbicara kepada siswa kelas sebelas. Ada tiga guru bahasa Inggris di sekolah tersebut. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dengan jenis studi kasus. Metode pengumpulan data adalah wawancara, observasi, dan dokumentasi. Data-data tersebut kemudian dianalisis dan dideskripsikan sesuai dengan penelitian kualitatif dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan sebagai berikut: (1) Strategi yang digunakan guru bahasa Inggris kelas sebelas adalah role play, diskusi, games, dan brainstorming. (2) Guru menggunakan strategi ini dengan melakukan banyak urutan kegiatan. Beberapa kegiatannya adalah: 1) Guru memulai kegiatan dengan mengucapkan salam dan memeriksa kehadiran siswa, 2) Guru meninjau materi terakhir, 3) Guru menjelaskan materi, kemudian guru menggunakan strategi untuk meningkatkan siswa berbicara, dan 4) Guru menutup kelas. Peneliti menyimpulkan bahwa strategi ini dapat membantu guru untuk mendukung kemampuan berbicara siswa dalam pengajaran berbicara di kelas sebelas.

ABSTRACT

Krisnawati, 2023. *Teacher's Strategies in Teaching Speaking for Elevent-Grade Students Academic Year 2022/2023.* English Education Department. Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd

Keywords: Strategies, Speaking Skill, Teacher Strategies

This study aims to (1) find out the strategies used by teachers in teaching speaking to students in eleventh grade and (2) find out what are the teacher's strategies to overcome the problem of teaching speaking to eleventh grade students. There are three English teachers in the school. This research was conducted using a qualitative approach with a case study type. Data collection methods are interviews, observation, and documentation. The data are then analyzed and described in accordance with qualitative research with data reduction, data presentation, and conclusions. The results showed the following: (1) The strategies used by the eleventh grade English teacher were role play, discussion, games, and brainstorming. (2) The teacher uses this strategy by performing many sequences of activities. Some of the activities are: 1) The teacher starts the activity by saying greetings and checking student attendance, 2) The teacher reviews the last material, 3) The teacher explains the material, then the teacher uses strategies to improve student speaking, and 4) The teacher closes the class. Researchers concluded that this strategy can help teachers to support students' speaking skills in eleventh grade speaking teaching.

ملخص البحث

كرسناواتي، ٢٠٢٣. استراتيجيات المعلمين في التدريس التحدث لطلاب الصف الحادي عشر الأساسي للعام الدراسي في المدرسة الثانوية الإسلامية الحكومية ١ دومفو. قسم دراسات اللغة الإنجليزية. كلية تربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج لانغينغ بوديانتو الماجستير.

الكلمات المفتاحية: إستراتيجية، مهارات الكلام، إستراتيجية المعلم

تهدف هذا البحث إلى (١) معرفة الاستراتيجيات التي يستخدمها المعلمون في تعليم الكلام لطلاب الصف الحادي عشر و (٢) معرفة ما هي استراتيجيات المعلم لتغلب لمشكلة في تعليم الكلام لطلاب الصف الحادي عشر. هناك ثلاثة معلمون للغة الإنجليزية في المدرسة. تم إجراء هذا البحث باستخدام نهج نوعي مع نوع دراسة حالة. طرق جمع البيانات هي المقابلة والملاحظة والتوثيق. ثم يتم تحليل البيانات ووصفها وفقا للبحث النوعي مع تقليل البيانات وعرض البيانات والاستنتاجات. أظهرت النتائج ما يلي: (١) الاستراتيجيات التي استخدمها مدرس اللغة الإنجليزية للصف الحادي عشر في مدرسة العالية واحد دومفو هي لعب الأدوار والمناقشة والألعاب والعصف الذهني. (٢) يستخدم المعلم هذه الاستراتيجيات من خلال أداء العديد من تسلسلات الأنشطة. بعض الأنشطة هي: ١) يبدأ المعلم النشاط بتحية والتحقق من حضور الطلاب، ٢) يقوم المعلم بمراجعة المادة الأخيرة، ٣) يشرح المعلم المادة، ثم يستخدم المعلم استراتيجيات لتحسين مهارة الكلام لدى الطلاب، و ٤) يغلق المعلم الفصل. وخلص الباحثة إلى أن هذه الاستراتيجية يمكن أن تساعد المعلمون على دعم مهارة الكلام لدى الطلاب في معلم الكلام في الصف الحادي عشر.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the context of the research before moving on to the objectives, problems, and limitations as well as their importance and definitions of some key terms.

1.1 Background of Study

English is the third most spoken language in the world after Mandarin and Spanish, learning it is necessary for the modern era. However, due to its widespread use in international organizations, English can also qualify as a global language. From elementary school to tertiary institutions, Indonesian students have access to English instruction. The Indonesian government is doing this because it wants to be a better next generation and compete globally. English must be taught in schools because it helps the development of the next generation of the Indonesian nation (Alwasilah, 2001).

Even if children start learning English in elementary school, this does not mean that they can master it in high school or university, especially when it comes to speaking the language. There are many things to consider when speaking English, including vocabulary, grammar, pronunciation, fluency, and comprehension. Let's say one of the previously listed abilities is lacking. In that situation, students may struggle to communicate their ideas due to a lack of vocabulary or miscommunication due to poor English fluency. Therefore students must pay attention to this. Because speaking is an interactive process of making

meaning by creating, receiving, and processing information, students must be able to speak to be able to interact with others (Sayuri, 2016). This claim is also related to verses 16-18 of the Qaf letter in the Al-Qur'an, which talks about the importance of clear, communicative, and easy-to-understand communication.

وَلَقَدْ خَلَقْنَا الْإِنْسَانَ وَنَعْلَمُ مَا تُوَسْوِسُ بِهِ نَفْسُهُ ۖ وَنَحْنُ أَقْرَبُ اِلَيْهِ مِنْ حَبْلِ الْوَرِيدِ ــ ١٦ اِذْ يَتَلَقَّى الْمُتَلَقِّيٰنِ عَنِ الْيَمِيْنِ وَعَنِ الشِّمَالِ قَعِيْدٌ ــ ١٧مَا يَلْفِظُ مِنْ قَوْلٍ اِلَّا لَدَيْهِ رَقِيْبٌ عَتِيْدٌ ــ١٨

Surely We have created man, and We know the promptings of his heart, and We are closer to him than his jugular vein. Moreover, there were two scribes, each sitting on the right and left, recording everything. He didn't say a word, but there was an alert watcher.

According to various studies, students who have difficulty speaking English worry about making mistakes and are afraid of being judged. When students want to speak in class, sometimes they feel constrained. They feel embarrassed when they speak English in front of other classmates (Leong & Ahmadi, 2017). They also worry that they will be ridiculed if they use bad language or pronunciation. It cannot be denied that language classes can also make students feel uncomfortable and inhibited (Littlewood, 2007). The students' difficulty understanding the teacher's subject makes it difficult for them to answer questions, which is another problem with speaking English. Due to their limited vocabulary, students find it difficult to respond when their teacher asks them to describe something in a foreign language (Baker & Westrup, 2003). Before starting the lesson, the teacher must inform

students about what subjects will be discussed. to help students learn the language that is often used in the subject.

Another study (Hadijah, 2014) found that speaking English is difficult for students not only because they are less proficient in pronunciation, grammar, vocabulary, fluency, and comprehension, but also because they are shy to speak, lack confidence, lack speaking practice, lack of speaking resources, and have exposure problems. In addition, students struggle with tenses, anxiety, fear of making mistakes, and lack of ideas when speaking English (Sayuri, 2016). There are two reasons why students have difficulty speaking. The first problem is one of language. Students need help speaking because their grammar, vocabulary, and pronunciation need strengthening. They fall into the category of linguistic problems (Dea, Rahayu & Wardah, 2015, cited in Doris & Jessica, 2007). Second, mental health problems affect a person's emotional or physical well-being. Psychological problems include worry and lack of confidence. This definition of self-confidence is related to one's self-confidence in judgment, skills, strength, etc, which can sometimes be overly expressed (Dea, Rahayu & Wardah, 2015, quoted in Elliot, 1998:29).

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).

Based on the previous context. Researcher are interested in studying the speaking technique used by the teachers'. Researcher will also conduct interviews with English teachers' who will be used as samples in this study because one of the research instruments is interviews to obtain as complete data as possible. Thus, the researcher aims to explore "Teacher's strategies in teaching speaking for eleventh-grade students academic year 2022/2023 at eighth grade ".

1.2 Research Questions

Based on the research background described above, the researcher wants to answer the following questions:

1.2.1 What strategies are used by the teachers' in teaching speaking to students of class eleventh-grade?

1.2.2 What are problems arise after the strategies are applied in class eleventh-grade?

1.3 Research Objectives

The research objectives are as follows, based on the issues raised in the problem formulation:

1.3.1 To find out what strategies are used by the teachers' in teaching speaking.

1.3.2 To find out what are problems arise after the strategies are applied in class eleventh-grade.

1.4 Study Limitations

The limitations of the researcher in this study were that they could only talk about the methods used by the English teachers' to teach speaking.

1.5 Significance of the Study

Both theoretical and practical benefits can be attributed to this research's significance. What will be explained is as follows:

1.5.1 Theoretically

This research can be a starting po int for further studies as well as a standard for students and the general public who read it in terms of teaching and development.

1.5.2 Practically

1. For Students

The outcomes of this study's findings should help students learn to talk more effectively

2. For Teachers

It is hoped that with this research a teacher can be used as a reference in selecting methods to develop students' knowledge quickly.

3. For researcher

Researcher can implement and develop strategies based on the problems faced by teachers.

1.6 Definition of Key Terms

1. 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.

2. 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.

3. 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.

4. Teacher strategy is the techniques, methods, procedures, and processes a teacher uses when teaching speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will cover different ideas that can be used to support research studies.

2.1 Speaking

Researchers in language learning have proposed a variety of definitions for communicating. Speaking, as defined by the Lexico Online Dictionary, is the act of verbally expressing oneself, whether to share information or emotions. To create interactive meaning while speaking, information must be produced, received, and digested (Husnawati, 2017, cited in Brown, 1994; Burns & Joyce, 1997). Ability Due to the speaker's exceptional cognitive ability, the listeners can directly or indirectly decipher meaningful noises, words, and body language (Rahmawati, 2017). With each word or syllable having a distinct meaning, speaking is therefore an interaction between two or more persons. When speech is expressed clearly, its meaning is immediately understood by other people.

One of the activities that humans often do in everyday life is talking. It can be concluded that since humans were formed and one of their abilities was to speak before learning to read and write, they communicate more through language than other species (Leong & Ahmadi, 2017). Of the four language skills reading, listening, speaking, and writing. speaking is the most fundamental and frequently necessary for effective communication (Ur, 2000). This holds for students learning English who need to practice speaking the language to communicate successfully with persons they want to learn from and have engaging

conversations. To link people's activities with the settings and conditions they speak about, language is necessary for everyday life.

2.2 Aspects of Speaking

In teaching speaking, several aspects need to be seen or glanced at by the teacher. Brown (2001: 268-269) put forward four aspects of speaking skills, namely pronunciation, accuracy, fluency, and vocabulary. This is the main requirement that must be owned by a teacher to design speaking activities for his students. Therefore, good speaking activities must include four aspects.

2.2.1 Fluency

Several aspects of language teaching must be seen by a teacher. Brown (2001: 268-269) proposes four aspects of fluency, namely pronunciation, accuracy, fluency, and vocabulary. This is the most important requirement that must be met by a teacher to design speaking activities for his students. Therefore, good speaking performance must cover four aspects.

2.2.2 Accuracy

Stating that accuracy is achieved when the utterances used by students match what people say in the target language. Provisions refer specifically to the grammatical structure, which includes aspects such as parts of speech, tenses, clauses, sentences, etc. Thus, to achieve a certain level of accuracy, students must use the correct grammatical structure in every utterance.

2.2.3 Pronunciation

Lessons focus on clear, easy-to-understand pronunciation. At an advanced level, pronunciation goals can focus on elements that enhance communication, including stress patterns, intonation, voice quality, etc.

2.2.4 Vocabulary

Vocabulary is one of the most important things in language learning, which can be used to determine fluency. They can form sentences from words alone, enabling fluency without heavy vocabulary. Some students only have a limited vocabulary, so they have difficulty speaking. Therefore, the English teacher must enrich the student's vocabulary.

2.3 Strategies for Teaching Speaking

Kayi (2006) explains that there are many activities for learning to speak, namely:

2.3.1 Discussions

Discussions are being held for a reason. Students must have goals, draw conclusions, have ideas about events, or have solutions for appropriate topics in each conversation. Before the discussion begins, the teacher must have a goal to conclude. Thus, subjects are related to goals so that students do not waste time on things that have no purpose or are irrelevant.

2.3.2 Role Playing

Playing is another way to play out dialogue. In role-playing, students pretend to be someone else. Teachers for young students move from structured activities to more open-ended activities. This can be done in the following way. Beginners must first memorize the dialogues that suit their role and provide an opportunity to dialogue with their partner. When working with children aged 5-7 years, the teacher must first model role-playing games with them, enter into a dialogue with an object (for example, a doll), and ask them to repeat sentences after the teacher.

2.3.3 Simulation

Simulation is very similar to role-playing, but what differentiates simulation from more complex role-playing games? In a simulation, students can bring objects into the classroom to create a realistic environment. For example, if a student performs as a singer, they bring a microphone to sing, etc.

2.3.4 Tell stories

Students should summarize stories they have heard before or they can make up stories to tell to their friends in class. Storytelling embodies creative thinking. It will also help students express ideas about opening, developing, and ending formats, including important story characters and settings. There are many reasons for using stories in language learning. Wright suggested that word-dependent stories

provide children with a primary source of language and consonant experiences. In addition, stories can motivate children, stimulate their imagination, arouse their interest, etc.

2.4 Problems in Speaking

Previous research has demonstrated that EFL students frequently encounter linguistic issues when speaking English. Linguistics contains details about vocabulary, grammar, and pronunciation (Dea, Rahayu & Wardah, 2015, quoted in Spolsky & Hult, 2008). These issues make learning difficult and deteriorate pupils' ability to communicate effectively:

2.4.1 Vocabulary

One of the elements of language development that must be considered is vocabulary. because having more vocabulary makes learning a language easier. Vocabulary is necessary for learning a foreign language, and a lack of it makes mastering a second language difficult (Khan, Radzuan, Shahbaz, Ibrahim & Mustafa, 2018). On the other hand, the inability of EFL students to communicate honestly is greatly hampered by a lack of vocabulary knowledge (Adam, 2016).

2.4.2 Grammar

Grasping grammar is learning "rules of language" (Larsen-Freeman, 2000). This is so because grammar is recognized to construct entire phrases and organize sentences using appropriate sentence structures. Grammar will assist pupils in structuring their ideas and messages to create simple phrases (Kusumawardani & Mardiyani,

2018). Additionally, because each language has its distinct grammar, native speakers may speak well when they use their language's grammar.

2.4.3 Pronunciation

Sentences are pronounced in the language through pronunciation. When pronouncing a word, students must pay attention to the tone of voice, intonation, stress, rhythm, and accent because poor pronunciation will cause listeners to misunderstand. A foreign language speaker requires a large vocabulary and the ability to use it correctly to communicate effectively and clearly (Saputra, 2020). Apart from language problems, the difficulties faced by English learners are psychological problems as mentioned below:

2.4.4 Fear of being wrong

One of the biggest reasons why students hesitate to speak English in class is the fear of making mistakes (Al Nakhalah, 2016, cited in Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). They do this out of fear of getting in trouble with the teacher or being ridiculed by their peers. In addition, it would be better if the teacher emphasizes to his students that it is normal to make mistakes when learning English.

2.4.5 Shame

Shame is a feeling of fear, discomfort, and restraint caused by the presence of other people. When students have to use English, confusion often occurs. Students often experience anxiety when meeting in front of people, and this anxiety causes them to be speechless or forget what to say (Baldwin, 2011).

2.4.6 Anxiety

Worry and anxiety are general terms for anxiety (Corey, 2007). Slurred speech and anxiety can take a toll on English speakers. Speaking clearly can be influenced by fear or worry, which may give the impression that one is less fluent than he is (Al-Nakhalah, 2016). To make learning more comfortable for students, teachers should strive to develop a learning environment.

2.4.7 Lack of confidence

When students find that another speaker has a better command of certain words, a lack of confidence often occurs, making it difficult for them to understand other speakers. Students, on the other hand, experience greater insecurity as a result of their lack of basic vocabulary and pronunciation. Students don't want to learn English because they believe their English is bad.

2.5 Teacher's Strategy to overcome Speaking problems

2.5.1 Game

Many teachers use games as learning tools to convey lessons to students. Using games during lessons, teachers and students can create games that can help language learning. Harmer (2007:349) points out that this game aims to get students to speak as quickly and fluently as possible. You too can create a fun learning experience. If the teacher knows the language problems of the game and how to play it right, the teacher can encourage learning in a non-threatening way. Brewster, Ellis, and Girard (2002) argue that educational games encourage participation and encourage those who are shy to speak up. Play-based learning also offers fluid practice led by the student, not the teacher

2.5.2 Discussion

Discussion is one of the appropriate teaching methods that can be used in the field of student-centered learning. It can be prepared and unprepared, as Harmer (2007: 351) states that "some discussions or debates take place in the middle of a lesson without any prior script; fun and productive way. in language lessons." Therefore students should be allowed to participate in significant group discussions so that students can articulate their ideas and feelings and listen to the perspectives of others.

2.5.3 Demonstrations

Wehrli and Nyquist (2003) show that demonstrations can be student-observable activities that help students prepare to put theory into practice.

This particular teaching strategy allows students to visualize what they will learn. For example, students can try to do something and explain it to their classmates and teachers. Using and interacting with English tends to improve their speaking skills.

2.5.4 Role Play

Learning a language means learning to use it in real-life situations. Therefore, role-playing can be a suitable teaching strategy for language teachers. Harmer (2007: 352) points out that role play is very effective "to develop general speaking skills or train students for specific situations", for example being a receptionist, visiting a doctor, etc. Role-playing prepares students for situations where they have to use English. in the real world (Thornbury, 2005).

2.5.5 Telling Stories

We spend a lot of time telling other people stories and anecdotes about what happened to other people and us. Students must know how to tell a story in the target language, English. Teachers can encourage students to retell stories they have read in books or found in newspapers or mass media (online). The best stories students tell about themselves and their families and friends. (Harmer, 2007)

2.6 Review of Previous Studies

To increase the originality of the research, researchers compiled various previous studies.

The first previous study was conducted by Razi et al. (2021), entitled "Teachers' Strategies in Teaching Speaking Skills to Junior High SchoolStudents." 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 facedby the teacher when applying the strategy where the students feel bored in thelearning activity. Some students want to avoid learning in a group when learning in the classroom. The researcher suggests that the teacher should finda 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 inthe 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 adapttheir 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 MAN Dompu.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 MAN Dompu.

CHAPTER III

METHODOLOGY

The researcher will go over the methods utilized in this chapter to get the best findings possible and address the issues raised in the research background.

3.1 Research Design

The purpose of this study was to identify speaking teaching methods that would be applied by English teachers. So a qualitative descriptive research method was chosen for the design. The goal of qualitative research is to learn more about a particular phenomenon. This approach uses non-numerical research as a source of data, such as interviews, observations, and other activities. The research method was used in this study because it is useful for overcoming learning difficulties.

Therefore, the qualitative research method is a research technique that examines a problem in schools in depth and overcomes it by using the information other than numerical data. Characterizing social phenomena is the goal. The main objective of the qualitative research in this study was to observe and explain the methods used by English teachers' to teach speaking. The teachers was then interviewed by the researcher. After that, a complete research document was generated.

3.2 Research Setting and Participants

3.2.1 Research Setting

This research will be conducted. The researcher chose this school because they had difficulties learning English, especially speaking. Therefore, researcher are interested in knowing the methods used by teachers' to overcome these difficulties.

3.2.2 Research Subjects

The subjects in this study were English teachers' who were approximately 45 years old.There are three English teachers' teach class eleventh-grade.

3.2.3 Object of research

In this study, the object of research was the strategy used by the teachers' in teaching speaking and the teachers' strategy for overcoming problems in class eleventh-grade.

3.3 Data Sources

Data source is an essential part of the research. This is because the data source is dealing with the information that was looked for by the researcher. In a data source there is the source of knowledge and information that can be found by the researcher. According to Almasdi (2021) there are two kinds of data source, primary and secondary.

Primary data source is the data source that directly provide the data or information to data collector, for example interview data, questionnaire data and etc. while a secondary data is data source that do not directly give the data, to data

collectors, but through other people or a document such as book or journal (Sugiyono, 2016).

The primary source of this research is the information in the form of data interviews from the English teacher about the strategy used by those teachers in teaching speaking for eleventh-grade students academic year 2022/2023. Then the secondary data of this research is obtained from the documents there are from the books and journals. Furthermore, when viewed from data collection techniques, data collection can be done by observation, interview, questionnaire, documentation or combination of all four. In this research, the researcher used observation, interview and documentation as data collection.

3.4 Research Instruments

Research instruments and data collection are two things that affect the quality of the research. In qualitative research, the researcher owns himself that being an instrument. Nasution (1988) stated in Sugiyono (2016) in qualitative research, there is no other choice than to make a human as the main instrument. As the human instrument, the researcher has to validate himself. The validation consists of methodology mastery, insight mastery, and readiness of the researcher himself.

A research instrument is a tool used to collect, measure, and analyze data to someone's research interests. In order to get the result of the research, the researcher use some instruments there are observation, interview and documentation that will be explain as follows:

3.4.1 Observation

Observation defined as a systematic observation and recording of the symptoms that appear on the research object. Patton explained in Lubis (2018) that the aim of observation is to explain the setting of the research, the activities and someone who participated in the activity. The purpose of observation according to S. Nasution (cited in Lubis, 2018) namely to gain information about human behavior as it happens in reality, we can also gain a clearer picture of social life, which is difficult to gain by other methods.

There are three clarifications about observation according to Sanafiah Faisal (1990) (cited in Sugiyono, 2016) there are; observation of participant, overt observation and covert observation, and unstructured observation. In this case the researcher used a participant observation in order to get the complete data in every single step while observation. Susan Stainback (1998) as cited in Sugiyono (2016) added in participant observation the researcher investigates what someone is doing then listen to their speech, and participated in their activity.

3.4.2 Interview

The definition of an interview can be categorized as a conversation with a specific purpose. It can be also interpreted as an information gathering tool by asking a number of questions orally. The main feature of an interview is direct or face-to-face contact between the researcher and the object. Esterberg (2002) (cited in Sugiyono, 2016) put forward the

kinds of interviews there are structured interview, semi structured interview, and unstructured interview.

In this case the researcher used structured interviewing and focusing on interviewing three participants who are both an English teacher. Researchers interviewed teachers with questions consisting of nine questions. More detailed information is presented in Appendix 3.

3.4.3 Documentation

According to Sugiyono (2016) Document is a record of past events. Document can be in the form of writing, a picture or monumental works of a person. Lubis (2018) stated the research that has oriented to documentation discusses some main problems, there are 1) Private document; the meaning of private document is to get real events about the social situation. 2) Formal Document; formal document divided into internal document and external document. Internal document refers to memos, announcements, instructions, rules of a certain community institution that are used in their own circles. An external document contains information produced by a social institution such asmagazines, bulletins, etc.

In this research a picture is a data documentation that is used as evidence that a research happens in that place. The documentation is the picture during observation and during an interview.

3.5 Data Collection

Data collection is a technique used to obtain data from the field to help produce findings or theories from research conducted. Data collection technology is needed to collect data from research subjects (Sidiq &; Choiri, 2019). As a data collection technique, researchers use observation, interviews and documentation. Researchers collected data by interviewing three English teachers in MAN 1. Then, through the results of the interview, the researcher will analyze the data to find the results of the study.

3.6 Data Analysis

According to Huberman & Miles, as quoted from Bruce L. Berg (cited in Lubis, 2018) said that data analysis consists of three streams of concurrent actions, there are data reduction, data display, and conclusion/verification.

3.5.1 Data reduction

In this step, the researcher writes down the information obtained from an interview and observation, or the transcription of the information that has been recorded before. The purpose of writing the transcription is to filter the important one or the data that the researcher wants. There will be a reduction of the data's get.

3.5.2 Data Display

The second step, the researcher presented the data by choosing the importantdata only from the transcription that has been written before from the interview. With displaying the data, the finding in the field can be easily understood. Beside that, the benefit of displaying data can help the

researcher to plan the next step based on what the researcher finds and understands before. In displaying the data, besides using the kinds of narrative short explanations, it's recommended to use the additional parts such a graphic, matrix, networks and charts.

3.5.3 Verivication/Conclusion

The last step in the analysis of data from qualitative approaches according to Miles and Huberman (cited in Sugiyono, 2016) is conclusion and verification. Conclusion is temporary before strong evidence has been found that can strengthen the next data collection. The conclusion is credible if there is strong evidence found beside it. Therefore, the conclusion in qualitative approach may answer the research question before.

The conclusion is a new finding that was not found before. Finding can be a description, or a dim description that is clear after the research was done. Conclusion is a hypothesis that can be a theory if it is strengthened by the data found in the field.

3.5.4 Data Validity

This research used triangulation to ensure the data validity. According to William Wiersma (1986) that quoted from Sugiyono (2016) Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Sugiyono (2016) stated that there are three kinds of triangulation, source triangulation, technical triangulation, time

triangulation. In this research used technical triangulation that includes

some methodology, there are observation, interview and documentation.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings and a discussion of the teacher's strategies in teaching speaking and the teacher's strategies to overcome the problem of speaking.

4.1 Finding

The researcher divided the findings into two parts that each answered the research question of the study. First is the strategy used by the teacher; second is the teacher's strategy to overcome the problem of speaking. Data were taken from observation, interviews, and documentation. Data on teacher strategies in teaching speaking for eleventh grade students, school year 2022-2023 In this chapter, the researcher explains two things: research findings and discussion.

4.1.1 Teacher's Strategies in Teaching Speaking in the 11th Grade of MAN 1 Dompu

Based on the observations, conversations, and documentation Role-playing, discussions, games, and brainstorming are some of the techniques teachers use.

1. Role Play

In an observation on May 11, 2023, the researcher came to class and sat in the back seat. During the observation, the researcher learned about the real conditions in the classroom and about the teacher's teaching of speaking using role-play strategies. In the first, the teacher explains the topic.

The teacher gave a little explanation about the material. The teacher introduces sample material into the conversation. After the explanation was over, the teacher asked the students to divide into groups. Then, the teacher asks students create a situation in which each student should act like everyone else according to the situation.

In that situation, it should be filled with the material described by the teacher. When the student completed their assignment, the teacher asked them to come to the front of the class to practice with their group. When students make mistakes while they are performing, the teacher corrects the student's sentences by giving correct sentences.

This data is also supported by interviews with teachers about how the teaching process in the classroom takes place. The following are the interviews:

> KS : *How is it applied in what kind of class, ma'am?*
>
> TH : *Usually, the conversation is mostly using expressions. So it will be divided into two couples. For example, a drama or a situation in a restaurant*
>
> KS : *For the learning process of speaking skills, what strategies does ma'am use?*
>
> TS :*Usually, we are thematic. We give the students the situation; for example, today we are in the market. Role play is learning where the students play the characters. There are sellers, buyers, and how to bid.*

2. Discussion

Based on observations on May 13, 2023, the second strategy used by teachers is discussion. This discussion consisted of four students. At first, the teacher explains the material with suggestions and recommendations. The teacher gives examples of suggestions and recommendations, then asks students to make examples of suggestions and recommendations verbally. The teacher divides the students into one group. The teacher asks students to discuss and create a conversation containing suggestions and recommendations. Teachers choose this method because it will train students to work together and be able to express their opinions.

This data is also supported by interviews with teachers about how the teaching process in the classroom takes place. These data are related to interviews.

> *KS:* *For the learning process of speaking skills, what strategies does ma'am use?*

> *TH: Besides, in class, they usually discuss it with their classmates or other friends. So to implement it, we create a group first, then students discuss with their friends, and then each representative of a group comes forward.*

3. Game

Based on observations on May 15, 2023, the third strategy teachers use is games. At first, the teacher gives a card containing the phrase asking or giving advice to each student. Some students get expressions asking for advice, and others get advice. After all, the students get all the cards, and then the teacher asks one student to read the cards with the correct pronunciation. The other student holding that expression is the pair who has to stand up and read the responses. Other students should comment if their expressions do not match.

This data is also supported by interviews with teachers about how the teaching process in the classroom takes place. The following are the interviews.

> *KS : English is one of the most difficult subjects for students; on the other hand, each student also has a different way of learning. How can all students be able to grasp the material taught?*

> *TA: Usually, we might use a fun system like a game. If we use a game, usually the students are happy.*

4. Brainstorming

Based on observations on May 17, 2023, the fourth strategy teachers used was brainstorming. At first, the teacher shows the students a picture, then the teacher asks the students about the name of the building, the location of the building, the function of the building, whether there is an origin story about the building, etc. This method is

used by teachers to make all students able to express their ideas or opinions regarding images. After the teacher has gathered all the ideas or opinions of the students, the teacher and the students choose which opinion is suitable based on the picture.

This data is also supported by interviews with teachers about how the teaching process in the classroom takes place. The following are the interviews:

> *KS:* *How is it applied in what kind of class, ma'am?*
>
> *TH:* *After that, we will brainstorm our ideas first. Who wants to answer the question? then, after that, it will be concluded. Then there will be students from each group who present their results.*

4.1.2 What problems arise after the strategies are applied in the eleventh grade

1. Role Play

After entering the classroom, the teacher greets the students and asks about their condition using the phrase "How are you doing today?". Then students answer using the phrase "I'm fine; what about you?". The teacher then replied, "Okay." Before starting the lesson, the teacher briefly discusses asking questions and giving opinions. The teacher asks for examples of definitions of how to ask questions and give opinions. After briefly discussing the previous material, the teacher explained that in this lesson they will use role play as a learning tool. The teacher explained that later in the class, students will be divided into groups, and each student will play a role in a situation, which will be determined by the teacher.

After the teacher explains the rules in role play, the teacher proceeds to explain the material. The material described by the teacher is both satisfactory and unsatisfactory. The teacher asks the students what the phrases satisfactory and unsatisfactory mean. Some students answered about the way a person expresses satisfaction and dissatisfaction about what they receive. Some students answer about someone's opinion about the services that have been rendered. After collecting opinions from students, the teacher concludes the definition of the material by combining the opinions of each student. The teacher then proceeds to give examples of using satisfactory and unsatisfactory expressions in sentences. After the explanation is over, the teacher asks the students about the material they don't understand. The students shook their heads, and it meant that they understood everything.

The teacher then divides the students into groups, each group consisting of three or four students. After the students gather with their group, the teacher asks the students to have a conversation with their group, taking note that the situation in the conversation is in a restaurant, hotel, or market. So that each student will act as a different figure from himself. The students will act as waiters, sellers, buyers, receptionists, and others. After the students understand the teacher's instructions, the teacher gives them 20 minutes to discuss and have a conversation. After students finished writing the conversation, they were asked to have a conversation with their group and perform

randomly in front of the class. The students are evaluated for their speaking skills, which consist of pronunciation, fluency, and comprehension. The students provide comments, suggestions, and evaluations from the teacher regarding their performance in terms of pronunciation, fluency, and completeness. Not all groups came forward to display their performances due to limited time. The teacher asks the students what they have learned. Before the teacher closes the meeting, students are given the opportunity to ask questions. After there were no more questions, the teacher closed the meeting with a greeting.

Advantages of role-playing strategies: first, students are able to develop their minds in terms of understanding, remembering, and simulating the content of the story that will later appear. Students practice being creative, initiative-driven, and confident when doing role plays. The talents possessed by students can be developed so that later the spirit of drama art will grow in them and they will be more enthusiastic about following the teaching and learning process. The last role-playing learning model will make students memorable and stick in their memories.

The issue that arises after implementing the role play strategy in the first class is that it takes a lot of time, and afterward, many students feel embarrassed when demonstrating roles in events or stories. Cooperation between teachers and students is still lacking. Only a few materials can be applied in this learning model, with the last requiring

a fairly large classroom. There needs to be an effort to overcome role-playing so that the expected learning objectives are achieved and maximized.

Ways to address issues in the role-play strategy include: first, the teacher explains to the students by introducing the role-playing learning model; second, the teacher provides a simple script for role-playing so that students can easily understand the story; and third, the teacher provides an explanation of how the implementation process plays a role. The teacher gives an example before carrying out role play, and the teacher arranges the class so that students can role-play freely even though it is not optimal, giving a time limit for each group that will perform, and finally, the teacher gives rewards after students role-play so that students are excited to complete the task.

2. Discussion

Before starting the learning process, the teacher gives greetings to the students. Students answer greetings from teachers. The teacher then wrote a sentence on the blackboard. The teacher asks the students the meaning of the sentence, then proceeds to explain the sentence and explain the material about prepositions to the students.

After finishing with the preposition material, the teacher continued the discussion of the material on gerunds. Prepositions and gerunds have been taught by teachers at previous meetings. At this meeting, we

only briefly discussed the material. It is intended that students understand the material of prepositions and gerunds.

The teacher checks attendance. Then the student answers the teacher's question by mentioning the name of the friend who did not come. The teacher then continues the learning process by explaining the suggested material. Teachers ask students what they know about suggestions. The students answered, gave, and asked for advice. The teacher then defines the suggestion and continues to give examples of suggestions. The teacher writes sample suggestions on the board. After the teacher finishes explaining the suggestion material, the teacher explains the recommendation. The teacher explains the recommendation material and then writes the examples on the board and asks students to copy them in their notebooks.

The teacher asks the students what the difference is between advice and recommendation. Teachers encourage students to talk about the difference between advice and recommendation. Some students expressed their opinions on the difference between advice and recommendation. The teacher shows appreciation to the students by saying good. The teacher asks students to open their textbooks. The teacher asks students to study material about recommendations, and then students are asked to make recommendation sentences. Some students try to express their opinions by making recommendation sentences.

The teacher then asks the students to turn to the next page. The teacher asks students to create groups of four people. Then the teacher assigns students to discuss and create a conversation containing suggestions and recommendations.

When students are working on assignments assigned by the teacher, the teacher approaches each group and asks if there are any difficulties in doing the task. Since the study time has been completed, the teacher asks to continue the assignment at home, and it will be discussed at the next meeting. The teacher closes the learning process with a greeting.

Advantages of discussion strategy: first, daring to express opinions can change passive students to be more active; they are more courageous to express their opinions. Although his opinions are different from others, they can still discuss it again. The second student can brainstorm in discussion; of course, two or more people are needed so that they can exchange ideas about the issues being discussed, where they must be more critical and respect the differences of opinion of others. The three students are able to cooperate well in discussions; good teamwork is needed because if the cooperation is not carried out properly, then students cannot solve problems.

The issue that arises after implementing the discussion strategy in the first grade is that only a few students are active. The discussion

method requires students to speak and express their own ideas, but in its implementation, only a few students master the discussion.

This will certainly lead to inequality, where students who are passive will remain passive. The second discussion extends and leaves the learning material because of the many opinions that come in; sometimes students become unfocused and even out of the discussion of the subject matter. This does not make them understand the subject matter; they are even more confused. The third time it takes a long time to start a discussion in class, students may need longer to solve the problems given by the teacher. Even sometimes, the set lesson time is still insufficient for students to discuss, and as a result, learning activities are not completed on time.

Ways to address issues in the discussion strategy include: first, the teacher gives direction to students about the problems to be discussed; this makes students understand the limits of discussion so that questions that arise later do not deviate from the subject matter. The two teachers arranged the course of the discussion to keep it smooth. Ask specific group members questions, then make sure each group member does not speak simultaneously, and open up opportunities for passive students to express their opinions. Third, teachers can accommodate a variety of questions from students and then let them give each other answers. If there is an answer that is not right, you can

deflect it or give the right answer. The teacher tries to make each member of the group actively discuss.

3. Game

The teacher opens the learning process by saying greetings. The students responded by answering with greetings. Before proceeding with the learning process, the teacher checks the attendance of the students. The teacher then tries to review the material from the last meeting. The teacher asks about the meaning of asking and giving advice and asks students to give example sentences about asking and giving advice. Some students tried to answer questions from the teacher. One student explained that asking and giving counsel is defined as "the expression of asking or advising others." Then there was also a student who answered "how to ask and advise others well and subtly". In addition, some students try to give examples when asking for advice, such as "Do you think I should go to a party?" or "Do you think I should go to see a doctor?". Some give examples, giving advice such as "I advise you to study harder" or "I advise you to wear a dress".

After reviewing the material at this meeting, the teacher inserted the game as a strategy in teaching speaking. The teacher gives a card containing the phrase asking questions or giving advice to each student. Some students get expressions asking for advice, and others get advice. After all, the students get all the cards, and then the teacher asks one student to read the cards with the correct pronunciation. The other

student holding that expression is the pair who has to stand up and read the responses. Other students should comment if their expressions do not match. After all the students read the cards, the teacher then asks the students to gather with their partners.

The teacher asks students to create a dialogue containing phrases asking questions and giving advice. The teacher gives the students time to do the assignment. After the students complete their assignments, the teacher then comes to the students' desks and asks them to stand up and practice the task. The teacher corrects an inappropriate word in his work and shows appreciation by asking other students to applaud. Then the teacher went to another student's desk. When the study time is over, the teacher says that the material will be continued at the next meeting. The teacher closes the learning process with a greeting.

Advantages of a game strategy: first, it can encourage students' interest in learning. By playing, students usually do not realize that they are learning something because their main focus is their interest in playing. Second, in accordance with the stage of development of students who need a vehicle to develop all aspects of their development, both physical development and cognitive development and emotional development.

The issue that arises after implementing the game strategy in the first class are games only involve a few students, even though the involvement of students and learning residents is very important so that

the learning process can be more effective and efficient. If this method is done without careful preparation, then there is a possibility that learning goals are not achieved optimally because students are too immersed in the process of playing. This method usually requires well-prepared learning strategies and media. Therefore, the availability of playing media is a condition for the application of this method. The media here is not only in the form of goods but can also take the form of various types of games that must be mastered by teachers so that learning runs smoothly. If the teacher does not provide learning media, the learning objectives will be difficult to achieve.

4. Brainstorming

Before starting the learning process, the teacher gives greetings to the students. After the student answers the greeting, the teacher says a greeting in the form of good morning, followed by the student answering the greeting. The teacher then checks the whereabouts of the students. Ask students about absentee days and the reasons why they are absent.

Teachers begin the learning process by asking students about what they know about narrative texts. Then students respond to the teacher's questions about the narrative text. There was a student who thought that narrative was a story that could not yet be proven. Some students argue that narrative texts are just fictional stories. After the students express their opinion about the narrative text, the teacher then

explains the meaning of the narrative text. The teacher shows the pictures to the students. The picture is in the form of a temple building. The teacher invites students to guess where the building is, the function of the building, and whether there is a story attached to the temple. The students replied in unison that the picture was of Prambanan Temple, located in the Yogyakarta area, and the story related to the temple was Roro Jonggrang. Then the teacher asked the students about their opinion of Roro Jonggrang's story.

After the students gave their opinion about the story, the teacher asked the students to open the textbook. In the book, there was a story about Roro Jonggrang. The teacher asks students about generic structures in narrative texts. The teacher asks about the orientation of the definition, complications, resolution, and where the generic structure is located in the story. The teacher asks students to open textbooks with different pages, and then the master explains the material in the book. The material taught is in the form of suggested sentences. Before entering the material, the teacher asks students to remember the material about suggestion expressions. The teacher approached each student's desk at random and asked about examples of suggestive expressions they remembered.

After the student answers the example suggestion expression, the teacher asks the student to make the expression in a sentence. After a student tries to make a sentence from a suggestive expression, only then

does the teacher begin to write examples of suggestion sentences using the expressions "my opinion is..." and "my suggestion is...". The teacher asks students to read suggested sentences in the textbook and asks if there are any difficulties in the sentences when they read. After the students understand the material, the teacher then asks the students to discuss with their tablemates a story in the textbook. The teacher asks students to understand and answer questions about who the characters in the story are, about what happens in the story, about the ending, and about the conclusions that can be drawn from the story. After the students finish discussing, the teacher comes to where the students are sitting and asks for answers to the results of their discussions with their tablemates.

In addition to answering questions, some students were asked to retell the story. Teachers give appreciation to students who have told the story correctly with the phrase "good, good". The teacher asks what difficulties the student faced in the story, and then the teacher concludes the story. The teacher closes the learning process with thanksgiving and greetings.

The advantages of brainstorming strategies are that they can increase motivation for learning. Train students to think quickly and logically. Increase student participation in receiving lessons. Students who are less active get help from friends who are already smart or from teachers.

The issue that arises after implementing the brainstroming strategy in the first grade is are teachers do not give students enough time to think well; students who are less clever always fall behind.

The teacher only accommodates opinions and never formulates conclusions. Students do not guarantee problem-solving outcomes. Problems can develop in unexpected directions.

4.2 Discussion

This section presents a discussion of research findings from observations and interviews. The findings show that the strategies teachers use in teaching speaking are role playing, discussion, games, and brainstorming. Researcher made observations and interviewed teachers.

The first strategy teachers use in teaching speaking is role play. The teacher asks students to divide into groups. Then the master asks the students to create a situation in which each student should act like everyone else according to the situation. In that situation, it should be filled with the material described by the teacher. When students complete their assignments, the teacher asks them to come to the front of the class to practice their groups.

Researchers believe that teachers applying roleplay to teaching speaking in class can help students' ability to speak. Interpersonal dialogue is one of the performances in the teaching of speaking (Brown, 2000). With this strategy, teachers organize each student's social relationships rather than providing information. The main form of engagement during the exercise is talk, which can

improve relationships between participants. Interacting with others and being kind and friendly are other goals.

Advantages of role-playing strategies: first, students are able to develop their minds in terms of understanding, remembering, and simulating the content of the story that will later appear. Students practice being creative, initiative-driven, and confident when doing role plays. The talents possessed by students can be developed so that later the spirit of drama art will grow in them and they will be more enthusiastic about following the teaching and learning process. The last role-playing learning model will make students memorable and stick in their memories.

The issue that arises after implementing the role play strategies in the first class is that it takes a lot of time, and after that, many students have feelings of embarrassment when demonstrating roles in events or stories. Cooperation between teachers and students is still lacking. Only a few materials can be applied in this learning model, with the last requiring a fairly large classroom. There needs to be an effort to overcome role-playing so that the expected learning objectives are achieved and maximized.

Ways to address issues in the role-play strategies include: first, the teacher explains to the students by introducing the role-playing learning model; second, the teacher provides a simple script for role-playing so that students can easily understand the story; third, the teacher provides an explanation of how the implementation process plays a role; The teacher gives an example before carrying out role play, and the teacher arranges the class so that students can role-play freely even though it is not optimal, giving a time limit for each group that will perform,

and finally, the teacher gives rewards after students role-play so that students are excited to complete the task.

The second strategy the teacher uses in teaching speaking is a discussion group. The students met among several individuals, and they communicated verbally to interact and face each other face-to-face exchanging information and defending opinions. By discussing problems, the students could be interested in solving problems 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. 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. The teacher asks students to discuss and create a conversation containing suggestions and recommendations. When students complete their assignments, each group must present their assignments in front of the class.

Researchers assume that teachers implementing discussion groups in classroom speaking instruction can support students' speaking skills. During discussions, students exchange views and defend their opinions. One of the purposes of speaking is interaction (Richard, 2001). During the discussion, there is

communication between students that makes learning in class communicative. The teacher makes students enthusiastic and active in class by discussing interesting topics given by the teacher. Therefore. Learning activities can be challenging, whereas, as mentioned by your (1996), one of the characteristics of successful speaking is talking a lot.

Advantages of discussion strategies: first, daring to express opinions can change passive students to be more active; they are more courageous to express their opinions. Although his opinions are different from others, they can still discuss it again. The second student can brainstorm. In discussion, of course, two or more people are needed so that they can exchange ideas about the issues being discussed, where they must be more critical and respect the differences of opinion of others. The three students are able to cooperate well in discussions; good teamwork is needed because if the cooperation is not carried out properly, then students cannot solve problems.

The issue that arises after implementing the discussion strategies in the first, only a few students are active. The discussion method requires students to speak and express their own ideas, but in its implementation, only a few students master the discussion. This will certainly lead to inequality, where students who are passive will remain passive. The second discussion extends and leaves the learning material because of the many opinions that come in; sometimes students become unfocused and even out of the discussion of the subject matter. This does not make them understand the subject matter; they are even more confused. The third time it takes a long time to start a discussion in class, students may need longer to solve the

problems given by the teacher. Even sometimes, the set lesson time is still insufficient for students to discuss, and as a result, learning activities are not completed on time.

Ways to address issues in the discussion strategies include: first the teacher gives direction to students about the problems to be discussed. This helps students understand the limits of discussion so that questions that arise later do not deviate from the subject matter. The third, teachers arranged the course of the discussion to keep it smooth. Ask specific group members questions, then make sure each group member does not speak simultaneously, and open up opportunities for passive students to express their opinions. Third, teachers can accommodate a variety of questions from students and then let them give each other answers. If there is an answer that is not right, you can deflect it or give the right answer. The teacher tries to make each member of the group actively discuss.

The third strategy teachers use in teaching speaking is games. The teacher gives a card containing a questioning expression or giving advice to each student. Some students get expressions asking for advice, and others get advice. After all the students get all the cards, the teacher asks one student to read the card with the correct pronunciation. The other students holding that expression were the couple who had to stand up and read the responses. Other students should comment if their expressions don't match.

Advantages of game strategies first, it can encourage students' interest in learning. By playing, students usually do not realize that they are learning something because their main focus is their interest in playing. Second, in

accordance with the stage of development of students who need a vehicle to develop all aspects of their development, both physical development and cognitive development and emotional development. The issue that arises after implementing the game strategies in the first, applied in class most games only involve a few students, even though the involvement of students and learning residents is very important so that the learning process can be more effective and efficient. If this method is done without careful preparation, then there is a possibility that learning goals are not achieved optimally because students are too immersed in the process of playing. This method usually requires well-prepared learning strategies and media. Therefore, the availability of playing media is a condition for the application of this method. The media here is not only in the form of goods but can also take the form of various types of games that must be mastered by teachers so that learning runs smoothly. If the teacher does not provide learning media, the learning objectives will be difficult to achieve.

On the other hand, teachers use strategies that include not only roleplay, group discussions, and games but also brainstorming. The teacher shows the students a picture, then asks the students about the name of the building, the location of the building, the function of the building, whether there is an origin story about the building, etc. After the teacher collects all the ideas or opinions of the students, the teacher and the students choose which opinion is suitable based on the picture. Fourth, the teacher closes with a greeting.

Researchers believe that teachers applying brainstorming to classroom speaking can encourage students to be fluent and fast at speaking. As a result,

researchers found four strategies for teaching speaking to eleventh-grade students. The strategies are roleplay, group discussions, games, and brainstorming.

Advantages of brainstorming strategies: first, it can increase motivation for learning. Train students to think quickly and logically. Increase student participation in receiving lessons. Students who are less active get help from friends who are already smart or from teachers. The issue that arises after implementing the brainstorming strategies in the first, applied in class Teachers do not give students enough time to think well; students who are less clever always fall behind. The teacher only accommodates opinions and never formulates conclusions. Students do not guarantee problem-solving outcomes. Problems can develop in unexpected directions.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions from this study entitled Teacher Strategies in Teaching Speaking for 11th Grade Students.

5.1 Conclusion

Based on the findings of this research, the strategies that are used by the English teacher's for eleventh grade students are role play, discussion, games, and brainstorming. These strategies can encourage students' ability to speak English as they practice and speak it. Every English teacher has their own teaching strategy. English teachers need to implement various plans, methods, approaches, or series of activities designed to achieve educational or teaching goals, as stated by the theory of Syaiful Bahri Djamarah (2010), which explains the basic strategies in learning to speak, namely: identify and establish specifications and qualifications for expected changes in student behavior and personality; and choose a learning approach system. Select and determine teaching procedures, methods, and techniques, and establish norms and minimum limits of success or success criteria and standards. To identify and establish specifications and qualifications for expected changes in student behavior and personality, the first thing an English teacher does to teach speaking is to prepare some material from different means and sources. They have to match the material presented with the lesson plan and syllabus, and after that, the level of achievement of students in learning to speak.

mention different materials so that the qualifications that students must achieve are also different.

To choose a learning approach system, English teachers always use a student-centered approach to teaching speaking. because using this approach will provide opportunities for students to be active in speaking English. To select and determine teaching procedures, methods, and techniques, English teachers use different procedure strategies in teaching speaking depending on the method, namely role-play, storytelling, and question and answer. This is done with different techniques also depending on the method they use. In setting norms and minimum limits of success, or success criteria and standards, most English teachers always determine the standard criteria for student success in speaking, but not all students can achieve success targets based on teacher expectations, so teachers always evaluate student learning outcomes, especially in speaking, if students do not reach the target. Then teachers and students can give feedback in different ways in teaching, talking about the teaching strategies that have been applied.

Teacher strategies for coping with speech problems In role-playing games, the students are divided into groups, and then they play characters. In the discussion, the students are divided into groups, and then they discuss with their friends the tasks assigned to them. In the game, students are given cards by the teacher, then half of the students have to read the sentences in the cards, and the other student who holds the expression is the pair who has to stand up and read the responses. In brainstorming, students should express their ideas or opinions about the questions or pictures given by the teacher.

5.2 Suggestion

5.2.1 For the teachers

Each student has differences in their abilities, characteristics, and interests. So, teachers should understand what students need, and teachers should use appropriate strategies in teaching English. This will make it easier for students to understand the material.

5.2.2 For the students

Students are expected to be more active in learning English, especially in learning to speak. Don't be afraid to express your ideas or opinions during the learning process.

5.2.3 For the other researcher

For other researchers who want to conduct research on teacher strategies, especially in speaking, the results of the study can be used as an additional reference for further research.

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APPENDIXES

Appendix 1 Permission leter to conduct the research

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   : 594/Un.03.1/TL.00.1/03/2023   10 Maret 2023
Sifat   : Penting
Lampiran : -
Hal   : **Izin Penelitian**

Kepada
Yth. Kepala MAN 1 Dompu
di
    Dompu

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	:	Krisnawati
NIM	:	19180007
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**Teachers' Strategies in Teaching Speaking for Eleventh-Grade Students of MAN 1 Dompu Akademic Year 2022-2023**
Lama Penelitian	:	**Maret 2023 sampai dengan Mei 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.

An Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANWIL KEMENTERIAN AGAMA PROVINSI NTB
MADRASAH ALIYAH NEGERI DOMPU
Jalan Imam Bonjol No. 40 Telp/ Faxs (0373) 21546

Nomor : B. / 90 /Ma.18.11/046/PP. 00.6/ 5 /2023   Dompu, 22 Mei 2023
Lamp : - . -
Perihal : **Telah Melaksanakan Penelitian**

Kepada Yth
Dekan UIN Maulana Malik Ibrahim Malang
di
    Malang

Assalamu'alaikum War. Wab.

Berdasarkan surat   dari Dekan UIN Maulana Malik Ibrahim Malang Nomor :
594/UN.03.1/TL.00.01/03/2023 tanggal 10 Maret 2023   tentang Permohonan Izin
Penelitian Tugas Akhir Atas Nama:

N a m a	: **KRISNAWATI**
Tempat Tanggal Lahir	: Dompu, 7 April 2000
NIM	: 19180007
Jurusan/Program Study	: Pendidikan Bahasa Inggris
Judul Skripsi	: **" TEACHER' STRATEGIES IN TEACHING SPEAKING FOR ELEVENTH –GRADE STUDENTS OF MAN 1 DOMPU ACADEMIC YEAR 2022/2023"**

Dengan ini diberikan keterangan dengan sebenar-benarnya bahwa yang bersangkutan di
atas telah melaksanakan Penelitian sejak bulan Maret 2023 s/d   bulan Mei 2023
pada MAN Dompu Kec.Woja Kabupaten Dompu.

Demikian surat keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana
mestinya.-

Wassalam
Kepala

HL Siti Hafsah, S. Pd
NIP. 197005111999032002

INTERVIEW GUIDELINES FOR ENGLISH TEACHER

1. Bahasa inggris termasuk dalam salah satu mata pelajaranyang sulit bagi siswa, disisi lain setiap siswa juga mempunyai cara belajar yang berbeda beda. Bagaimanacaranya agar semua siswa mampu menangkap materi yang diajarkan?

2. Untuk siswa yang dirasa tertinggal dalam mata pelajarandibanding teman temanya apakah diberikan suatu perlakuanyang khusus?

3. Salah satu skill dalam bahasa inggris yang cukup sulit adalah speaking. Nah untuk siswa siswa sendiri masalah yang sering mereka hadapi ketika speaking apa saja bu?

4. Untuk proses pembelajaran dalam speaking skill ibumenggunakan strategy apa saja?

5. Apa tantangan menurut anda dalam mengajar speaking?

6. Apakah strategi tersebut bisa diterapkan pada kelas yangberbeda beda?

7. Adakah kelebihan dan kekurangan ketika strategy tersebutdigunakan?

8. Strategi apa yang sering anda gunakan dalam mengajar speaking?

9. Bagaimana anda mengimplementasikan strategi pembelajaran speaking di kelas yang anda ajar? Jelaskan!

TRANSCRIPT OF INTERVIEW

Participant

Name : Hartina, S.Pd

English Teacher: XI (Eleven)

Day/Date:Saturday,13ᵗʰMay 2023

Time: 09.00

KS (*Interviewer*)TH(*Participant*)

KS :   Selamat sore Bu

(Good afternoon, ma'am)

TH :   Selamat sore

(Good afternoon)

KS :   Bagaimana kabar Ibu hari ini?

(How are you today?)

TH :   Alhamdulillah baik

(Alhamdulillah, fine)

KS :   Disini saya memohon izin untuk mewawancarai Ibu, apakah Ibu bersedia?

(Here I ask permission to interview you, are you willing?)

TH :   Ya, silahkan.

(Yes, please)

KS :   English is included in one of the difficult subjects for students, on the other hand each student also has a different way of learning. How can all students be able to grasp the material taught?

TH : Especially for speaking, yes, mba is. For the eleventh grade, maybe there are provisions from the ninth grade of junior high school, from the tenth grade there are also provisions, so for me just continue. Even if there is a mistake, it can be corrected as soon as possible because the tricks have been instilled in the tenth grade. To deal with speaking difficulties, we usually drill what children like, for example about English sound, we program every meeting to speak familiarly. In the morning I played a game first a kind of question answer. The point is fun, for example Have you breakfast? Things are simple first, so that children feel enjoyed, not depressed and feel happy. The important thing is to make the child happy first. If the child seems to be unhappy, it will be an obstacle. It's just the teacher how to instill tricks to the child so that the child feels enjoy speaking English so.

KS : For students who are considered to be behind in subjects compared to their friends, is special treatment given?

TH : Oh yes, it's the kind of thing now you have to be friendly with the child, yes, it can't be a weak child then get rid of but he must be handled how the child has the confidence to speak English too. How do we do, for example, given a task and then told to practice first at home. Later, after they understand about it, they will only be presented of the dialogue.

KS : So you can't discriminate against you, ma'am?

TH : It can't be yes. So, for example, others can be spontaneous and others have to think first. So it must be treated differently, for example given time so that they can learn first, practice themselves first

KS : One of the skills in English that is quite difficult is speaking. Well, for students, the problems they often face when speaking, what are they, ma'am?

TH : Children usually think like my structure will be right. That's the main obstacle. Even though speaking is not too concerned about structure even though it is also emphasized. Sometimes the fluency makes students think whether my structure is correct, yes, my sentence order is correct, yes, that is the obstacle. If for a confident child, he can speak loudly but if he is affected by it, not used to speaking then he will make it an obstacle.

KS : For the learning process in speaking skills, what strategies do mothers use?

TH : Usually I speak daily every day. So later children will be familiar with speaking. Later, children will somehow in the learning process use English, even with a mixture of Indonesian. for example oh I already had breakfast lo. In addition, most of my children are told to discuss after that later the results of the discussion come to the front of the class to be presented.

KS : For how it is applied in what kind of class, ma'am?

TH: The application in class is usually I use dialogue, yes mas. communication between friends, between teachers so they use English too. In addition, in class, they usually discus with their friends first, one table or two tables. After that, we brainstorm, we throw ideas first. This is who wants to answer this question. Then after that, it will be concluded that there will be representatives who come to the front of the class to present. So for its application, we make a group first and then they discuss then later we throw who wants to answer this question and then later after it is concluded then they come forward to the front of the representative.

KS : Can the strategy be applied to different classes?

TH : Oh can't mas. For example, bording children smoothly casually focused on speaking English, but for example, with regular social studies children, we must be full of patience to lead there. Yes, it was given a task first, memorized at home, told to practice at home first, then the presentation was so. But for students boarding, it's right away. For example, the dialogue material on direct congratulation is not necessary to write first. Given how many minutes directly practice directly speak up. But for children who have regular social studies that was a lot of time.

KS : Are there advantages and disadvantages when the strategy is used?

TH: For the advantages of one, they are bolder. The second they feel

challenged. So if there is a theme that advances, other friends will feel that if it's just like that, I can too. Third, if I give them a reward, they will compete in the competition, they feel like competing. The drawback may be that certain children feel inferior, but we are smart to back them up.

TRANSCRIPT OF INTERVIEW

Name : Hairil Anwar, S.Pd

English Teacher: XI (Eleven)

Day/Date:Saturday,13ᵗʰMay 2023

Time: 09.57

KS(*Interviewer*TH(*Participant*)

KS :   Selamat sore

(Good afternoon, sir)

TA :   Selamat sore

(Good afternoon)

KS :   Bagaimana kabar pak hari ini?

(How are you today?)

TA :   Alhamdulillah baik

(Alhamdulillah, fine)

KS :   Disini saya memohon izin untuk mewawancarai pak, apakah pak bersedia?

(Here I ask permission to interview you, are you willing?)

TA: Ya, silahkan.

(Yes, please)

KS :   English is included in one of the difficult subjects for students, on the other hand each student also has a different way of learning. How can all students be able to grasp the material taught?

TA :   Yes, it is usually difficult, usually we may use a fun system such as games. If it's a game, children are usually happy.

KS : For students who are considered to be behind in subjects compared to their friends, is special treatment given?

TA : Yes, if he is distinguished later, if with the smart one, later he may be inferior, so there will be his own treatment. It could be that later added task materials so that they can catch up with their friends.

KS : One of the skills in English that is quite difficult is speaking. Well, for students, the problems they often face when speaking, what are they, sir?

TA : Usually pronounciation because the writing is the same talking differently. The second is vocab, many have a little vocab so if you want to talk about what English is confused, then also courage so he doesn't dare to start.

KS : For the learning process in speaking skills, what strategies do you use?

TA: Depends on the material, if the material is daily activity, yes, using daily activity pairs is done sometimes two people may also be in groups.

KS : For how it is applied in what kind of class, sir?

TA : Usually, conversations mostly use expressions. So two pairs or pairs of such couples. For example, a drama or for example a

situation in a restaurant, a situation in a hotel needs several people, it can be.

KS :   Can the strategy be applied to different classes?

TA :   Can

KS :   The abilities of science and social studies students are different, mom, sometimes the way to catch students is different, so that's how, sir?

TA :   If you practice it, the difference is the most in courage and he can't speak it. If the application in every class can be, only at least they action it. What is smart is that they are fluent in talking about it, the difference is only there if the application can be applied.

KS :   Are there advantages and disadvantages when the strategy is used?

TA: There is, the advantage if the students are active, it's delicious, but if you lack confidence or lack vocab, it becomes crisp. So it's not cool just diem.

TRANSCRIPT OF INTERVIEW

Name: Sri Wahyuningsi, S. Pd

English Teacher: XI (Eleven)

Day/Date:Saturday,13thMay 2023

Time: 08.00

KS(*Interviewer*)TA (*Participant*)

KS :   Selamat sore bu

(Good afternoon, ma'am)

TS: Selamat sore

(Good afternoon)

KS :   Bagaimana kabar bu hari ini?

(How are you today?)

TS :   Alhamdulillah baik

(Alhamdulillah, fine)

KS :   Disini saya memohon izin untuk mewawancarai pak, apakah pak bersedia?

(Here I ask permission to interview you, are you willing?)

TS: Ya, silahkan.

(Yes, please)

KS :   *English is included in one of the difficult subjects for students, on*

the other hand each student also has a different way of learning.

How can all students be able to grasp the material taught?

TS : Maybe we open an open question first, at the end we usually ask who doesn't understand. And the material they don't understand may be reexplained later. For example, when we first explain quickly, so we change to explain it slowly.

KS : For students who are considered to be behind in subjects compared to their friends, is special treatment given?

TS : If it's classical traditional here, so there is no special treatment, but when the quiz test is like that, we know that he is lacking, later we will give you an addition. Additional or remedial, re-explained again so that you really understand.

KS : One of the skills in English that is quite difficult is speaking. Well, for students, the problems they often face when speaking, what are they, ma'am?

TS : Speaking is courage, so they are afraid to feel like they can't. They are afraid to say that it is the first one. The second is because they have a Indonesian mindset. So the system in Indonesian is transferred to English, automatically the system is English and Indonesian is different. When he transfers literally into English it will be in a different order. The word order is different, the structure is different, for example, the bathroom where, should be where is the bathroom, sometimes the child is bathroom where. Now that's the problem.

KS :   For the learning process in speaking skills, what strategies do teachers use?

TS :   Usually we are thematic. We give themes e.g. situational today we are in the market. Role play is learning where he plays characters. There are sellers there are buyers, how to bargain. Just play role play group groups.

KS: For how it is applied in what kind of class, ma'am?

TS :   Yes, that was made by the small group earlier. Partnering

KS :   Can the strategy be applied to different classes?

TS :   You can but with different standards, because our classes are different programs. There are programs that we already have English. We give their theme an immediate walk. But if it's another class, we have to give example sentences, example conversations, vocab too. Given the term inducement.

KS :   Are there advantages and disadvantages when the strategy Used?

TS :   There is, this lack of yes the child is not natural. So he is scripted, sometimes like reading a script. Children still remember that later they have to talk about how it doesn't feel natural. If the advantages can make children dare to talk about the same enriching vocab.

Appendix 3 Pictures of Interview

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MAN 1 Dompu

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/Satu

Materi Pokok : Asking and Giving Opinion

Skill : Speaking

Alokasi Waktu : 2x45menit

A. Kompetensi Inti

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku dan menghayati perilaku jujur,disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret

(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	KompetensiDasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .

	2.1 Menunjukkan perilaku tanggungjawab, peduli, kerjasama,dancinta damai, dalam melaksanakan komunikasi transaksional.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal denganguru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkaitpendapat dan pikiran, sesuai dengan konteks penggunaannya.	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

	4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris terkait teks deskriptif sederhana tentang orang;

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakankomunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan

cinta damai,dalam melaksanakan komunikasi fungsional.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan

untuk menyatakan dan menanyakan tentang pendapat dan

pikiran, sesuai dengan konteks penggunaannya pendapat dan

pikiran, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon

ungkapan menyatakan pendapat dengan tepat.

D. Materi Pembelajaran

(Power Point)

E. Metode Pembelajaran

Pendekatan   :   Scientific   Approach

Metode   : Role Play

F. Media dan Sumber Pembelajaran

1. Media

Buku yang relevan, laptop, audio dan in focus.

2. Sumber Belajar

Buku   Siswa: Bashir   Mahrukh,   Helena   I.R,   et
al.2014.*BahasaInggisBukuSiswa*.Jakarta: Pusat Kurikulum dan Perbukuan
Balitbang kemdikbud.

G. **Langkah-Langkah Pembelajaran**

a. **Pendahuluan (10 menit)**

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan member salam, mengajak peserta didik untuk merapikan kelas dan penampilan meeker, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru menstimulasi siwa melalui sebuah gambar dan meminta siswa untuk menebak gambar tersebut sesuai dengan pendapat mereka.

3. Guru memberikan brainstorming mengenai ungkapan asking and giving opinion, pertanyaan yang akan disampaikan seperti:

   "Based on the video, now please guess! What the topic are wediscuss today?''

b. Inti (70 menit)

1. Mengamati

   a. Siswa mengidentifikas ungkapan-ungkapan mengenai ungkapan menanyakan dan dan memberikan pendapat.

   b. Siswa mengidentifikasi perbedaan ungkapan agreement and disagreement dengan sebuah pendapat.

   c. Siswa mengamati vidoe tentang ungkapan-ungkapan askingand giving opinion.

2. Menanya

   a. Dengan bimbingan dan arahan guru siswa mempertanyakan antara lain, perbedaan ungkapan pendapat antara berbagai ungkapan dalam budaya bahasa Inggris dan bahasa Indonesia.

   b. Dengan bimbingan dan arahan guru siswa diminta untuk menanyakan

apa perbedaan fakta dan pendapat.

3. Mencoba/Mengumpulkan Data atau Informasi

   Siswa diputarkan sebuah video, dan siswa diminta untukmengisi sebuah kalimat rumpang sesuai audio yang didalamnya terdapat asking opinion, giving opinion, agreeing with an opinion and disagreeing with an opinion.

4. Mengasosiasi/Menganalisis Data atau Informasi

   Siswa diminta untuk mengetahui isi sebuah percakapanyang dikerjakan sehinnga mereka bisa membedakan antaraasking, giving, agreement, disagreement sebuah pendapat.

5. Mengomunikasikan

   Setelah siswa selesai mengerjakan, siswa mempraktekkan jawaban yang mereka buat tersebut kedepan kelas secara berpasangan, siswa menyatakan dan menanyakan tentang ungkapan pendapat dalam konteks tertentu.

H. Penutup (10 Menit)

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

I. PENILAIAN

KRITERIA	SKOR 4	SKOR 3	SKOR 2	SKOR 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan aksen Tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan Mengharuskan penjelasan lebihlanjut karena kosakata yang tidak sesua	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	

Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak Tercipta
Comprehension	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada dialog umum dengan percakapan yang perlahan dan banyak pengulangan	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara Penilaian Percakapan:

No.	Nama Siswa	Perolehan Skor					Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.	Annisa Larasati	4	3	3	2	4	16
2.	Asep Sudrajat	3	3	3	3	3	15
3.	Beni Hermawan	3	4	4	3	3	17
....	....	...	...	...	...	...	

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal/idea. Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5

Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlahkriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4x5 = 20 Sehingga perhitungan nilai akhir siswa adalah :

Annisa Larasati: $\frac{16}{20}$ x100= 80 2. Asep Sudrajat: $\frac{15}{20}$ x100 = 75

Exercise

Practice with your partner in front of the class!

Liza : **Hey Mike, what is your opinion about homework for kids?**

Mike : I think homework is great to be given for kids because it can

makethem remember the lesson. What about you?

Liza : **Maybe you're right. But for me, homework should be**

banned forkid.

Mike : **Should be banned. Why?**

Liza : **Because kids need to enjoy their time by playing. So they**

are notstress.

Mike : But they can do their homework at night and play at noon. It

willnot make them stress.

Liza : **But now, they have full day school. They even have no time to rest.**

Moreover, to do their homework.

Mike : I appreciate your opinion, but for me, homework is still

importantfor kids.

Liza : **Ok thank you for your opinion Mike. I need to go now.**

See youMike : See you too Liza.

Dena : **What a great movie! Did you like it?**

Luiz : Well, I enjoyed the movie, but I don't really like the

character ofEdward Cullen.

Dena : Why? I think he's so great and also handsome.

Luiz : He was. But I don't like the way he treats Bella. It's like a little

baby.Dena : He did it because Bella is his lover. I think it's normal.

Luiz : Ok let's forget it, maybe we can watch another movie next

time. Doyou like action?

Dena : Yes, I like it. I watched *The Raid* last week and it was

amazing movie.

Luiz : Really? Do you want to watch it again with

me? Dena : Yes of course. Let's watch it at my home

tonight. Luiz

: Ok, I'll be there at 8.

Zayn : Hey dude, do you see that red

jacket? Malik : You mean the red jacket

in the corner?Zayn

: Yes. What do you think?

Malik : I think it is suitable with you and your appearance.

Zayn : No, it's not for me. I'll give it to my brother as his graduation

gift nextweek.

Malik : But I think it's too small for your brother, isn't it?

Zayn : I guess not. He's thinner now after studying from USA. Maybe he

didn'teat well there.

Malik : Really? When did he get home anyway?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN 1 Dompu

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/Satu

Materi Pokok   : Why Do you Do That

Skill   : Speaking

Alokasi Waktu   : 2x45menit

A. Kegiatan Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :Memahami pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat)dan ranah abstrak (menulis, membaca, menghitung,

menggambar, danmengarang) sesuai dengan yang dipelajari di

sekolah dansumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	KompetensiDasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.3 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.4Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .
	2.1 Menunjukkan perilaku tanggungjawab, peduli, kerjasama,dancinta damai, dalam melaksanakan komunikasi transaksional.	2.4 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal denganguru dan teman. 2.5 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.6 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkaitpendapat dan pikiran, sesuai dengan konteks penggunaannya.	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.
	4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris terkait teks deskriptif sederhana tentang orang;

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakankomunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,dalam melaksanakan komunikasi fungsional.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan sebab akibat dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi pembelajaran

(Lampiran 1)

E. Metode Pembelajaran

Pendekatan : Scientific Approach

F. Media dan Sumber Pembelajaran

1. Media

Buku yang relevan, laptop dan in focus, video.

2. Sumber Belajar

Buku Siswa dan Buku Guru Kurikulum 2013 kelas XII Revisi.

G. Langkah-Langkah Pembelajaran

a. **Pendahuluan (10 menit)**

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan member salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru menstimulasi siswa melalui tayangan sebuah video atau pertanyaan yang akan disampaikan seperti:

After watching the video, what is the moral value you can get? From the video, we know that smoking cause a bad impact of our life. Right?

3. Guru memberikan brainstorming mengenai ungkapan sebab akibat kepada peserta didik

b. Inti (70 menit)

1. Siswamengidentifikasi ungkapan-ungkapan mengenai ungkapan menanyakan dan memberikan pendapat

2. Siswa mengidentifikasi perbedaan ungkapan *cause andeffect* dengan sebuah pendapat

3. Siswa mengamati video tentang ungkapan-ungkapan *causeand effect.*

c. Menanya

1. Dengan bimbingan dan arahan guru siswa mempertanyakan antara lain, perbedaan ungkapan *cause and effect* dalam budaya bahasa Inggris dan bahasa Indonesia.

2. Dengan bimbingan dan arahan guru siswa diminta untuk menanyakan apa struktur kalimat tentang *cause and effect.*

d. Mencoba/Mengumpulkan Data atau Informasi

Siswa diputarkan sebuah video, dan siswa diminta untuk mengisi sebuah kalimat rumpang sesuai audio yangdidalamnya terdapat cause and effect

e. Mengasosiasi/Menganalisis Data atau Informasi

Siswa diminta untuk mengetahui isi sebuah percakapan yang dikerjakan sehinnga mereka bisa mempraktikkan ungkapan cause and effect

f. Setelah siswa selesai mengerjakan, siswa mempraktekkan jawaban yang mereka buat tersebut kedepan kelas secara berpasangan, siswa ungkapan cause and effect dalam konteks tertentu.

H. Penutup (10 Menit)

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan

   yang sudah dipelajari pada pertemuan ini.

2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu

   mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka

   lakukan.

I. PENILAIAN

KRITERIA	SKOR 4	SKOR 3	SKOR 2	SKOR 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan aksen Tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti

	Kadang-kadang pelafalan tidak tepat dan Mengharuskan penjelasan lebihlanjut karena kosakata yang tidak sesua	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	
Kosakata (Vocabulary)				
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak Tercipta
Comprehension	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa	Sulit untuk mengikuti dialog yang dilakukan kecuali pada dialog umum dengan percakapan yang	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat

	pada bagian- bagian tertentu	pengulangan	perlahan dan banyak pengulangan	sekalipun

Cara Penilaian Percakapan:

No.	Nama Siswa	Perolehan Skor					Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.	Annisa Larasati	4	3	3	2	4	16
2.	Asep Sudrajat	3	3	3	3	3	15
3.	Beni Hermawan	3	4	4	3	3	17
....	....	...	...	...	...	...	

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal/idea. Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari

kriteria ke-1 sampai dengan ke-5

Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah

kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4x5 = 20

Sehingga perhitungan nilai akhir siswa adalah :

Annisa Larasati:$\underline{16}$ x100= 80 2. Asep Sudrajat:$\underline{15}$x100 = 75

<div align="center">20   20</div>

Lampiran I

Exercise

Practice these dialogues with your partner in front of

the class! (choose onedialogue)

A: Hey did you watched TV last

night?B: Nope. Why?

A: They said there's many bad effects if we consume Flakka drug. They said

theeffect could make person act like a zombie.

B: Really, how?

A: Yes, watch on youtube if want to know more. It's so

scary. B: We should more careful then. I'll watch on my

youtube laterA: Yeah you're right.

A: Good morning Mr. Joe. I'm sorry I didn't come the class

yesterday.B: Good morning Mike. Why you didn't come

yesterday?

A: I got rained last night Sir so I got

headache.B: I see. Are you ok now?

A: Yes sir I feel better after consuming some medicine last

night.B: Good. Have a sit the. We'll start our lesson

A: Yes sir, thank you.

Appendix 5 (Thesis Consultation logbook)

UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYYAH DAN KEGURUAN
Jalan Gajayana No. 50 telepon (0341) 552 398 Faxsimile (0341) 552398 Malang
email

BUKTI KONSULTASI SKRIPSI

Nama	:	Krisnawati
NIM	:	19180007
Judul	:	Teachers' Strategies in Teaching Speaking for Eleventh-Grade students of MAN 1 Dompu Academic Year 2022/2023
Dosen Pembimbing	:	Prof. Dr. H. Langgeng Budianto, M.Pd
NIP	:	197110142003121001

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1.	30/11/2022	Konsultasi judul	
2.	5/12/2022	Chapter 1 : background of study, research problem.	
3.	9/12/2022	Chapter II : Review of theoretical studies, Problem in speaking	
4.	16/12/2022	Chapter III: Research setting and participants, interviews	
5.	21/12/2022	Chapter I, II, dan III.	
6.	31/01/2023	Blueprint of interview	
7.	01/02/2023	Revisi blueprint	
8.	16/02/2023	Appendix	
9.	21/07/2023	Chapter IV dan Chapter V	
10.	31/07/2023	Revisi chapter IV	
11.	5/08/2023	Revisi chapter V	
12.	9/08/2023	Appendix	

Malang, September 2023
Ketua Jurusan,

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