

**TEACHING STRATEGIES IN SPEAKING CLASS AT SMKN 4 MALANG**

**UNDERGRADUATE THESIS**

Presented to  
**Universitas Brawijaya**  
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for the degree of *Sarjana Pendidikan*

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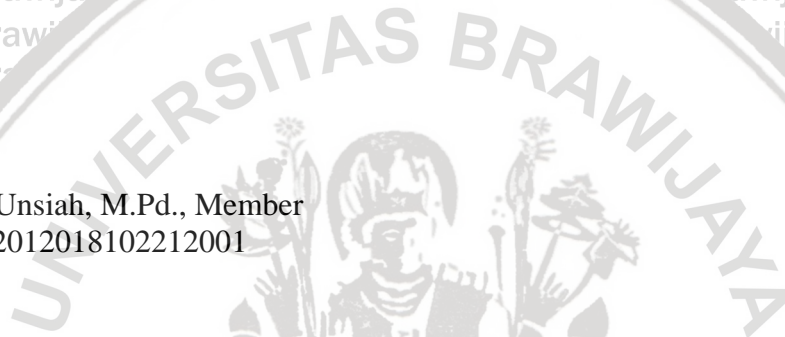
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## ABSTRACT

Ikrima, Izzatul. 2016. **Teaching Strategies in Speaking Class at SMKN 4 Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Frida Unsiyah, M.Pd

**Keywords:** Speaking, Teaching Strategies, the Students' Achievement, the Students' perception

This research tells about the teaching strategies applied by the teacher in speaking class at SMKN 4 Malang. Therefore, this study is intended to find out: (1) the teaching strategies in speaking class; (2) the students' achievement in speaking skill; (3) the students' perception toward the strategies applied by the teacher.

The study used descriptive qualitative as a research design. The subjects of the study were one of the English teachers and the tenth year students of Graphic Preparation E ( X PS E) at SMKN 4 Malang. There were three instruments used by the researcher in collecting the data, namely observation checklist, interview guide, and questionnaire. In the observation, the researcher found the strategies applied by the teacher in teaching speaking. In the interview, the researcher found the educational background of the teacher, the students' achievement at SMKN 4 Malang, and the characteristics of the tenth year students of Graphic Preparation E (X PS E). In the questionnaire, the researcher found the students' perception toward the strategies applied by the teacher.

The result of the study showed that there were some teaching strategies applied by the teacher in teaching speaking in the tenth year students of Graphic Preparation E at SMKN 4 Malang, namely "Alphabet chain" game, "The why" game, "Just a minute" game, story telling, role play, discussion and debate. The teacher used six supporting strategies as well, namely he used an easy language, repeated the explanation of the material twice, translated some difficult words, gave a louder voice, called each student who make a noise, and spoke more slowly. From the students' achievement, the researcher found that the students had a good ability in speaking. It could be proven by seeing the students' speaking scores that were more than 80, it was higher than a standard minimum score in the school that is 75 as a *Kriteria Ketuntasan Minimum (KKM)*. The students also had some achievements from winning speaking competition. From the students' perception, the students thought that the strategies used by the teacher were interesting and they agreed that the strategies used by the teacher could enhance their speaking skill. Meanwhile, the English teacher has to consider whether the students understand the material or not, because sometimes the teacher's explanation is too long and too fast. The researcher hoped that teachers who have no variation in teaching English can use and develop his or her teaching strategies

## ABSTRAK

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Keywords: Speaking, Teaching Strategies, the Students' Achievement, the Students' perception

Penelitian ini menceritakan tentang strategi pengajaran guru dalam mengajarkan keterampilan berbicara. Penelitian ini bertujuan untuk mengetahui: (1) strategi pengajaran guru dalam kelas keterampilan berbicara; (2) prestasi kemampuan berbicara siswa; (3) persepsi siswa terhadap strategi yang digunakan oleh guru.

Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Subjek penelitian ini adalah salah satu guru bahasa Inggris dan siswa kelas sepuluh Persiapan Grafika E ( X PS E) di SMKN 4 Malang. Ada tiga instrumen dalam pengumpulan data, yakni lembar observasi, panduan wawancara, dan kuesioner. Dari observasi, peneliti menemukan strategi yang digunakan oleh guru dalam mengajarkan kemampuan berbicara. Dari wawancara, peneliti menemukan latar belakang pendidikan guru, prestasi siswa dalam kemampuan berbicara, dan karakteristik siswa kelas X PS E. Dari kuesioner, peneliti menemukan persepsi siswa terhadap strategi yang digunakan oleh guru.

Hasil penelitian menunjukkan bahwa ada beberapa strategi pengajaran guru dalam mengajarkan keterampilan membaca di kelas sepuluh Persiapan Grafika E di SMKN 4 Malang, yakni "*Alphabet Chain*" game, "*The Why*" game, "*Just a Minute*" game, *story telling*, *role play*, *discussion*, dan *debate*. Guru juga menerapkan enam strategi pendukung, yakni dia menggunakan bahasa yang mudah dipahami, mengulangi penjelasan tentang materi dua kali, menerjemahkan kata-kata sulit, mengeraskan suara, memanggil setiap nama siswa yang membuat kegaduhan, dan memperlambat perkataan. Dari prestasi siswa, peneliti menemukan bahwa siswa memiliki kemampuan berbicara yang bagus. Hal itu dapat dibuktikan dengan melihat nilai-nilai kemampuan berbicara siswa yang diatas 80, lebih tinggi dari standar nilai minimum yakni 75 sebagai Kriteria Ketuntasan Minimum (KKM). Siswa juga mempunyai beberapa prestasi dari memenangkan kompetisi berbicara. Dari persepsi siswa, siswa berpendapat bahwa strategi yang digunakan guru sangatlah menarik dan mereka juga berpendapat bahwa strategi tersebut dapat meningkatkan kemampuan berbicara mereka. Sementara itu, guru harus memikirkan apakah siswa sudah paham materi atau belum, karena terkadang penjelasan dari guru sangatlah panjang dan cepat. Peneliti berharap bahwa para guru yang tidak mempunyai variasi dalam mengajar bahasa Inggris dapat menggunakan dan mengembangkan strategi mengajarnya.

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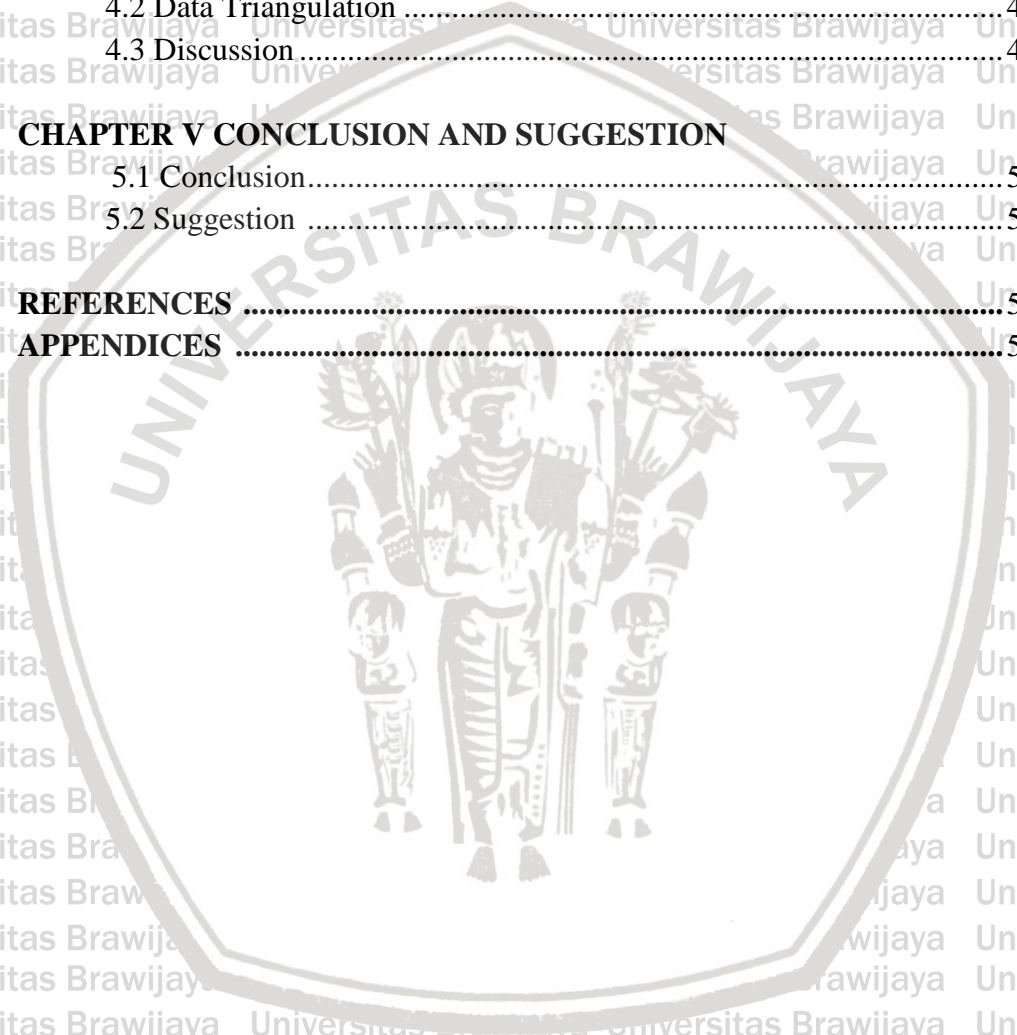
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