Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas METHODS IN TEACHING SPEAKING AT THE SEVENTH Provides Brawijaya GRADE STUDENTS OF MTS SURYA BUANA MALANG rawijaya Universitas Brawijaya Universitas Brawijaya ACADEMIC YEAR 2015/2016 **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** UNDERGRADUATE THESIS rawijaya Universitas Brawijaya ersitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Br rawijaya MUHAMAD MIRZA FAHMI rawijaya **Universitas Brawijaya** 125110500111008 Universit Iniversitas Brawijaya Universi rawijaya rawijaya hiversitas Brawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijay **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra ENGLISH LANGUAGE EDUCATION PROGRAM Universitas Brawijaya rawijaya Universitas Brawijaya FACULTY: OF-CULTURAL STUDIES/ijaya Universitas Brawijaya Un **UNIVERSITAS BRAWIJAYA**Brawijaya rawijaya Universitas Braw2016 Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas METHODS IN TEACHING SPEAKING AT THE SEVENTH Provides Brawijaya rawijaya rawijaya ersitas Brawijaya GRADE STUDENTS OF MTS SURYA BUANA MALANG rawijaya Universitas Brawijaya Universitas Brawijaya **ACADEMIC YEAR 2015/2016 Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas P Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniUNDERGRADUATE THESIS Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Presented to rawijaya Universitas Brawijaya rawijaya in partial fulfillment of the requirements rawijaya for the degree of Sarjana Pendidikan rawijaya hiversitas Brawijaya niversitas Brawijaya rawijaya rawijaya rawijaya BY rawijaya **MUHAMAD MIRZA FAHMI** Universitas Brawijaya 125110500111008 **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijay Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Bravenglish Language Education Program Universitas Brawijaya rawijaya Universitas Brawijaya FACULTY OF CULTURAL STUDIES/ijaya **Universitas Brawijaya** rawijaya rawijaya Un**UNIVERSITAS BRAWIJAYA**Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Braw2016 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Unideclaration of Authorship sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas BNameijaya : Muhamad Mirza Fahmi Universitas Brawijaya NIM : 125110500111008 Universitas Brawijaya : Dusun Mirikerep RT 006 RW 003 Desa Madusari, Kecamatan Universitas Brawijaya Secang, Kabupaten Magelang Universitas Brawijaya declare that: **Universitas B** 1. this undergraduate thesis is the sole work of mine and has not been written in Universitas Brawijaya collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person. rawijaya **Universitas Brawijaya** 2. if at later time it is found that this undergraduate thesis is a product of Universit Iniversitas Brawijaya plagiarism, I am willing to accept any legal consequences that may be hiversitas Brawijaya imposed upon me. rawijaya rawijaya rawijaya Universit hiversitas Brawijaya niversitas Brawijaya rawijaya Malang, 5th August 2016 rawijaya **Universita** rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Muhamad Mirza Fahmi Universitas Brawijaya NIM 125110500111008 **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijay **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
This is to certify that the undergraduate thesis of Muhamad Mirza Fahmi has been
Universitas Brapproved by the supervisor tas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya ersitas Brawijaya rawijaya Universitas Brawijaya rawijaya Supervisor **Universitas Brawijaya Universitas Brawijaya Universitas B** rawijaya **Universitas Brawijaya** rawijaya Universit Universitas Brawijaya rawijaya NIK. 201201 800713 2001 rawijaya rawijaya hiversitas Brawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya: Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas BiThis is to certify that the undergraduate thesis of Muhamad Mirza Fahmi has been a **Universitas Brawijaya** rawijaya approved by the Board of Examiners as one of the requirements for the degree of Sarjana Pendidikan. rawijaya rawijaya Universitas Brawijaya ersitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas B Universitas Brawijaya** Universitas B Frida Unsiah, M.Pd., Chair **Universitas Brawijaya** rawijaya rawijaya NIK. 201201 810221 2001 **Universitas Brawijaya** Universit Iniversitas Brawijaya rawijaya Yulia Hapsari, M.Pd., Member rawijaya NIK. 201201 800713 2001 rawijaya niversitas Brawijaya rawijaya rawijaya Acknowledged by, Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas B Head of English Language rawijaya Vice Dean for Academic Affairs | ava Education Program **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijay rawijaya Universitas Brawijava **Universitas Brawijaya** Universitas Br Syariful Muttaqin, M.A. Brawijaya Universitas B. Dr. Est Junining, M.Pd. rsitas Braw rawijaya VIP. 19720604 200212 2 001 Universitas Brawijaya Universit NIP. 19751101 200312 1 001 NIP. strawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

10,111,0170	emirotorao etatrijaja emirotorao etatrijaja emirotorao etatrijaja emirotorao	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas BraAll praise be to Alah SWT who gives blessing and mercy upon the writer tositas	
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities finish this thesis as the final project of the study in English Language Education Universities Brawijaya	Brawijay
rawijaya Irawijaya		
rawijaya Brawijaya	Universit Program, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Without Hissitas Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	blaceing the writer could never be necesible to finish this thesis. Deage and blaceing	Brawijay
rawijaya		
rawijaya	Universital always be given to Prophet Muhammad SAW who has guided us from the darkness Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitup to the end of the world. rawijaya Universitas	
rawijaya	Universitas Brawi Jaya Universitas	Brawijay
rawijaya	Universitas Braw Univer	Brawijay
rawijaya	Universitiparents, Mr Isrochri and Mrs Satudamul Khimayah, his sisters Lia Fatra Iana Azzasitas	Brawijay
rawijaya	Universitas	
rawijaya	Universi Rohmah and Faraida Izza Nailul Amani, and his brother Muhammad Nurul Faizsitas	
rawijaya 	who always give support, prays, and motivation to finish his study.	
rawijaya	Universit	
rawijaya rawijaya	Universit His deepest appreciation is also dedicated to his beloved supervisor, MrsSitaS	
rawijaya Irawijaya	University University	Brawijay
rawijaya	Universiting under him in the process of making until finishing this thesis by giving beneficial sites	
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universi feedbacks and constructive advices. The writer would like to thank Mr. Akhmadsitas	
rawijaya	Universities Riyadi, S. Si, S. Pd, as the principle of MTs Surya Buana Malang and Mrs Athika	Brawijay
rawijaya	Universitas Brau Universitas	
Brawijaya Brawijaya	Universit Diena H, M.Pd. as the English Teacher who gave him their permission, guidance, Sitas	
rawijaya Irawijaya	Universitas Brawija Universitas Universitas and advice while doing this study. His greatest appreciation would be dedicated to sitas	Brawijay
rawijaya	all lecturers of English Language Education Program for all the knowledge, advices,	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitand experiences given to him during his study. The writer would also like to expresssit as	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas his gratitude to Indonesian Government and Mr. Samedi who gave him scholarship sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universities the writer can continue his study in college to get his bachelor degree. Thanks to Sitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universital the person who have contributions during his study itas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	brawijay

101111101101	OTHER DIGITION	Unitaliated Diamijarya	OTHER DIGITION	011110101100	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya			Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brayijava	l gratitude to his wonder y	yoman Helmi Christina Dev	ู้ เปล่างอารitas	Brawijay
rawijaya	Universitas Brawijaya			Universitas	
rawijaya	Universitwho always suppo				
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya one who makes hi Universitas Brawijaya	im the strongest man alive. Universitas Brawijaya	Thanks for being the most a	annoying Universitas	Brawijay
rawijaya	Universit woman that he ha				
rawijaya	Universitas Brawijava	Universitas Brawijava	Universitas Brawijava	Universitas	Brawijav
rawijaya	Universithis second family	, Keluarga Bahagia; Kem	i, Nasir, Asror, Barok, Mer	ne, Fitri, Sitas	Brawijay
rawijaya			Dio, Wisnu, Ajis, and Samidi		
rawijaya	Universitas Brawijaya	Dewix, Rainel, L	o, wishu, Ajis, and Sannui as Brawijaya	Universitas	Brawijay
rawijaya	Universitfor being his broth	ners and sisters. The writer	would like to dedicate his gra		
rawijaya	Universitas Braw' Universitas boarding house	City I II WWW.	Aliano di para	Universitas	Brawijay
rawijaya	Universities boarding house	e menus, nis KKN team-ma	ates, his PPL friends, Pebasis	on Class Universitas	Brawijay
rawijaya	Universit ₂₀₁₂ , all members	s of AEELS, big family of I	English Language Education	Program	Brawijay
rawijaya	Universita	LEW WELL	the second	Universitas	Brawijay
rawijaya	Universi 2012, and whoever				
rawijaya	Universi amazing memorie	s lessons experiences and	also for drawing and colorin	niversitas g his life	Brawijay
rawijaya	Universit	s, respons, experiences, and	and coloring and coloring	hiversitas	Brawijay
rawijaya	Universitduring his study.			hiversitas	Brawijay
rawijaya	Universit		T	niversitas	Brawijay
rawijaya	Universita	AN STAIL		Iniversitas	
rawijaya	Universita	道门里到	Malang, August 2016	Universitas	
rawijaya	Universitas		情	Universitas	
rawijaya	Universitas B			Universitas	
rawijaya	Universitas Bl		a	Universitas	
rawijaya	Universitas Bra	AA	aya	Universitas	
rawijaya	Universitas Braw		Muhamad Mirza Fahmi		
rawijaya	Universitas Brawija		wijaya	Universitas	
rawijaya	Universitas Brawijay		- Awijaya	Universitas	
rawijaya			Omversitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya	Universitas	
rawijaya rawijaya			Universitas Brawijaya	Universitas Universitas	
rawijaya rawijaya			Universitas Brawijaya	Universitas	
rawijaya			Universitas Brawijaya Universitas Brawijaya	Universitas	
			Universitas Brawijaya	Universitas	
rawijaya rawijaya				Universitas	
rawijaya			Universitas Brawijaya		
rawijaya			Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	universitas brawijaya	Universitas Brawijaya	Universitas	Drawijay

Universitas Brawijaya Fahmi, Muhamad Mirza. 2016. Methods in Teaching Speaking at the Seventh Grade Students of MTs Surya Buana Malang Academic Year 2015/2016. English Language Education Program, Universitas Brawijaya. Supervisor: Yulia Universi Hapsari, M.Pd. Keyword: teaching speaking, teaching methods, speaking activities MTs Surya Buana Malang is one of the best Madrasah Tsanawiyah in Malang. This school has a lot of achievements in speaking field that is proven by becoming the winner of some competitions such as speech, storytelling, and also spelling bee, starting from Malang region until National level. According to Nunan (2003), one of the factors that affects the successful teaching and learning process is the method used by the teacher in teaching. 7A class of MTs Surya Buana Malang is the best class that has a better quality of speaking among the other classes. Universit Therefore, the researcher conducted this research to find out the methods used bysitas Br the teacher and the speaking activities applied in teaching speaking, also the impacts to the students. This research was a case study with qualitative approach as it attempted to analyze and describe the methods in teaching speaking at 7A class of MTs Surya Buana Malang. This research used observations and interviews as methods of datas it as collection. The subjects of this research were the English teacher and the students of 7A class of MTs Surya Buana Malang. The findings showed that the method used by the teacher during this research was Communicative Language Teaching (CLT). There were some characteristics of CLT appeared in the teaching and learning process: the teacher's sitas Brawijay role was a facilitator, the students had responsibility to learn, and the classroom activities were meaningful to the students. In addition, CLT was used to teach the students' speaking ability, especially in terms of emphasizing the students' fluency and accuracy by giving the students opportunities to speak and correcting students's Itas Bi pronunciation. The speaking activities conducted were simulation and role-play and sitas Brawijay acting from a script. These activities made the students able to practice their speaking, encourage their confidence to speak, improve their knowledge and experiences, and also increase their creativity. Based on the findings, some suggestions are given. For the English teacher, it is suggested to maximize the method to improve the students' speaking ability by Universitienriching the speaking activity so the students will get more experiences and sit as interest to the lesson. For further researchers, they are suggested to conduct a research on the methods of teaching for other English skills. Universitas Brawijaya Universitas Brawijaiya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Branstrak Fahmi, Muhamad Mirza. 2016. Metode dalam Pengajaran Berbicara di kelas VII MTs Surya Buana Malang Tahun Akademik 2015/2016. Program Studi Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Yulia Hapsari, Kata kunci: mengajar berbicara, metode pengajaran, kegiatan berbicara MTs Surya Buana Malang adalah salah satu Madrasah Tsanawiyah terbaik di kota Malang. Sekolah ini memiliki banyak prestasi di bidang speaking yang dibuktikan dengan menjadi pemenang dari beberapa kompetisi seperti speech, storytelling, dan spelling bee mulai dari kompetisi wilayah Malang sampai tingkat Nasional. Menurut Nunan (2003), salah satu faktor yang mempengaruhi suksesnya proses pembelajaran adalah metode yang digunakan oleh guru dalam mengajar. Kelas 7A MTs Surya Buana Malang adalah kelas yang memiliki kualitas speaking yang lebih baik di antara kelas-kelas lain. Oleh karena itu, peneliti melakukan sitas penelitian ini untuk mengetahui metode yang digunakan oleh guru, kegiatan berbicara diterapkan dalam pengajaran berbicara, dan juga dampak kepada siswa. Penelitian ini merupakan studi kasus dengan pendekatan kualitatif, karena mencoba untuk menganalisis dan mendeskripsikan metode dalam mengajarkan kemampuan speaking di kelas 7A MTs Surya Buana Malang. Penelitian inisi menggunakan observasi dan wawancara sebagai metode pengumpulan data. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas 7A MTs Surya Buana Temuan menunjukkan bahwa metode yang digunakan oleh guru selama penelitian ini adalah Communicative Language Teaching (CLT). Ada beberapasitas karakteristik CLT yang ditemukan dalam proses belajar mengajar: peran guru adalah fasilitator, siswa mempunyai tanggung jawab untuk belajar, dan kegiatan kelas bermakna bagi siswa. CLT digunakan untuk mengajarkan kemampuan siswa dalam berbicara, terutama dalam hal menekankan siswa kelancaran dan akurasi dengan memberi kesempatan siswa untuk berbicara dan mengoreksi pengucapan. kegiatan berbicara yang dilakukan adalah simulasi dan drama dan berperan dari script. Kegiatan ini membuat siswa dapat mempraktikkan kemampuan berbahasa, mendorong kepercayaan diri siswa untuk berbicara, meningkatkan pengetahuan dan pengalaman siswa, dan juga meningkatkan kreativitas siswa. Berdasarkan temuan, beberapa saran yang diberikan. Untuk guru bahasa Universi Inggris, disarankan untuk memaksimalkan metode yang digunakan untuk it meningkatkan kemampuan berbicara siswa dengan memperkaya aktivitas berbicara sehingga siswa akan mendapatkan lebih banyak pengalaman dan lebih tertarik mengikuti pelajaran. Untuk peneliti selanjutnya, disarankan untuk melakukan penelitian pada metode pengajaran untuk keterampilan bahasa Inggris lainnya. Universitas Brawijaya TABLE OF CONTENTS Universitas Brawijaya Universitas Brawijaya

	OIIIIOIOICOO DIGITIIIOIO	OTTO COLOR DIGITION	SILL O LO LEGIO DI GITTI I GITTO	OTHER DISTRICT	
rawijaya	Universitas Brawijaya	Universitas Brawijaya I	Jniversitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya 1		Universitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya		Universitas	
rawijaya	Universit TITLE PAGE	Universitas Brawijaya		Universitas	
rawijaya		N OF AUTHORSHIP a.v.a			
rawijaya		S APPROVAL			
rawijaya	BOARDS OF E	XAMINERS' APPROVAL.	·lmhvarcitac ·Brawijaya·	······································	Rrawijay
	ACKNOWLED	XAMINERS' APPROVAL. GEMENT	Iniversitas Brawijaya	Vi	Proviiov
rawijaya					
rawijaya		Universitas Brawijaya I			
rawijaya	ABSTRAK	Universitas Brawijaya	Jniversitas Brawijaya	Universitas	Brawijay
rawijaya	TABLE OF CO	NTENTS	universitas Brawijaya		Brawijay
rawijaya	UniversitEIST OF FIGU	NTENTS	rersitas Brawijaya	universitas	Brawijay
rawijaya	universitas Brawilaya		s. s. Brawilaya.	Univxiisitas	Brawijay
rawijaya	UniversiteDHrawijav	OF	cawarre	NDICESSITAS	Brawijay
rawijaya		~11A9 B			
rawijaya	Universitas Br	25	va	Universitas	
rawijaya 	Universit CHAPTER I IN		業	Universitas	
rawijaya	Universita 1.	1 Background of the Study 2 Problem of the Study		mivefsitas	Brawijay
rawijaya 	Universi 1.	3 Objective of the Study		6	Brawijay
rawijaya	Universi 1.	3 Objective of the Study 4 Significances of the Study . 5 Definitions of Key Terms		iversitas	Brawijay
rawijaya	Universit 1.	5 Definitions of Key Terms		<u>Mive</u> 7sitas	Brawijay
rawijaya	Universit CHAPTER II F	REVIEW OF RELATED LIT	FERATURE	hiversitas	
	University 2.	1 Theoretical Framework		niversitas	Brawijay
rawijaya		2.1.1 Teaching Speaking to	EFL III JAS III IIIdollesia		
rawijaya	Universitas	2.1.2 Methods in Teaching	Speaking	Univ10sitas	Brawijay
rawijaya	Universitas	2.1.2.1. Direct Metho	odal Method	∕-UniveYsitas 11	Brawijay
rawijaya	Universitas A	2.1.2.3. Suggestopedi	a	Universitas	Brawijay
rawijaya	Universitas Bl	2.1.2.4. Silent Way	al Methoda	<u>Unive</u> 3sitas	Brawijay
rawijaya	Universitas Bra	2.1.2.5. Community I	Language Learning	Univŧ4sitas	Brawijay
rawijaya	Universitas Braw	2.1.2.6. Communicati	ive Language Teaching	···Unive4sitas	Brawijay
rawijaya	Universitas Brawija	2.1.2.7. Total Physica 2.1.3 Speaking Activities 2.1.3.1. Acting from a Unive 2.1.3.2. Communication	ıı KesponsesWijaya	"Universitas	Brawijay
rawijaya	Universitas Brawijay	2.1.3.1. Acting from a	a script awijaya	Univasitas	Brawijay
rawijaya	Universitas Brawijaya	Unive 2.1.3.2. Communicati	on games as Brawijaya.	Unive 7 sitas	Brawijay
rawijaya	Universitas Brawijaya	Unive 2.1.3.3. Discussion	Universitas Brawijaya.	Univ £7 sitas	Brawijay
rawijaya	Universitas Brawijaya	2.1.3.4. Prepared talk	Smiversitas Brawijaya es	···Unive/sitas	Brawijay
rawijaya	Universitas Brawijaya	2.1.3.5. Questionnairo 2.1.3.6. Simulation ar 2.1.3.7. Telling storie	nd role-play	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Unive 2.1.3.7. Telling storie	Iniversitas Brawijaya	Univ _f 8sitas	Brawijay
rawijaya	Universitas Brawijaya	Unive 2.1.3.8. Favorites obj	ectiversitas.Brawijaya	Univ19sitas	Brawijay
rawijaya	Universitas Brawijaya	2.2.3.9. Meeting and 2 Previous Studies	greeting itasBrawijaya.	···Unive9sitas	Brawijay
rawijaya		2 Universitas Brawijaya i	Jniversitas Brawijaya		
rawijaya	Universitas Brawijaya	Universitas Brawijaya I	Jniversitas Brawijaya		
rawijaya	Universitas Brawijaya	Universitas Brawijaya I	Jniversitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya I	Jniversitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya 1	Jniversitas Brawijaya	Universitas	Brawijay
	Universitas Brawijaya	Universitas Brawijaya I	Jniversitas Brawijaya	Universitas	Brawijav
rawijaya	omiroroitao Brawijaya				

10.11110110	OTTO TOTAL BIOTINIO		OTHER DISTRICT
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		RESEARCH METHODS Universitas Brawijaya	Universitas Brawijay
rawijaya		RESEARCH METHODS 1 Research DesignamilayaliniversitasBrawijaya	
rawijaya	Universitas Brawijaya.	2 Data Sources Remailment Initiation Remailment	
rawijaya	Universitas Brawijaya	3 Data Collection	timiversitas Brawijay
rawijaya	Universitas Brawijaya	2 Data Sources	Universitas Brawijay
rawijaya	Universitas Brawijaya	3.3.2 Interview ersitas Brawijaya	Universitas Brawijay
rawijaya			27
rawijaya	Universitas Brawijay ³ ,	4 Data Analysis	"Hriversitas Brawijay
rawijaya	Universitas Brawi 3.	5 Data Triangulation	30 Ilniversitas Brawijay
rawijaya	Universite Landers IV	4 Data Analysis	Universitas Brawijay
rawijaya	Universitas 4.	FINDING AND DISCUSSION 1 Finding	Universitas Brawiiav
rawijaya	Universita	7	
rawijaya	Universit	4.1.1 Results of the Observation	31 Brawijay
rawijaya	Universi	4.1.2 Results of Interview with the English Teacher	iv₂⁄rsitas Brawijay
rawijaya	Universit	4.1.3 Results of Interview with the Students	iversitas Brawijay
rawijaya	Universit		35 sitas Brawijav
	Universit: 4.	2 Discussion	miversitas Brawijay
rawijaya	Universita	4.2.1 Methods of Teaching Speaking used by the Teaching Speaking Used Used Used Used Used Used Used Used	l36 Janiversitas Brawijay
rawijaya	Universita	4.2.1 Methods of Teaching Speaking used by the Teac	
rawijaya	Universitas	4.2.2 Speaking Activities applied by the Teacher	Universites Promiley
rawijaya	Universitas L	4.2.3 The Impacts to the Students	38 universitas Brawijay
rawijaya	Universitas Bl	4.2.3 The Impacts to the Students	Universitas Brawijay
rawijaya	Universitas Bra		Universitas Brawijay
rawijaya	Universit CHAPTER V C	CONCLUSION AND SUGGESTION	Universitas Brawijay
rawijaya	Universitas Brawii 5.	1 Concusion	"Universitas Brawijay
rawijaya	Universitas Brawijay	2 Suggestion (aWIJaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	1 Concusion wijaya 2 Suggestion awijaya Universitas Brawijaya	Univ ₄₂ sitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit A PRENDICES	Universitas Brawijaya Universitas Brawijaya	"Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaiya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijay Universitas Brawijaya** Universitas Brawijaya Universitas Br Universitas Brawijaya rawijaya rawijaya **Universitas** Universitas Brawijaya UniversitTable Pageersitas Brawijaya niversitas Brawijaya Universi 3.1 Classification of Interview's Question with English Teacher..... rawijaya 28 iversitas Brawijaya 3.2 Classification of Interview's Question with Students..... Universit rawijaya rawijaya Universit hiversitas Brawijaya rawijaya Iniversitas Brawijaya Universita Iniversitas Brawijaya rawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Braw** Universitas Brawijaya rawijaya Universitas Brawijay Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaiya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya **Universitas Brawijay Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Br **Universitas Brawijaya** Universit Universitas Brawijaya Universi Appendix Page Page Brawijaya niversitas Brawijaya rawijaya The Achievements of MTs Surya Buana in English Competition 46 iversitas Brawijaya Universit! rawijaya ⁴⁷iversitas Brawijaya Universit² Students' Score of MTs Surya Buana Malang in the Second Semester rawijaya Universit³ Field Notes of Classroom Observations versitas Brawijaya 4 Result of Classroom Observation by using Field Notes 49 Universit rawijaya 51 Interview Guide for the English Teacher Universita Lniversitas Brawijaya rawijaya Transcript of Interview with the English Teacher Universit7 Interview guide for the Students Արiversitas Brawijaya rawijaya Universit 8 S Transcript of Interview with the students..... પ્રિજ્ઞાંversitas Brawijaya **L**61iversitas Brawijaya L62iversitas Brawijaya L63iversitas Brawijaya Universit12 Letter of Research Statement L64iversitas Brawijaya Universit13 Documentations of the Classroom Observations....... L65iversitas Brawijaya 67iversitas Brawijaya Univers 15 Documentations of Interview with the English Teacher..... 68iversitas Brawijaya **Miversitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaiya Universitas Brawijaya rawijaya

101111101701	emitorordo prattijaja emitorordo prattijaja emitorordo prattijaja	011110101000	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas INTRODUCTION ersitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas BraThis chapter contains parts of introduction which are background	nd/of\thesitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	udy, and Universitas	Brawijay
rawijaya	Universitalso definition of key terms.	Universitas	
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijay	Universitas	Brawijay
rawijaya	Universitas Brawn of the Study Universitas Brawn ijaya	Universitas	Brawijay
rawijaya	Universitas Br English is considered as one of the compulsory subjects in M	Madrasah ^{Sitas}	Brawijay
rawijaya	Universitas	Universitas	
rawijaya	Universit Tsanawiyah (MTs) in Indonesia. Based on Keputusan Menteri Agama		
rawijaya	Universi Universi Indonesia No 117 Tahun 2014 Tentang Implementasi Kurikulum 2013 di M	lardasah,	Brawijay
rawijaya			
rawijaya	Universi English is one of the subjects that should be taught in Madrasah Tsana		
rawijaya	Universit Universit Junior High School besides Math, Science, Bahasa, and so on. It is also	hiversitas stated on	Brawijay
rawijaya			
rawijaya Irawijaya	University Peraturan Badan Standar Nasional Pendidikan Nomor: 0034/P/Bsnp/University	/Xii/2015 ^{Sitas} Universitas	
rawijaya	University Tentang Prosedur Operasional Standar Penyelenggaraan Ujian Nasion		
rawijaya			
rawijaya	University Pelajaran 2015/2016 that English becomes one of the subjects that significant and subjects that significant subjects that subjects that significant subjects that subjects that significant subjects that significant subjects that subjects that significant subjects that	hould be Universitas	Brawijay
rawijaya	Universit passed in National Examination for MTs or Junior High School students. T		
rawijaya	Universitas Pravia	Universitas	
rawijaya	Universitas Braw Universitas Braw Univer	Universitas	
rawijaya	Universitas Brayija English has four skills that should be mastered, namely listening, s		
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi reading and writing. A theory stated by Harmer (2007) says that liste	ningiandsitas	Brawijay
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya reading are categorized as receptive skills while speaking and writing are Universities.	Universitas	Brawijay
rawijaya	reading are categorized as receptive skills while speaking and writing are to	belong to Universitas	Brawijay
rawijaya	University productive skills. Receptive skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills where the management of the skills are a term used for skills ar	eaning is sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi extracted from discourse, whereas productive skills refer to skills where	students	Brawijay
rawijaya	actually have to produce language by themselves. In other words,	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** learning English is not only about how to understand the meaning of language by rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi listening and reading, but also how the students are able to use the language in tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas speaking and writing. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Br Speaking is one of four English skills which is categorized as productive Universitas Brawijaya (2003) speaking is the verbal use of language to communicate with other. Students Universit can convey meaning, express ideas, and send message to other students by speaking. Speaking is also considered as a parameter of proficiency when students are learning English. If students have a good ability in speaking, it indicates the success ers of their study. Speaking is very important to be mastered because it has many functions UniversitAs what has been mentioned by Qureshi (2010) there are some importance of speaking skills. Firstly, speaking is useful in order to communicate well with others. Secondly, speaking is a tool to express someone's feelings, thoughts, and opinions in the form of words or sentences. Thirdly, by speaking the speaker can get the attention from the audience. Thus, students who learn English are expected to be Universitable to use it in many purposes. In addition, Zakiya' (2014) stated that "in some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, ask and give Universi services, and others". It is reasonable if speaking becomes one of language skills it as that should be mastered by students. In order to make students mastering those skills of language, teachers ought to have appropriate way to teach English especially in Universitas Brawijaya Universitas Brawijaya Universitspeaking. Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Br Teaching speaking cannot be separated from teaching English as a foreign Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language because it takes a big role in it. According to Richards (2008), the masterysi of speaking skills in English is a priority for many second-language or foreign Universi language learners. It is supported by Harmer (2007) that there are some reasons to sit as B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universit students to practice in real life, speaking task provides feedback for both the teacher Universitand students, and also the more students have opportunities to practice, the more si students will automatically use the language. Because of the importance of teaching speaking above, the researcher believes that making students to be able to speak well is a must for teachers. Besides, teachers also must help the students to solve problems in speaking to make them have better speaking ability. Even though speaking is important to be mastered, sometimes students who learn English as a foreign language find some difficulties in speaking. The Universit difficulties can be varied from one student to another. According to Susanti (2007), Sitas Universi at least there are three problems of speaking faced by the students. First, the difference of students' native language or mother tongue makes them difficult to Universituse foreign language. Second, the students are lack of motivation to practice in dailysitas Br conversation. Third, the students feel shy and afraid to take part in a conversation. In addition, Ur (1996) mentioned that there are some problems with speaking University activities in classroom; low or uneven participation is one of them. It can be seen it as when there is one student who talks dominantly in the classroom and the others do not participate as well as the dominant student. In order to solve the problems faced sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students, a teacher should have appropriate strategies to teach speaking. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Br Every teacher has different styles in teaching speaking. Teachers from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universit different classes and different levels will have their own ways to teach speaking for sites their students. It can be seen from designed methods that they plan, appropriate University activities for the students, and also the assessments used to assess students's itals Universitas Brawijaya University students' roles in the classroom, linguistic objectives, activities, and the materials. Universit Harmer (2007) stated, "Good speaking activities should be extremely engaging for sitas the students". Thornbury (2005) stated that assessment is any method used to better understand the current knowledge that a student's processes. In other words, a Universi teacher must prepare all aspects for teaching speaking including suitable material for the students, activities that enhance students to speak up, teacher's roles and Universitstudents' roles in the classroom, and assessments to measure students speakingsi ability. In Malang, there are a lot of schools that have a good implementation of teaching English, especially speaking. One of the schools is MTs Surya Buana Sitas Universit Malang. MTs Surya Buana is a private Madrasah Tsanawiyah or junior high school Universitin Malang. It is located at Jl. Gajayana No IV/631 Malang. This school is one of the best MTs in Malang which is proven by an "A" score for the accreditation from Badan Akreditasi Nasional – Sekolah/Madrasah. Established in 1999, this school Universi has more than one hundred achievements. At least there are 14 achievements in sites English field from several competitions starting from City region until National level (Appendix 1). The winner of speech competition in East Java Region in 2015 Universitis just an example. The other example is that this school is the winner of speech Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya competition in national level and National Science Competition in English field of rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi East Java Region in 2014. In the previous years, they got achievements for being the winner of spelling bee and also story telling competition in Malang region. Universities Br Considering the facts above, the researcher assumed that this school has it as Universitas Brawijaya Universit conduct a research to know more deeply about the methods used in the teaching of Universit speaking skill at that school, especially at the 7A class of MTs Surya Buana Malang. According to Nunan (2003), the successful of teaching and learning process is affected by the teaching method used by the teacher. There were three reasons why Universi the researcher chose 7A class as the subject of this research. The first reason was based on the informal interview with the principle, it was suggested to conduct a Universi research in this class because 7A class has a good quality in speaking. It was sites supported by the observation conducted by the researcher that most of the students actively participated by willing to speak in English. Moreover, the English teacher Branch of 7A stated more than half of the numbers of the students have a good ability in speaking. It was proven by the final score of students' speaking skill in the second Universit semester that 24 of 32 students passed the minimum score (Appendix 2). The thirdsitas Br reason was the English teacher of 7A class namely Miss Athika Diena H, M.Pd was the advisor of the students who brought some victories of some competitions sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Therefore, 7A class of MTs Surya Buana Malang was worth researched as the sites subject of this research. Thus, the researcher conducted a research entitled "Methods in Teaching Speaking at the Seventh Grade Students of MTs Surya Universi Buana Malang Academic Year 2015/2016". In this study, the researcher focused Universitas Brawijaya Universitas Brawijaya

101111101101	OHITOTORIA DIATITATA OHITOTORIA DIATITATA OHITOTORIA DIATITATA	OTHER DIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unive ⁶ sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	the methods, the speaking activities applied by the teacher to teach speak	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universithe impacts to the students of 7A class of MTs Surya Buana. Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit1.2 Problem of the Study itas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijay
rawijaya	Universitas Br The researcher concerns in one problem of the study as follows:	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Univer teaching speaking at the 774 class of 174	Universitas Brawijay
rawijaya	Universi Buana Malang academic year 2015/2016?" as Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Universitas Dispective of the Study Usiaya	Universitas Brawijay
rawijaya	Universitas Br. The objective of this study is:	Universitas Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universit "To know the methods used in the teaching speaking at the 7A class of M	
rawijaya	Universi Buana Malang academic year 2015/2016."	niversitas Brawijay
rawijaya	University	niversitas Brawijay
rawijaya 	Universi 1.4 Significances of the Study	hiversitas Brawijay
rawijaya	Universit Universit The researcher expects that this study will be beneficial for	hiversitas Brawijay
rawijaya	University researcher, as well as readers of this study report. This research hopefully	can give Brawijay
rawijaya rawijaya	Universitas Universitadditional information for other English teacher and future teacher about	Universitas Brawijay
rawijaya Irawijaya		
rawijaya	speaking especially for MTs or junior high school students. While for reuniversities B	esearcher,
rawijaya	Universithis research can be a reference for further researcher to conduct a resear	
rawijaya	Universitas Braw	Universitas Brawijay
rawijaya	Universi same topic or the same field. Finally, the readers of this research hopefull	y can get sitas Brawijay
rawijaya	Universitas Brawijay. Yawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay information to improve knowledge. Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 1.5 Definition of Key Terms Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya In order to avoid misunderstanding of the readers, the research Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit definition of some key terms in this study as follows: sitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

	SILITOIDIEMO DIMITIJAJA SILITOIDIEMO DIMITIJAJA SILITOIDIEMO DIMITIJAJA	- OIIII OI OI COO DI OI II II OI I
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Braccording to Fulcher (2003) speaking is the verbal use of lan	"Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi communicate with other. While Brown (2007) defines teaching as gui	
rawijaya		
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya facilitating learning, enabling the learner to learn, setting the conditions for Universities Brawijaya	r learning. Universitas Brawijay
rawijaya	UniversitTherefore, in this study teaching speaking means the teaching English that	
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijay
rawijaya	Universitin the students' speaking ability. Universitias Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 2: Methods in Teaching Speaking:	Universitas Brawijay
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Universitas Brown (2001) stated that method is a generalized set of c	classroom Universitas Brawijay
rawijaya	University specifications for accomplishing linguistic objectives which deals with the	
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universitroles, the students' roles, activities, objectives, and the materials. In this s	
rawijaya	Universit	niversitas Brawijay
rawijaya	University researcher defines method in teaching speaking as a generalized set of class	ssroom to Liniversitas Brawijay
rawijaya	Universi teach speaking in order to make the students have a good ability in speaki	
rawijaya	Universit	hiversitas Brawijay
rawijaya	Universit ³ . Activities of Speaking:	niversitas Brawijay
rawijaya	Universita According to Harmer (2001) it is important for the teacher to	
rawijaya	Universita	Universitas Brawijay
rawijaya	University peaking by interesting activities, contextual manner, and required	
rawijaya	Universitas I	Universitas Brawijay
rawijaya	communicate to give opportunities to the students use target language. Tuniversities B	herefore, Universitas Brawijay
rawijaya	Universitin this study speaking activities are some activities applied by the teache	
rawijaya	Universitas Braw Jaya	Universitas Brawijay
rawijaya	Universi speaking to the students in the classroom.	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

	OTHER DESIGNATION OF THE OTHER DESIGNATION OF	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya UREVIEW OF RELIATED LITERATURE awijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas BraThis chapter covers theoretical framework which consist of teachingsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	University speaking, methods in teaching speaking, and speaking activities, and previous	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Braw Universitas Universitas	
rawijaya	Universitas Br Theoretical framework contains some parts that helped the researcher	Brawijay
rawijaya	Universitas	brawijay
rawijaya	Universit discussed the findings. It covered the general review about teaching speaking insit as	
rawijaya 	Universi Universi Universi Universi	Brawijay
rawijaya		
rawijaya	University kinds of speaking activities that found by the researcher while conducting this states	
rawijaya	Universit hiversitas	
	Universites universites	
rawijaya	Universita Univer	
rawijaya rawijaya	Universitas Universitas Universitas	Dyawiiay
rawijaya	Universities People who learn a language is expected to be able to speak by using that	Rrawijay
rawijaya	Universitianguage. Harmer (2007) stated that students of EFL (English as Foreign Language)	
rawijaya	Universitas Bra	
rawijaya	Universitend to learn English to communicate with other people from another country who	Brawijay
rawijaya	University Brawin speak English. So they can talk with people who speak English when they are University Brawin and Company of the Company of	Brawijay
rawijaya	Universitias Brawijay. So they can talk with people who speak English when they are	Brawijay
rawijaya	University traveling. In Indonesia, English is taught as a foreign language since junior high	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	University chool until university level. Therefore, one of goals in English teaching and sitas	
rawijaya	Universitas Brawijaya	Brawijay
rawijaya		
rawijaya	Universitas Bran order to achieve goals of English teaching and learning, teachers should sit as	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Consider about the principles of teaching speaking. The principles are: giving the Universitas	Brawijay
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay

Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** University students practice with accuracy and fluency, providing opportunities for the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi students to talk, planning speaking task that involve negotiation for meaning, sit as tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers designing interest classroom activities that involve guidance and also practice in tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi transactional or interactional, focusing on meaningful and relevant content, sitas Bra Universitas Brawijaya Universi classroom environment (Nunan, 2003; Newton, 2009). Furthermore, teachers Universi should adjust those principles with the materials, topics, and media based on syllabus and the applied curriculum before they teach. Nowadays many schools in Indonesia are implementing Curriculum 2013. Universi It means that the teaching and learning process should be in line with the syllabus and the curriculum 2013. Based on curriculum 2013, teacher delivers the material University using scientific approach which consists of observing, questioning, exploring, associating and communicating. Students are allowed to search another sources to Universitheir study besides the teacher which means that the students are required to be more Universitactive and independent in learning. In curriculum 2013, English skills are taught integratedly one to another University starting from listening, reading, speaking, and writing. According to Jufri (2014) to teach speaking skill, it should be integrated with listening. Moreover, most of texts that should be learned by students based on syllabus to junior high school in Universi curriculum 2013 deals with transactional and interpersonal purposes. For example, sit as greetings, introducing, giving instruction, congratulating and so on. The teacher is also required to design the activities integratedly so the students are not only able University to enhance listening comprehension but also practice to speak in English. It is aimed Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

	OTHER DESIGNATION OF THE OTHER DESIGNATION OF
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	University give the students chances to practice to use the language directly in real Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitcommunication in classroom as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universit2.1.2 r Methods in Teaching Speaking aya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas Br Method is a way of teaching used by the teacher to teach something to the Brawija
rawijaya	students. Method covers some aspects related to the teaching and learning process. Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	UniversitAs what mentioned by Brown (2001) methods deal with the teacher's roles, the sitas Brawija
rawijaya	Universitas Brawijay rawijaya Universitas Brawija
rawijaya	students' roles, activities, objectives, and the materials. Teacher's roles deal with Universities Brawija
rawijaya	Universit the type of functions teacher fulfill in teaching and learning process, while students Brawija
rawijaya	Universitas Brawija
rawijaya 	Universit roles refer to the contribution of the students. There are some methods that can be sit as Brawija
rawijaya	Universi used by the teacher to teach English. Some of them are appropriate to teach liversitas Brawija
rawijaya	
rawijaya	Universi speaking. According to Sugiyartono (2011) and Charolina (2014), there are some sites Brawija
rawijaya rawijaya	Universit methods that can be used to teach speaking they are: Direct-Method, Audio-lingual _{Sitas} Brawija
rawijaya Irawijaya	
rawijaya Brawijaya	University Method, Suggestopedia, Silent Way, Community Language Learning, Learning, Universitas Brawija
rawijaya	Universit Communicative Language Teaching, and Total Physical Responses. Universitas Brawija
rawijaya	Universitas L Universitas Brawija
rawijaya	Universitas Brawija a Universitas Brawija
rawijaya	Universitas Bra aya Universitas Brawija
rawijaya	Universitas BraDirect-Method concerns on making students learn how to communicate insitas Brawija
rawijaya	Universitas Brawija target language, so the students should learn to think in the target language too. The
rawijaya	Universities Brawijay. The students should learn to think in the target language too. The Universities Brawijay
rawijaya	Universit purpose is to stimulate students in a natural way like they are acquiring the first-sites Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universi language and make the real situation where the target language is used in the Brawija
rawijaya	classroom. Diller in Larsen (2000) mentioned that direct-method receives its name
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitfrom the fact that meaning should be conveyed directly in the target languagesitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija through the use of demonstration and visual aids, without the influence by students' Brawija
rawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija

10111110110		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya	University and the language. In this method there is no translation. Therefore, the native	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awijay
rawijaya	Universitlanguage should not be used in classroom in teaching and learning process. Universitas Bra	awijay
rawijaya rawijaya	Universitas Brawijaya	awijay awijay
rawijaya		
rawijaya	Universitdirect methoda The ladvantages are what this method help students to speak sit as Brauliaya Universitas Brawijaya Universit	
rawijaya	affectively by the principle of "learning by doing" so it will make them fluently to	awijay
rawijaya		
rawijaya	University speak English. Students learn English like they learn their mother tongue or in University Brawijaya Brawijaya University Brawijaya B	awijay
rawijaya	University natural way, emphasize on correct use of grammar and pronunciation, and newsitas Bra	
rawijaya	Universitas Brawi	
rawijaya	material introduced orally by the teacher. In other hand, the disadvantages of direct	awijay
rawijaya	Universiting that this method is not really appropriate for crowded classes, reading sites Brown	awijay
rawijaya	Universitas Bra	
rawijaya	University and writing are not really supported in this method, and the teacher should be active sites. Braining are not really supported in this method, and the teacher should be active sites.	awijay
rawijaya	University to teach and to take control the classroom.	awijay
rawijaya	University by hiversitas Bra	awijay
rawijaya	Universit Larsen (2000) stated that there are some activities that could be conducted Branch Branch Larsen (2000) stated that there are some activities that could be conducted Branch B	
rawijaya	University niversitas Branch to increase students' speaking skill in direct-method. First, reading aloud of a	awijay
rawijaya 	Universities increase students' speaking skill in direct-method. First, reading aloud of a situation of the students in the st	
rawijaya Kawijaya	Universit dialogue, passage, or play. Second, question and answer section between pair of Branch Bra	
rawijaya Irawijaya	Universitas Brauniversitas Brauniver	awijay awiiay
rawijaya		
rawijaya	Universitas Bracorrect sentences and grammatical structure. Third, the teacher can ask the students Universitas Bracorrect sentences and grammatical structure.	awijay
rawijaya	Universition have conversation practice.	
rawijaya	Universitas Brawija Universitas Bra	
rawijaya		
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Bractually, Audio Lingual Method is language course developed by US armysitas Bra	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	awijay
rawijaya	Universit widely known as Army Specialized Training Program. Then become popular as Branch Br	awijay
rawijaya	Universit"Army Method". This method concerns on some aspects like oral activity by	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awijay
rawijaya	Universitdrilling, conversation practice, and also there is no translation. Audio Lingualsitas Bra	
rawijaya	Universitas Brawijaya	awijay
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Bra	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Bra	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Bra	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awijay

Universitas Brawijaya Universit possibility to make mistakes (Harmer, 2001). This method is using Stimulus-Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Response-Reinforcement smodel. It means that students will get positive it as reinforcement and increase the habit of learning language. Based on explanations Universitabove, the researcher concludes that audio lingual method is a method of teaching sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya through drilling on sentence patterns, daily conversation repetition, and used to Universit communicate in the target language. Universitas BraThere are some characteristics of Audio-lingual Method stated by Larsensi Universities (2000) as follows: students learn new vocabulary and new structural patterns through dialogue, teacher ask the students to imitate and repeat to learn the dialogue, Universiteacher drills the students by some patterns like repetition, backward build-up, chain, it as substitution, transformation, and question-and-answer, reinforce the students' Universi responses, and grammar is taught by examples given. Some activities like backward build-up drill, repetition drill, chain drill, Universit single-shot substitution drill, multiple-slot substitution drill, transformation drill, Sitas universi question-and-answer drill, minimal pairs, and complete the dialogue can be conducted in the classroom when the teacher use Audio-lingual Method, Larsen Universit(2000)aw 2.1.2.3 Suggestopedia **Universitas Brawijaya** Universitas Br Suggestopedia is a teaching method developed by Georgi Lozanov, this sitas Brawijaya Universitas Brawijaya University take place. According to Richard (2001) the characteristic of suggestopedia are the Universitas Brawijava Universitas Brawijava Universi decoration, the furniture, arrangement of classroom, the use of music, and the sitas ersitas Brawijava Universitas Brawijava Universitas Brawijava Universitas authoritative behavior of the teacher. The purpose of this method is to ensure the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University students to be comfort, confident, and relax to learn. Larsen (2000) states that Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi suggestopedia provide stimulation through integration of fine arts like picture, sitas Brawijava rawijaya Universitas Brawijaya rawijaya University dents barriers to learn sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya There are some characteristics of Suggestopedia which are: the lesson is Universit conducted bright and cheerful in the classroom for example by display a poster that Sitas Brawijaya Universi provide grammatical information, the teacher delivers the material-like dialoguesitas accompany by music like dramatizations, games, songs, and also question-and Universitanswer exercises. **2.1.2.4 Silent Way** Silent way is a teaching method devised by Caleb Gattegno. Based on Richard (2001), Silent way deals with the principle that the teacher should be silent rawijaya Universiting the classroom while the students are encouraged to speak as much as possible in sitas Universithe target language. So the students will have autonomy, responsibility, and sit as Brawijaya independence in learning. The goal of this method is to make students be able to Universitexpress their thought, perceptions, and feelings by using target languagesitas Brawijaya individually and not relying on the teacher. Larsen (2000) stated that "one of the basic principles of silent way is Universitas Brawijaya University teaching should be subordinated to learning?. It means that teaching is to serve the sital Brawijaya Universitas Brawijaya University whatever created, and used it to further learning. Iversitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Br Community Language Learning is a teaching method that is developed bysitas Charles A. Curran. According to Richard (2001), this method deals with the Universit counseling between the teacher as the counselor and the learners as the clients it as Brawijaya Universitas Brawijaya Universit students to sit in a circle and they talk about particular topic, while the teacher stands Brawijaya Universit outside the circle. In this case students are freely to talk by their first language or sit as English. Then the teacher translates and tells them how to make correct utterance. Universit Therefore, it can be seen that the teacher's job is to facilitate rather than to teach. There are some activities that can be conducted in this method based on Richard (2001) they are: translation, group work, recording, transcription, analysis, University reflection and observation, listening, and free conversation. Universit 2.1.2.6 Communicative Language Teaching Communicative Language Teaching (originally called as a communicative approach) is a language teaching method that involves students in communicative Universitasks. It is aimed to develop students' knowledge and skills by giving them the sitas Brawijaya opportunities to use and expose the language. The goal of CLT is make students enable to use the target language. Universitias Brothere are some characteristic of CLT mentions by Brown (2001): First, the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit classroom goals are focuses on communicative competence. Second, engage University students to use language for meaningful purposes. Third, emphasize in students' Universitas Brawijaya Universitas Brawijaya Universit Universi fluency and accuracy. Fourth, give students autonomy in learning. Fifth, role of the sitas teacher is facilitator and guide. Richard (2001) added some principles of

Universitas Brawijaya **Universitas Brawijava** Universit communicative language teaching which are: the goal of classroom activities Brawijaya rersitas Brawijaya - Universitas Brawijaya Universitas Brawijaya Universi should be authentic and the communication should be meaningful, trial and errorsitas Brawijava sitas Brawijaya Universitas Brawijaya Universitas Brawijaya are tolerated because the meaning of learning is a creative construction. sitas Brawijaya Universitas Br Larsen (2000) suggested some activities that can increase students speaking Universitas Brawijaya University and role play. She believes that those activities are effective to involve students in Universi real communication because it is attractive and enjoyable for them. Java 2.1.2.7 Total Physical Responses This method is developed by James Asher. Richard (2001) stated that "Totalsitas Brawijaya Physical Responses is a language teaching method built around the coordination of Universi speech and action. It attempts to teach language through physical (motor) activity? Sitas Brawijaya In TPR, the teacher gives a command in the target language and then performs it. Then the students will learn by observing the actions. After they understand, the Universi students will start to speak. In other word, the role of teacher in TPR is the directors it as B whereas the students will become the imitators. Based on Brown (2000) this method Universitis effective to the beginner students. Universitas Br According to Larsen (2000) there are two principles of Total Physical Responses method. First, the teacher gives modeling in the beginning of the lesson, Universities and be done by ask them to respond the teacher's utterances. Second, the students it as Brawijaya Universitas Brawijaya Universitional dialogues and role-plays are some activities that can be used to Universitincrease student's speaking ability in method stated by Richard (2001). Universitas Brawijaya Universitas Brawijaya

	THE PROPERTY OF THE PROPERTY O	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Br According to Harmer (2007) good speaking activities can engage the itas	
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities students in learning language, when the teacher sets up the proper activity and give Universities Brawijaya	Brawijay
rawijaya		
rawijaya	Universi beneficial feedback to the students, then the students will get great satisfaction from Sitas	
rawijaya	Universitas Brawijaya	
rawijaya		Brawijay
rawijaya	speaking in order to make students mastering speaking skill well. Based on Ur	Brawijay
Irawijaya	Universitas Brawijaya Universitas Universitas Universitas (1996) there are four characteristics of successful speaking activity: First, students it as	
Irawijaya		
rawijaya rawijaya	Universities Braw talk a lot in the allocated time. Second, students participate in a discussion which universities	: Brawijay : Brawijay
rawijaya	Universital students get a chance to speak. Third, students have a high motivation to speak sitals	Brawijay Brawijay
rawijaya		Brawijay
rawijaya	Universi because they are interested in the topic. And fourth, the language is in accepted sites	Brawijay
rawijaya	Universi 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Brawijay
rawijaya	level which means the students utterances are relevant, easily understand by others, universities	Brawijay
rawijaya	Universitand good accuracy. There are some speaking activities mentioned by Harmersitas	Brawijay
rawijaya	Universitas niversitas	Brawijay
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universitas	Brawijay
rawijaya	Universit 2.1.3.1 Acting from a script Universitas	
rawijaya	Universitas L Universitas B Teacher can ask the students to play scripts or acting out dialogues in order	Brawijay
rawijaya		
rawijaya	Universitio enhance their speaking ability. In this activities, teacher play as a director sosites	
rawijaya	Universitas Braw jaya Universitas	Brawijay
rawijaya	Universities be/she pays attention on appropriate stress, speed, and also intonation on students' sites	
rawijaya Irawijaya	Universitas Brawijaya Universitas performances to ensure it will convey real meaning from the scripts. From this Universitas Brawijaya Universitas Brawijaya Universitas	Drawijay Prawijay
rawijaya Brawijaya		
rawijaya	Universitativities, students are learning and producing language at the same time. The sit as Universitates Brawijaya Universi	
rawijaya	rehearsal of acting before performance will give experiences to the students.	: Rrawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	

101111101701	emirologae plantijaja – emirologae plantijaja – emirologae plantijaja – emirologa	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas BraThese games are aimed to make students talk quickly and fluently sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Information gap activities deal with sharing information from paired students that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay
rawijaya		
rawijaya	Universi have difference information so students provoke to communicate with their partnersitas	
rawijaya 	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	to get information they needed. It can be various games such as puzzle, draw a	
rawijaya 	University picture, and find similarities or differences. Consideration of the control of the c	
rawijaya	Universitas Brawijaya Universitas	
rawijaya 	Universit2.1.3.3a Discussion rawijaya Universitas	
Irawijaya Irawijaya	Universitas Brawi Universitas Br Discussion probably become common activity set by teacher in the line that the line of the li	Brawijay Rrawijay
rawijaya Irawijaya		
rawijaya Brawijaya	Universit classroom. Students can express their opinions, share ideas, and find out solutions Universitation	s Brawijay s Brawijay
rawijaya	University by discussion. There are some kinds of discussion: (1) Buzz groups, this activity it as	
rawijaya		
rawijaya	can scope the whole class where students are required to predict the content of	Brawijay
rawijaya	Universi reading text or to give reactions from the text. (2) Instant comment is an activity to sit as	
rawijaya	Universitation	Brawijay
rawijaya	Universities give response immediately from the students. So teacher can see what the first thing	Brawijay
rawijaya	Universit comes from their mind. (3) Formal debates: Students prepare arguments in favor or sital	
rawijaya 	Universitas Universitas Universitas Universitas	
Irawijaya		
rawijaya	Universitas Bra Prepared talks Universitas Bra Universitas	
Irawijaya Irawijaya	Jaya Silversitas	
rawijaya Irawijaya	Universitas Bratis activity involves students to make such presentation on particular topic. Sitas Universitas Brawija Universitas	
rawijaya Irawijaya	The other students pay attention or maybe can give feedback for the presenter so all	Brawijay Brawijay
rawijaya	University students are involving into presentation. It will make them concentrate and actively	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi speak. In order to make students get useful experience from oral presentation, the ital	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universit feedback to make it better sitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay

Universitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Questionnaires require one student to become questioner and the other one ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers as a respondent. This activity can be useful for both questioner and respondent ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi because they have their prepared opinion. Questionnaires should be designed with sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit design questionnaires. The result of questionnaire will be helpful as basis of written Brawijaya Universit work, discussion and prepared talks. Simulation and role-play

Simulation and role-play give experience to the students because they can sitas Brawijaya ersitas Braw ersi 2.1.3.6 Simulation and role-play Universit have a simulation as what people do in the real world. By stimulating as if they are sitas in a business meeting, conversation in aero plane cabin, or become a waitress it will Universit make students derive benefit from it. These activities can be used to encouragesitas fluency and train students to speak in specific situations or specific purposes. Universit Therefore, before doing a simulation, students are expected to have enough Sitas Brawijaya Universitinformation and know the function correctly. There are some advantages of doing this activity, namely: (1) students will be motivated and feeling fun to do this (2) it Universit will make the hesitate students to be braver (3) this activity make the students litas Braw practice wider range of language use. In addition, Harmer (2007) gave more Universit2.1.3.7avTelling storiesersitas Brawijaya Universitas Brawijaya happened to them and other people using English. For example, they can use ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinformation gap, story reconstruction, or retell stories form book. Those activities

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya will provoke students to memorize what they have learnt/heard. When one student ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitalks about his/her personal experience, the other students can be more creative bysitas Brawijava rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya ask question to find out more what really happen. rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.1.3.8avFavorites Object itas Brawijaya Universitas Brawijaya University such as mp3 player, books, clothes, etc. Students will think about how they describe Br Universithe thing, why they got the thing, what they do with that thing, why the thingsitas become so important to them, and also about stories that related to the thing. This activity will discover unusual or interesting things that can be shared to other Universi students. 2.1.3.9 Meeting and Greeting Meeting and Greeting is an activity where students act like they meet some people of some occasions and introduce themselves. Before designing appropriate Universit speaking activities for the students, teachers have to recognize the principle of it. Sitas Brawijaya Richards (2008) stated that in designing speaking activities for foreign language students, it is also necessary for the teacher to recognize the function of students University performances and the purposes when they speak up whether it is interactional, sitas Br transactional, or performance. So the speaking activities will be appropriate to the students and useful to them. According to Zakiya (2012) it is important for the Universiteacher to consider the situation, condition of the students, and the material that willsit as be taught. The teacher can choose activities that are appropriate to the materials and teaching objectives. The appropriate activities can be used to measure students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitproficiency in English versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br In this study, the researcher used some previous studies that are relevant with this study as references. The first previous study was conducted by Charolina Universi (2014) from State Islamic Institute (IAIN) of Tulungagung entitled "A Study on sitas Brawijaya Universitas Brawijaya Universit discussed about materials, methods, media, strategies, and evaluation used in Universiteaching speaking. She used descriptive qualitative as her design. The subjects were sites English teacher and eleventh graders of Science of SMAN 1 Boyolangu. The methods of data collection were interview, observation, and documentation. The Universi result of her study showed that the materials used by the teacher in teaching speaking were based on the topic and curriculum that was suggested by the Universit government. The methods used were CLT, TPR, and Audio Lingual Method. The teacher used video, picture, magazine, handbook, and from internet as the media to Universitieach English. The strategies used to teach speaking are oral interview, story story Universi retelling, and role-play. The last, the teacher used oral language assessment to evaluate students speaking skills at SMAN 1 Boyolangu. Universitas BraThe second previous study was conducted by Sugiyartono (2011) from Sitas Brawijaya Walisongo State Institute for Islamic Studies, Semarang, entitled "A Descriptive Study of Method in Teaching Speaking at the Eight Year of SMP Hj. Isriati Universi Semarang in the Academic Year of 2010/2011". He discussed about methods in sit as teaching speaking and assessments in teaching speaking. Descriptive qualitative is the design of his research. The only subject of that study was an English teacher of Universi eight grade of SMP Hj. Isriati Semarang. The data collection methods used were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya interview and observation. The findings of his research were that; the methods used ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University the teacher were direct method, communicative approach, and community language learning, and the assessment used was formal assessment. Universitas Br Last but not least, the third previous study was conducted by Zakiya' (2014) sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi entitled "A Study on Teaching Speaking at MA Terpadu Al-Anwar Durenan Brawijaya Brawijaya Universitas Brawija Universi Trenggalek Academic Year 2013/2014". In her research, she discussed about Sitas Bi University strategies used in teaching speaking, kind of activities conducted in teaching sites speaking, and kind of techniques used to assess students' speaking skill at MA Terpadu Al-Anwar Derenan Trenggalek. She used descriptive qualitative as her Universi research design. The subjects of her research were English teacher and students of sites tenth grade and eleventh grade of MA Terpadu Al-Anwar Durenan Trenggalek. The Universit previous study used three methods to collect data which were interview, sitas observation, and documentation. The result of her study was described in three ersit points. First, the strategies used in teaching speaking were by giving the students Brawijaya Universi practice with both fluency and accuracy, providing appropriate feedback and correction, using group work and pair work, providing intrinsically motivating Universitechnique, capitalizing on natural link between speaking and listening, givingsitas Braw students the opportunity to start oral communication, and using authentic material to motivate students in speaking English. Second, the activities conducted in sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteaching speaking were communicative games, discussion, debate, presentation, sit as describing something, sharing, and singing songs. Third, the techniques used were dialogue presentation, telling picture, interview, telling story, speech, discussion, rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitional exchanges, debate, talk show, and product introduction. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Braks what has been stated by the researcher above about the function of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi previous studies, there will be similarities and differences in this study with the sites previous studies. The first is about the research design. In this study, the researcher Universitused case study which is different with all previous studies because they used sit as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi descriptive qualitative. However, case study is included in descriptive qualitative. Universi The results of this study were described in form of words. Second, in this study the as Brawijava Universit University researcher focused on the methods used in teaching speaking and the speaking sites activities. This is similar with the first and the second previous studies because all the researchers wanted to know about the teaching methods applied in teaching speaking. In addition, the third previous study with this study were discussing about the speaking activities. The researcher used all previous studies to get information Universi needed related to this study because not all researchers had the same focus to be discussed. The third is about the subject. In this study, the researcher conducted a research in Junior High School. It was similar with the second previous study, because both of researchers were interested to investigate the phenomena happen in junior high school. It was different with the first and the third previous study, Universit because they used senior high school as their subject. The next part was about the sitas Br method of data collection. In this study, the researcher used observation and interview. It means that it was similar with the second previous study. Both of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi researchers thought that those methods were enough to get the information needed it as for their research. In other words, it was not similar with the first and the third previous studies, because both researchers added documentation as the technique of data collection. The researcher used all previous studies as a foundation to do Universitas Brawijaya Universitas Brawijaya

	OTHER DESIGNATION OF THE OTHER DESIGNATION OF	OTHER DISTRICT	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijaya	
rawijaya		Universitas Brawijaya	2.2
rawijaya		Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijaya	
rawijaya	Universithis research because the researcher learnt and		
rawijaya	Universitas Brawijaya Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitfrom those researches versitas Brawijaya		Universitas Brawijay
rawijaya			
rawijaya	Universitas Brawijaya In short, the researcher got some const Universitas Brawijaya	ructive information from the	e previous Universitas Brawijay
rawijaya	Universit studies to conduct this study. From the first pr		
rawijaya	Universitas Brawijaya Universitas Brawijaya	• .	
rawijaya	Universithe methods used to teach speaking in senio	or high school were CLT,	TPR, and Brawijay
rawijaya			
rawijaya	Universit Audio Lingual Method. While from the secon Universitas Brawijaya	d previous study, the research	Universitas Brawijay
rawijaya	Universit about the teaching methods used to teach spea		
rawijaya			
rawijaya Irawijaya	Universities Braw method, communicative approach and communicative approach	unity language learning. The	erefore, in Brawijay
rawijaya	Universitable study the researcher wanted to investigate		Halamatta Bassila
rawijaya	Universita	e what memous were used in	Universitas Brawijay
rawijaya	Universi of MTs Surya Buana Malang. From the thin	rd previous study, the research	
rawijaya			
rawijaya	Universi some information about speaking activities c	onducted at senior high sch	ool which hiversitas Brawijay
rawijaya	Universitinclude communicative games, discussion		
rawijaya	Universit		niversitas Brawijay
rawijaya	University something, sharing, and singing songs. Thus,	, the researcher was curious	about the Brawijay
rawijaya	Universit speaking activities applied in junior high scho		Universitas Brawijay
rawijaya	Universitas Universitas	501.	Universitas Brawijay
rawijaya	Universitas I		Universitas Brawijay
rawijaya	Universitas B	y /a	Universitas Brawijay
rawijaya	Universitas Bra	aya	
rawijaya	Universitas Braw	.jaya	
rawijaya	Universitas Brawija	wijaya	
rawijaya	Universitas Brawijay	rawijaya	
rawijaya	Universitas Brawijaya Universitas Lumija,	Omversitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
rawijaya		Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijaya	

	OTHER DESCRIPTION OF THE PROPERTY OF THE PROPE	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Prawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya UnivRESEARCH METHODOLOGYs Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brathis chapter discusses about the research method used in this research. Its itas	Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas	Brawijav
rawijaya	Universit contains some subchapters namely research design, data sources, data collection, sites	Brawijay
rawijaya	Universitas Brawijaya Universitas Universitas	
rawijaya	Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijay Universitas	
rawijaya	Universitas Braw Universitas Universitas	Brawijay
rawijaya	Universitas Br The researcher conducted this study by using qualitative as the approach.	Brawijay
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universit According to Kothari (2004) qualitative research related with qualitative sites	Brawijay
rawijaya	Universi phanomenon It is simed to discover and underlie motives of human behavior and	Brawijay
rawijaya	Universi phenomenon. It is aimed to discover and underlie motives of human behavior and	Brawijay
rawijaya	Universi desires. Qualitative research is designed to find out how people feel or think about sites	Brawijay
rawijaya	Universit	
rawijaya	Universit particular subject. niversitas	
rawijaya	Universita This study belongs to case study. A theory from Ary (2006) states that case	Brawijay
rawijaya	Universitas	Brawijay
rawijaya	University study is a type of research study that focuses on a single unit such as one individuals it as	
rawijaya	Universitas or one group to arrive at a detailed description and understanding of the entity inversitas	Brawijay
rawijaya		
rawijaya	Universi ("case"). However, in this study, the researcher wanted to know deeper about the sitas	
rawijaya	Universitas Braw jaya Universitas	Brawijay
rawijaya	University particular phenomenon happens, which is the methods of teaching speaking at the	
rawijaya	Universitas Brawijaya Universitas TA class of MTs Surya Buana Malang, including the methods, the speaking Universitas Brawijaya Universitas	Brawijay
rawijaya		
rawijaya	Universities applied by the teacher, and also the impacts to the students. The result of	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya		
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya rawijaya	Universitas Brawijaya	
rawijaya rawijaya	Universitas Brawijaya	
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya	
rawijaya		
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	DIAWIJAY

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas BrThis study was conducted at MTs Surya Buana Malang. It is located at Jl. Gajayana No IV/631 Malang. The reason why the researcher choose this school Universitiwas because MTs Surva Buana Malang is one of private Madrasah Tsanawiyah or sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya junior high schools that has a lot of achievements in English, starting from Malang Universit Region Competition until National Competition. Principal Brawijaya Universitas BraThis study was conducted at 7A class of MTs Surya Buana Malang baseds on the school recommendation. The researcher took the seventh grade as the subject of the research because the researcher believed that in this level of students, the Universi English teaching and learning process is the basic foundation for junior high school. In 7A class, there were 32 students that consisted of 16 males and 16 females. The Universit researcher collected the data from the English teacher, three students, and also the English teaching and learning process of 7A class of MTs Surya Buana Malang. In Universithis research, the researcher used some data collection methods that will be sitas Universi discussed in the next sub chapter. Universit3.3 Data Collection Universitas Br In order to get the required information of this research, the research collected the data by some data collection methods. According to Ary (2006) there are three common data collection methods that used in qualitative research: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas observation, interview, and document or artifacts such as audio and video recordings, photographs, artworks and others. Ary (2006) stated that the researcher Universitas Brawijaya Universitas Brawijaya Universit Universi may use one or more of these methods in a study. Therefore, the researcher used sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava**

Universitas Brawijaya observation and interview to collect the data because the researcher believed that Universithose methods could obtain some information needed in this research. va Universitas Brawijaya Universitas Universitas Br The first method of collecting data used by the researcher was observation. Based on Cohen (2007), observation is a process to collecting data that offers the Universit observer the opportunity to gather "live" data from natural setting occurs. Insitas addition, Flick (2009) mentioned that observation tries to understand the practices, the interactions, and the events, which occurs in a specific context. The advantages Universit of using observation are: First, observation eliminates the subjective bias. Second, sit as the information that obtained is related to what is currently happening. Third, Universi observation is relatively less demanding of active respond from the respondents (Kothari, 2004). In order to collect data through observation, there are four instruments that can be used stated by Hancock (1998) which are: written Universit description, video recordings, photographs and artefacts, and documentation, iversities B In this study, observation was used to collect the data from English teaching University and learning process as the main data. The observation focused on the methods in Sitas Br teaching speaking used by the teacher, the speaking activities, and the impact to the students. The observation was conducted twice in order to collect enough data. The Universi researcher joined the class to observe the English teaching and learning process. Sitas Braw Universitas Brawijaya support the observation. In fact, it was not allowed by the school because it was rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitalready the end of the semester. Therefore, the researcher only used field notes as a the instrument of observation (Appendix 3). The field notes were adapted from **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

	emitorolida emitorolida emitorolida emitorolida emitorolida emitorolida emitorolida	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Ayudeviana (2015) with some additions and modifications to help the researcher	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit obtain the data based on the focus of the study. In order to know the methods used sites	Brawijay
rawijaya	by the teacher, the researcher observed some aspects constructing the methods such	Brawijay
rawijaya rawijaya		
Irawijaya Irawijaya	Universitas teacher's role, Ustudents' role, activities, material, and the objectives. The sitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	activities written based on the 5 step sequences of activities in curriculum 2013.	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya Brawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya Brawijaya	Universitas Brawijaya Universitas Universitas	
rawijaya Brawijaya	The second method used to collect the data was by doing an interview with	Brawijay
rawijaya	Universities English teacher and some students to get the information. Richards (1985)	
rawijaya	Universitas Universitas	
rawijaya	Universit defined interview as a conversation between an investigator and an individual or as it as	
rawijaya	Universit	Brawijay
rawijaya	Universi group of individuals in order to gather information. According to Cohen (2007)	Brawijay
rawijaya	Universi interviews allow the participants to discuss their interpretations of the world where sites	Brawijay
rawijaya	Universit	Brawijav
rawijaya	Universithey live, and express their point of view regarding the situations. There are two situations are two situations are two situations.	Brawijay
rawijaya	Universitypes of interview stated by Kothari (2004): personal interviews and telephone	Brawijay
rawijaya	Universitas Universitas	
rawijaya	Universitinterviews. Universitas	
rawijaya	Universitas I Universitas B. In this study, the researcher used personal interviews with the English Universitas	Brawijay
rawijaya		
rawijaya Kawijaya	Universit teacher and some students to collect the information. The researcher asked some	
rawijaya Irawijaya	Universitas Braw Universitas Grace-to-face questions to the English teacher of 7A class of MTs Surya Buana Sitas	Drawijay
rawijaya Irawijaya		
rawijaya	Universities Brawijaya Universities Malang and some students. The data from the interview with the English teacher Universities Brawijaya Universities Brawijaya Universities Brawijaya	Brawijay
rawijaya	University obtained the information about some aspects to be discussed. The interview it as	
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas	Brawijav
rawijaya	University consisted of 10 questions that cover teacher's beliefs, methods in teaching speaking, stars	Brawijay
rawijaya	speaking activities, and also the impact to the students. The questions were adapted	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi from Ayudeviana (2015) because the researcher found some similarities in the topicsitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay

rawijaya	OTHER DISCOUNTS OF THE PROPERTY OF THE PROPERT	THE PROPERTY OF THE PROPERTY OF	OIIII OI OI CAO DI GITTI GIT
I GIVII I GIVG	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers		Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Universit them with the topic in this research (Appendix 5). The	questions were cla	Liniyersitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Universithe table below. Universitas Brawijaya Univers		Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya	Table 3.1. The Classification of Interview's Question Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	n with English Te sitas Brawijaya	achers Universitas Brawijay
rawijaya	Universit No awijaya UrTopics of Interviewaya Univers	tas Pouestion Ite	em niversitas Brawijay
rawijaya	Universitals B Syllabus Universitas Brawijaya Univers	ita2 Brawijaya	Universitas Brawijay
rawijaya	Universit 2 R Student's characteristics D University	3,4,5 rawijaya	Universitas Brawijay
rawijaya	Universit 3 Materials Universit 4 Methods	6,7 Itals Brawijaya	Universitas Brawijay
rawijaya	Universi 4 Methods 5 Speaking Activities	9 S Brawijaya	Universitas Brawijay
rawijaya	Universit 6 B Impacts to Students	10 rawijaya	Universitas Brawijay
rawijaya	Universitas Brawi	ijaya	Universitas Brawijay
rawijaya	Universitas Br	ya	Universitas Brawijay
rawijaya	Universitas Moreover, the researcher conducted an interv	iew with some st	udents of Universitas Brawijay
rawijaya	Universit seventh grade students of MTs Surya Buana Malang. T	There were three st	udents as Brawijay
rawijaya	Universit		Niversitas Brawijay
rawijaya	Universi the representatives of 7A class to be interviewed. The	three students wer	re chosensitas Brawijay
rawijaya	Universi randomly by the teacher. The data obtained the information	ation about the ma	hiversitas Brawijay
rawijaya	Universit	ation about the me	Tiniversitas Brawijay
rawijaya	Universithe speaking activities used in teaching speaking by t	the English teache	r and thesitas Brawijay
rawijaya	Universita		D niversitas Brawijay
rawijaya	Universities impact for them. The interview with the students consist	sted of 4 questions	Universitas Brawijay
rawijaya	Universit classified in the table below. The questions were also	adapted from Ay	
rawijaya	Universitas L		Universitas Brawijay
rawijaya	Universit (2015) and adjusted with the topic of this research.	a	Universitas Brawijay
rawijaya	Table 3.2. The Classification of Interview's Question	n with Students	Universitas Brawijay
rawijaya	Universitas Braw	IJaya	Universitas Brawijay
rawijaya	Universitano awija Topics of Interview		_{em} niversitas Brawijay
rawijaya	Universit B Speaking activities	1 /awijaya	Universitas Brawijay
rawijaya	Universit 2 R Students' opinions Universit 3 R Methods Universitas Brawijava Universit	2,3 Brawijaya	Universitas Brawijay
rawijaya	Oniversit as Bravijaya Oniversitas Bravijaya Onivers		
			1.1 1 12 19 19 11
rawijaya	Universitas Br To make the interview stay on the line, the research		
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay
rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Univers Universitguide to help the researcher keep focus on the interview	itas Brawijaya v session. (Append	Universitas Brawijay lix 7) versitas Brawijay
rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Univers Universitguide to help the researcher keep focusion the interview Universitas Brawijaya Universitas Brawijaya Univers	sitas Brawijaya w session. (Append sitas Brawijaya	Universitas Brawijay lix/7)iversitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Univers Universitguide to help the researcher keep focus on the interview Universitas Brawijaya Universitas Brawijaya Univers Universitas Brawijaya Universitas Brawijaya Univers	sitas Brawijaya v session, (Append sitas Brawijaya sitas Brawijaya	Universitas Brawijay lixJ7)iversitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Univers Universitguide to help the researcher keep focusion the interview Universitas Brawijaya Universitas Brawijaya Univers Universitas Brawijaya Universitas Brawijaya Univers Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijaya w session (Append iitas Brawijaya iitas Brawijaya iitas Brawijaya	Universitas Brawijay lixJ7)iversitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Univers Universitas Brawijaya Universitas Brawijaya Univers	sitas Brawijaya Wisession, (Append Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya	Universitas Brawijay lix 7) versitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita	sitas Brawijaya Visession, (Append Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya	Universitas Brawijay lixJ7)iversitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya	sitas Brawijaya visession (Append sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya	Universitas Brawijay lixJ7)iversitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitus Universitas Brawijaya Universita	sitas Brawijaya Wisession, (Appendi Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya	Universitas Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya	sitas Brawijaya Visession (Appenditas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya Sitas Brawijaya	Universitas Brawijay lixJ7)iversitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay

101111101101	OTHER OF COLOR OF COL	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universities Brafter the researcher collected the data from the observations and the	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitinterviews, the data were analyzed by using three stages of data analysis from Arysitas	
rawijaya Irawijaya	(2006) as follows: familiarizing and organizing, coding and reducing, interpreting	Brawijay
rawijaya	University and representing. First, the researcher checked familiarity of the data and organized	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	the data through creating list of data, copying all the data, and backup copy of the	Brawijay
rawijaya	Universit original data. Second, coding and reducing deal with identifying and categorizing	
rawijaya	Universitas Brawijaya Universitas	
rawijaya	Universithe data to be reduced based on the data needed only. Third, interpreting and sitas	
rawijaya	Universitas Brawi AS B. Vijaya Universitas	Brawijay
rawijaya	Universities representing the data is the last data analysis. It includes bringing out the meaning, sites	Brawijay
rawijaya	Universitielling story, providing an explanation, and represents or reports the findings of data sitas	Brawijay
rawijaya	Universitas	
rawijaya 	Universi collection methods that is used by the researcher.	
rawijaya 	Universi Universi Universi	Brawijay
rawijaya		
rawijaya rawijaya	Universitinterviews. This was aimed to make the researcher familiar with the data. The datas it as	Brawijay
Irawijaya Irawijaya	University from interviews were transcribed directly without any changes to avoid bias. After University	Brawijay
rawijaya	University that, the researcher made a list based on the criteria of some aspects constructing sites	
rawijaya	Universitas Universitas	Brawijaya
rawijaya	Universithe methods of teaching speaking at 7A class of MTs Surya Buana Malang. Itsitas	
rawijaya	Universitas Brain included the methods, the speaking activities in teaching speaking and also the Universitas Brain included the methods, the speaking activities in teaching speaking and also the Universitas Brain included the methods, the speaking activities in teaching speaking and also the Universitas Brain included the methods, the speaking activities in teaching speaking and also the Universitas Brain included the methods, the speaking activities in teaching speaking and also the Universitas Brain included the methods, the speaking activities in teaching speaking and also the Universitas Brain included the methods are speaking activities in teaching speaking and also the Universitas Brain included the methods are speaking activities in teaching speaking and also the Universitas Brain included the methods are speaking activities in teaching speaking and also the Universitas Brain included the methods are speaking activities in teaching speaking activities are speaking activities and also the Universitas Brain included the methods are speaking activities and the properties are speaking activities are speaking activities and the properties are speaking activities and the properties are speaking activities and the properties are speaking activities are speaking activities and the properties are speaking activities and the properties are speaking activities are speaking activities and the properties are speaking activiti	Brawijay
rawijaya		
rawijaya 	Universi impacts to the students. Then the data were copied and backed up if there was it as	
rawijaya rawijaya	Universitas Brawija Wijaya Universitas Universitas unwanted incident happens. Next, the researcher identified the data taken from the sitas	Brawijay
rawijaya Irawijaya		
rawijaya	observations and the interviews that covered some aspects to be discussed based on	Brawijay
rawijaya	Universitate brawning and the lists above. The unnecessary data was reduced to help the researcher focused on sitas	
rawijaya		
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities the limitation of this study. The last, the researcher analyzed the data taken from Universities	Brawijay
rawijaya	Universit the two instruments by using the supporting theories and matched the data with the	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	Universi possible methods, interpreted and explained the data based on the researcher's sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay

	OTHER DIGITION OF THE PROPERTY	OTTO OTTO BIGITALIA I	OTHER DIGITION	110110 UIII1010110	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	ns Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitunderstanding. Fir	ally the researcher reporte	d the findings of the r	esearch in formsita	s Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universit of description.	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universit3.5. Data Triangu	lationrsitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universitas Brawnorder to	ensure the validity of the	data, triangulation w	as done by the	s Brawijay
rawijaya	Universitas Brawijava	University	Universitas Brawi	ijava Universita	s Brawijay
rawijaya	Universitas Brawijaya researcher through Universitas Brawijaya	Univer	ersitas Brawi	ijaya Universita	s Brawijay
rawijaya	Universit(2002), data triang				
rawijaya	Universitas Brawijay		rawi	ijaya Universita	s Brawijay
rawijaya		ained through the observati			
rawijaya	University of the interview wi	th the teacher and interviev	with the students. On	the other hand,	is Brawijay
rawijaya	Universitas	**	堂	Universita	ıs Brawijay
rawijaya	Universithe result of the in	terview with the teacher wa	as crosschecked from	the result of the	is Brawijay
rawijaya	Universi observation and th	e interview with the studen	ts. The last, the result	of the interview	is Brawijay
rawijaya	Universi Universi	e interview with the studen	ts. The fast, the result	iversita	is Brawijay
rawijaya	Universi with the students v	was crosschecked with the	result of the observati		
rawijaya	Universit		71 44	hiversita	ıs Brawijay
rawijaya	Universit result of the inte				
rawijaya	University when	the data taken from two or	more sources are conr	nected. Universita	ıs Brawijay
rawijaya	Universitas	E SIL	SA)	Universita	s Brawijay
rawijaya	Universitas		THE STATE OF THE S		s Brawijay
rawijaya	Universitas L				s Brawijay
rawijaya	Universitas Bl	が、「砂場」	4.5		s Brawijay
rawijaya	Universitas Bra	AA			s Brawijay
rawijaya	Universitas Braw				s Brawijay
rawijaya	Universitas Brawija				s Brawijay
rawijaya	Universitas Brawijaya	Univors			s Brawijay
rawijaya rawijaya		Universitas Brawijaya Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			is Brawijay is Brawijay
rawijaya		Universitas Brawijaya			is Brawijay is Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay
rawijaya		Universitas Brawijaya			is Brawijay is Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
rawijaya		Universitas Brawijaya			ıs Brawijay ıs Brawijay
awijayd	oniversitas Diawijaya	omversitas Diawijaya	Omversitas Blaw	ijaya Ulliversita	ıs brawijay

101111101701	OHITOTOICAO DIATTIATA OHITOTOICAO DIATTIATA OHITOTOICAO DIATTIATA	011110101000	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Unive FINDING AND DISCUSSION is Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universities Brawijaya This chapter presents the findings of the data obtained through obsulting the data obtained through the data obtained through obsulting the data obtained through the data ob	Universitas	Brawijay
rawijaya	Universitand interviews and also the discussion of the findings. Sitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universita Prinding us Brawijaya	Universitas	
rawijaya	Universitas Brawijay	Universitas	
rawijaya	Universitas BraThis subchapter presents the findings of the data collected by obs		
rawijaya 	Universitas Br and interviews. The main data were obtained from the observations of	Universitas f English	Brawijay
rawijaya			
rawijaya	Universite teaching and learning process conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by the researcher at 7A class of Management of the conducted by th		
rawijaya	Universi Buana Malang. Based on the school's recommendation, the observation	ons were it as	Brawijay
rawijaya			
rawijaya Irawijaya	Universit conducted in two meetings: May 13 th and 20 th of 2016 by referring to the Universit	e school's	Brawijay
rawijaya	Universit schedule. The supporting data were obtained by conducting the interviews	Illiversitas	Diawijay
rawijaya	Universita	Iniversitas	
rawijaya	English teacher and also three students of 7A class in order to complete	e the data	
rawijaya	Universit that could not obtained from the observations. The interview with the stud		
rawijaya	Universitas L	Universitas	
rawijaya	Universi conducted on 20th May and the interview with the English teacher was c	conducted	Brawijay
rawijaya	Universitas 31 th May.	Universitas	
rawijaya	Universitas Braw (jaya	Universitas	Brawijay
rawijaya	Universitas Brawii 4.1.1 Results of the Observation	Universitas	Brawijay
rawijaya	Universitàs Brawijay.	Universitas	Brawijay
rawijaya	Universitas Brathe first observation was conducted on May 13th, 2016. The activity		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	University described based on the learning steps on curriculum 2013 as follows: The		
rawijaya	that meeting was procedure text. In the observing step, the teacher gave an	n example	Brawijay
rawijaya			
rawijaya	Universit of procedure in making fried rice in form of video while the students we		
rawijaya	Universitas Brawijaya	Universitas	
rawijaya		Universitas Universitas	
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
awijaya	oniversitas prawijaya oniversitas prawijaya oniversitas prawijaya	Universitas	Diawijay

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya video was shown to the students then the students and also the teacher watched the University video together. At the second time, the video was played while the teacher askeds the students to present their work in front of the class about procedure text just like Universi in the video in group. After that, the teacher gave an opportunity to the students to star B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas ask anything about the video. In this questioning step, the students asked anything states about procedure text that they had not got in the previous meeting. Then the teacher versitesponded the students' questions so that they can have a better understanding about procedure text. In the exploring step, the teacher asked the students to identify the ingredients and the steps of making fried rice from the video randomly. The students responded to the teacher's questions correctly because they had watched the video twice. After exploring, the students were asked to associate. In this step, the students ersi were asked to prepare the ingredients of their food that they would present. The teacher gave a lottery to decide who would be the first and the following group to present. After the students got the lottery number, they were asked to present their work in front of the class. This will be the communicating step. In this step, the first group performed their work in front of the class. It was aimed to give the students ersi opportunities to speak in order to train their fluency, while the following group were paying attention to their friends' performance. After the demonstration, the other group were allowed to ask some questions to the groups who were already present. After that, the teacher gave feedback to the groups who presented their work. The feedback can be from the mispronunciation and the missed components related to their procedure text, for example the title. The teacher taught the students how to pronounce the mispronounced words correctly to train their accuracy and suggested

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universithe students who forgot to mention the title of their work. This activity was sitas Brawijaya rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi continued to the following groups remain. Overall, the classroom situation was it as rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas interactive because almost all the students participated in the teaching and learning rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitprocessiwijaya Universitas Brawijaya Universitives actually only doing the exercise before the students face the examination. The as Brawijaya Universitas Brawijay Universiteacher gave a review of the materials about what they had learnt before in thesitas Brawijaya second semester in form of exercise. The teacher asked the students to do the exercise individually. After finishing their work, the students and the teacher are Brawijaya University University discussed the exercise together. Then, the students submitted their work to the strass Br teacher. The exercise mostly contained some conversations about some topics, Universit consisted of describing people, describing pet, greetings, and also procedure, sitas Brawijaya therefore the students were asked to come forward to the class and practice the Universit conversations. The students were practicing the conversations in pairs. The teacher sitas Brawijaya Universitas Brawijaya
Universitas brawijaya
Universitas Brawijaya memorize the conversations around 5 minutes. Each pair came forward to act their Universitown roles, while the other students were paying attention to their friends'sitas Brawijaya Mujaya Universitas Brawijaya performance. In this meeting, the classroom atmosphere was quite interactive because there was a discussion between the teacher and the students about the rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitexercise.vijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University 4.1.2. Results of Interview with the English teacher it as Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Based on the interview with the English teacher, the result obtained related ersitas Brawijaya Universitas Brawijaya Univ Universite teaching speaking, she said that she often uses CLT to teach speaking to the students. It as Brawijaya Universitas Brawijaya Universit centered", so the students were required to have an active participation during the Universiteaching and learning process. In addition, the teacher's consideration of using CLTsitas was to give a better ability of speaking to the students in terms of accuracy and fluency. Therefore, CLT was effective to make the students have better ability in Universi speaking. Audio Lingual Method was another method mentioned by the teacher to be Universitused to teach speaking to the students. Based on the interview, the teachers it as mentioned that sometimes she used ALM to drill the students' vocabulary. The Universite teacher thought that although ALM supposed to be left behind because it was not sitas relevant with the applied curriculum which is curriculum 2013, it was still necessary to use ALM to make the students remember how to pronounce the English words Universit correctly. Secondly about the speaking activities, she said that there were some speaking activities applied by the teacher to the students of 7A class. The speaking ersitas Brawijava - Universitas Brawijaya Universitas Brawijaya Universitactivities were discussion, role-play, and telling story. Sometimes, she also askeds tas Universitas Brawijaya activities had some impacts to the students. For example, by having discussion, it Universi could train the students to speak, express their opinion, and improve new

Universitas Brawijaya Universitas Brawijaya knowledge for the students. On the other hand, role-play could enhance the students ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi creativity. Moreover, telling stories could avoid the boredom in the classroom. Universit 4.1.3 Results of the Interview with the Students ersitas Brawijava From the data collected by conducting an interview with the three students, some results were revealed as follow: about the teaching methods, they did not tas Brawijaya Universitas Brawijaya Universi ersitas Brawijaya Universitas speaking activities had been applied and also the impacts to them were varied. The Universi first student, Abdul Rasyid H. said that the teacher had applied the discussion and itas Brawij role-play. He liked those activities because the activities could improve his knowledge and experience. The second student, Ahmad Ridho Al Ghifari, versi mentioned the speaking activity used by the teacher was discussion. He clearly stated that he liked the activity because it could increase his knowledge and train Universithimself to speak in English with his friends and also the teacher. The third student, sitas Khairunnisa Qaulan Sadida, said that the teacher used role-play and discussion as the speaking activities in teaching English. She liked the activities because she was Universitable to improve her knowledge and her confidence. After all data from all instruments were collected, the researcher Universit crosschecked the findings of the study. The information about the method of Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universita taken/collected from the observations were crosschecked with all the data from the Universi interview with the teacher and the students. On the other hand, all information came it as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit from the teacher were crosschecked with the data obtained from the observations and the interview with the students. Last but not least, the information from the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University interview with the students were crosschecked with the data from the interview with Stas Brawijaya Universithe teacher and also the observations. After finding the matched data from two orsitas Brawijava more instruments, the researcher discussed the findings based on the focus of this ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya Universitstudyrawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University, 2 Discussion Universitas Brawijaya Univer sitas Brawijaya - Universitas Brawijaya Universitas Brathis subchapter discusses the findings of the study about the methods of Brawijaya Universities applied in the speaking activities applied in the speaking activities applied in the Universit classroom, and the impacts to the students of 7A class at MTs Surya Buana Malang. Sitas Brawijaya Universit 4.2.1 Methods of Teaching Speaking used by the Teacher The first aspect to be discussed from the findings is about the teaching sitas Brawijaya methods used by the teacher to teach speaking. According to Brown (2001), SI Universit methods deal with the teacher's roles, the students' roles, activities, objectives, and sitas Brawijaya the materials. Based on the observation, the teacher's role was a facilitator. She Universitacilitated the communication in the classroom, and made the situation that sitas Brawijaya rawijaya Universi promoted the students to speak. It can be seen from the way the teacher asked the students to present their work of procedure text in the first meeting of observation, Universitand allowed the audiences to ask some questions. It is in line with the theory from sitas Brawijaya Brown (2001) the role of teacher as a facilitator and a guide is one of characteristics ersitas Brawijaya Universitas Brawijaya Universities BOn the other hand, the students participated to speak up in the teaching and sites Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning process by having a presentation and also question. It means that the University students became the communicators in the classroom and they have responsibility sitas Brawijaya Universitas Brawijaya rawijaya

	SILITOTORIA DIGITIFATA SILITOTORIA DIGITIFATA SILITOTORIA DIGITIFATA SILITOTORIA	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	University to learn. It is in line with Brown (2001) that giving the students autonomy to learn	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitis the other characteristics of CLT rawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas However, the activities from the first observation required the students to act Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay Brawijay
rawijaya	Universi like the real chef that demonstrate the menu. So they can learn how to speak and sites	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	act like a real chef. From watching the demonstration of making food, it will give	Brawijay
rawijaya	Universit the students the experience like in the real situation. Therefore, the activity was	
rawijaya	Universitas Brawijaya Universitas	Brawijav
rawijaya	Universit meaningful for the students because they get some knowledge and experiences from sitas	
rawijaya	Hairanitas Branife	
rawijaya	Universities activity. It is in the same point of view with Richard (2001) that the goal of sites	Brawijay
rawijaya	Universit classroom activities in CLT should be authentic and the communication should be sitas	Brawijay
rawijaya	Universitas	Brawijay
rawijaya		Brawijay
rawijaya	Universi Universi Universi	Brawijay
rawijaya		
rawijaya	University by the teacher was CLT. It is supported by the teacher's statement on the interviewsitas	
rawijaya Irawijaya	University that CLT was used to make the teaching and learning process more interactive and university university	Brawijay Rrawijay
rawijaya	Universitio train the students' accuracy and fluency. It was done by giving the students' sitas	
rawijaya	Universitas Universitas	
rawijaya	Universi opportunities to practice their speaking ability in the communicative tasks. Insitas	Brawijay
rawijaya	University addition, the teacher train the students' fluency by asking the students to speak in	Brawijay
rawijaya	Universitas Bra	Brawijay
rawijaya	Universi front of the class, and giving some corrections if there is mispronunciation to trainsitas	Brawijay
rawijaya	Universitas Brawija Wijaya Universitas with Proven (2001) that two characteristics of CLT	Brawijay
rawijaya	University students' accuracy. It is in line with Brown (2001) that two characteristics of CLT _{Sitas}	
rawijaya 	were engaging students to use language for meaningful purposes and emphasizing	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universi students' fluency and accuracy. Therefore, CLT is an appropriate teaching method sitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas to teach speaking to the students. Moreover, it is in line with the applied curriculum universitas	Brawijay
rawijaya Irawijaya		
rawijaya	Universit that is curriculum 2013 which said that the learning type of this curriculum is universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
ʻawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas B Overall, after crosschecking the data from the observations and the interviews Universities to concluded that CLT is the method used by the English teacher to teach tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers speaking to the students of 7A class. It can be seen from the data taken from two Universitinstruments led the method used by the teacher to teach speaking is CLTsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya (Communicative Language Teaching). Universitas B Actually, CLT is not the only method used by the teacher to teach speaking, Universitit was mentioned by the teacher when conducting the interview that ALM was also site used. Unfortunately, the evidence leading to the use of ALM could not be obtained when the researcher conducted the observations. ALM concerns on some aspects Universi like oral activity by drilling, conversation practice, and also there is no translation. There are some characteristics of Audio-lingual Method stated by Larsen (2000) as Universi follows: students learn new vocabulary and new structural patterns throughsitas dialogue, teacher ask the students to imitate and repeat to learn the dialogue, teacher Universit drills the students by some patterns like repetition, backward build-up, chain, Sit Universi substitution, transformation, and question-and-answer, reinforce the students's responses, and grammar is taught by examples given. Based on the finding from the Universit observation, the activity in the teaching and learning process did not represent the sitas Braw characteristics of ALM. Universitas Brawijaya 4.2.2 Speaking Activities applied by the Teacher The other aspect that became the focus of the researcher was the speaking Universitactivities. Based on Harmer (2007), good speaking activities can engage the sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita students in learning language, promote the students to speak, and give beneficial feedback to the students. From the findings, there were some speaking activities Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitapplied by the teacher to teach speaking at 7A class of MTs Surya Buana Malang Universitas Brawijaya Universitas Brawijaya Universitwere as follow: The first speaking activities were simulation and role play. Based on the University observation, the students of 7A class were asked to have a simulation of being asitas Bra Universitas Brawijaya with the English teacher and the three students. Based on the teacher, when the Universit students had a role-play, they made their own role-play script by themselves. It was sit supported by all the students' statement that they had done the role-play. It is in line with the theory from Harmer (2007) that simulation and role-play give experiences Universi of what people really do in the real world. Therefore, by having a simulation of being a chef, the students got the experiences of what was like to be a chef. In other Universithand, the students got the experiences of being the role that they played. The second speaking activity was acting from a script. Based on the Universit observation on the second meeting, the students were asked to practice the sitas Universi conversation on the exercise. They were asked to come forward and have conversation in pairs about describing people, describing pet, greetings, and also Universit procedure text. Based on the interview with the English teacher and the students, Sitas Br the students onced asked by the teacher to act from the dialogue. As what had been mentioned by Harmer (2007), that students can learn and produce language at the Universitas Brawijaya Universitas Brawijaya Universi same time by acting from a script. From this activity, the students could learn and sit as Brawijaya enhance their speaking ability by performing in front of the class. ʻsitas Brawijaya Universitas Brawijaya Universitas Brawijaya **4.2.3** The Impact to the Students

101111101701	OHITOTORGIO DIGITIZAZIO DI GILLO DIGITIZAZIO DI GILLO DI	OTHER DIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Br The impact of speaking activity is the last aspect to be discussed	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitesearch. The results of the observations and the interviews were disc	cussed assitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas BraFrom all speaking activities had been applied by the teacher, the r	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	concluded there were some impacts towards the speaking activities to the	students.
rawijaya	University From the simulation, the students could practice their speaking at	
rawijaya	Universitas Brawijaya	Universitas Brawija
rawijaya	Universitencourage their confidence to speak by presenting their work, get some con-	
rawijaya	Universitas Brawi	Universitas Brawija
rawijaya	feedbacks from the teacher after the presentation, and improve their know	ledge and Universitas Brawija
rawijaya	Universit experiences to do as what people do in the real world. From the role	plavithesitas Brawija
rawijaya	Universita	Universitas Brawija
rawijaya	Universi students increased their creativity from making the script. Moreover, by ac	ting from sitas Brawija
rawijaya	Universi a script, the students could enhance their speaking ability.	niversitas Brawija
rawijaya	University.	hiversitas Brawija
rawijaya	Universit As what had been stated by Ur (1996) that characteristics of s	uccessfulsitas Brawija
rawijaya	Universit	niversitas Brawija
rawijaya	University speaking activity are to make the students talk a lot in allocated time and all	I students Driiversitas Brawija
rawijaya	Universit can participate fairly. It is supported by Harmer (2007) that good speaking	activities sitas Brawija
rawijaya	Universitas	Universitas Brawija
rawijaya	Universican engage the students in learning language. However, the teacher of	7Anclasssitas Brawija
rawijaya	Universitas R already applied good and appropriate speaking activities to enhance the	Universitas Brawijay
rawijaya	Universitas Bra	Universitas Brawija
rawijaya	Universitspeaking ability.	Universitas Brawija
rawijaya	Universitas Brawija wijaya	Universitas Brawija
rawijaya	Universitas Brawijay	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija

rawijaya Universitas Brawijaya Universitas B	Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya Universitas Brawijaya Universitas B	Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya Universitas Brawijaya Universitas B	Universitas Universitas Universitas Universitas Universitas Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya Universitas Brawijaya	Universitas Universitas Universitas Universitas Universitas	Brawijay Brawijay Brawijay
rawijaya Universitas Brawijaya Universitas B	Universitas Universitas Universitas Universitas	Brawijay Brawijay
rawijaya Universitas Brawijaya	Universitas Universitas Universitas	Brawijay
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Universitas	
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Dware
		Brawijay
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		Brawijay
	Universitas	Brawijay
	Universitas	
rawijaya Universitas BraThis chapter consists of two subchapters which are conclusi		
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya Universitas Brawijaya Universitas P Universitas Brawijaya	Universitas	Brawijay
rawijaya Universitdiscussion, while the suggestion was based on the conclusion. rawijaya	Universitas	Brawijay
rawijaya Universitas Brawijaya L	Universitas	Brawijay
Cit Conclusion	Universitas	
	Universitas	
rawijaya Universitas Br This study focuses on investigating the methods of teaching speaking	Halisavallaa	
class of MTs Surva Buana Malang including the teaching methods, the s	Universitas speaking	Brawijay
		Brawijay
rawijaya Universi activities, and also the impacts to the students. Based on the data obtained a rawijaya Universi		Brawijay Brawijay
rawijaya Universi the discussion of the findings, the researcher can retrieve some conclusions	s below.citae	Brawijay Rrawijay
rawijaya Universit Firstly, the method of teaching speaking used by the English teacher rawijaya Universit	er of 7A niversitas	Brawijay
rawijaya Universitelass of MTs Surya Buana Malang is CLT. It can be seen from some charact		
rawijaya Universita. First, the teacher's role is a facilitator or a guide. Second, the student universitas	nts have Universitas	Brawijay
rawijaya Universitresponsibility in learning by actively participated in the teaching and l		
rawijaya Universitas Bl	Universitas	Brawijay
rawijaya Universit process. Third, the classroom activities are authentic and meaningful	lutoixthesitas	Brawijay
rawijaya Universitas Bras. In addition, CLT is used to make the teaching and learning proce	Universitas ess more	Brawijay
rawijaya Universitas Brawija wijaya	Universitas	Brawijay
	Universitas	
rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya, there are two speaking activities applied to the student	Universitas	Brawijay
rawijaya Universit class during the research, simulation and role-play, and acting from the	e script. Sitas	Brawijay
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya Universit Simulation and role-play is applied to give knowledge and experiences		
students as what beoble do in the real world and also increase their creativi	Universitas ity. Universitas	
	Universitas	

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit Acting from a script is applied to enhance the students speaking ability by sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University performing in front of the class. Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Last but not least, there are some impacts of the activities to the students of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya University A class. The students can practice their speaking ability and get some feedbacks, sitas Brawijaya Universitas Brahowever, the teacher always adjusts the methods and the speaking activities Brawijaya s Brawijava Universithat are used based on the topic and the curriculum applied to make the teachingsitas Brawijaya and learning process fun and understandable. Universitas Brawijaya Universit5.2 Suggestion After conducting this research, the researcher wants to give Universi suggestions for the teacher and also for the further researcher 1. For the teacher, it is suggested to maximize the methods to improve the students' speaking ability. It is also important to enrich the speaking Brawijaya activities that are appropriate for the students so that they will be more interested on the lesson, and get more knowledge and experiences. Universitas 2. For further researchers, it is suggested to conduct a research on the sitas Brawijaya implementation of teaching for other English skills, such as listening, reading, and writing. It is also suggested to conduct a research with longer nversitas Brawijaya Universities Britime and more preparation to gain enough data. The other researcher also sites Brawijava Universitas Braclasses or different level of education. Universitas Brawijaya rawijaya

	CHITOLOGICO DIGITIFATO CHITOLOGICO DIGITIFATO CHITOLOGICO DIGITIFATO		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya		Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya		Universitas	
rawijaya		Universitas	Brawijay
rawijaya	KETEKEICES	Universitas	
rawijaya	Ary. D et al (2006). Introduction to research in education (8th Edition). Was		
rawijaya	Universitas BraWadsworth, Cengage Learning. ijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit Ayudeviana. M. (2015). An analysis on method in teaching English for s	students	Brawijay
rawijaya	Universitas Brwith mental retardation (A case study at SMPLB N Kedungka		
rawijaya	Universitas Bramalang). Malang. Brawijaya University niversitas Brawijaya		
rawijaya			
rawijaya	Badan Standar Nasional Pendidikan (2015). Peraturan badan standar n	<i>iasional</i> Universitas	Brawijay
rawijaya	Denaiaikan nomor (UU)4/F/DS/ID/AU/ZUT) Jakana	Universitas	
rawijaya	Universi Brown, H. D (2001). Teaching by principles an interactive approach to la	inguagesitas	Brawijay
rawijaya		Universitas	
rawijaya	Universitas Brown. H. D (2007). Principles of language learning and teaching fifth Universitas Pearson Education, Longman	Universitas	Brawijay
rawijaya	Universitas Pearson Education. Longman		
rawijaya	Universita	Universitas	
rawijaya	Universi Charolina (2014). A study on teaching speaking at SMAN 1 Box		
rawijaya	Universi Tulungagung. Tulungagung. English Education Program State	Islamicsitas	Brawijay
rawijaya	Universi Institute (IAIN) of Tulungagung.	niversitas	Brawijay
rawijaya	Universit Cohen. L, Manion. L, & Morrison. K. (2007). Research methods in education	ation 6 th sitas	Brawijay
rawijaya	Universit Edition. New York. Routledge	niversitas	Brawijay
rawijaya	Università Flick II (2000) An introduction to gualitative account fountly adition. I	Universitas	Brawijay
rawijaya	Universifick. U. (2009). An introduction to qualitative research fourth edition. I SAGE Publications.		
rawijaya	Universitas	Universitas	
rawijaya	Universi Fulcher. G. (2003). Testing second language speaking. Routledge. Pearson		
rawijaya	Guion I Λ (2002) Triangulation; establishing the validity of qualitative	Universitas studies	Brawijay
rawijaya	Iniversity of Florida IISA		
rawijaya		Universitas	
rawijaya	Universi Hancock. B. (1998). An introduction to qualitative research. Nottingham. I		
rawijaya		Universitas	
rawijaya rawijaya	Universities Brawijava Universities Brawijava Harmer. J. (2001). The practice of English language teaching third	edition.	Brawijay
rawijaya	Longman Longman Pearson. Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	University Harmer. J. (2007). The practice of English language teaching fourth		
rawijaya		Universitas	
rawijaya			
rawijaya	Harmer. J. (2007). How to teach English new edition. Longman Pearson.	Pearson	Rrawijay
rawijaya	Education Emilied	Universitas	
rawijaya		Universitas	
iawijaya	omiversitas brawijaya omiversitas brawijaya omiversitas brawijaya	omversitas	Diawijay

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University Jufri (2014). Teaching listening at junior and senior high schools as demanded by ersitas Bracurriculum 2013. Padang. Fakultas Bahasa dan Seni Universitas Negeri Universitas Brandanga Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Kothari (2004). Research methodology, methods and techniques (second revised edition). New Delhi. New Age International Publisher rawijaya Universi Larsen. D. (2000). Techniques and principles in language teaching second edition. Sitas Brawijaya University Br Oxford, Oxford University Press. **Universitas Brawijaya** Menteri Agama Republik Indonesia (2014). Keputusan menteri agama republik indonesia no 117 tahun 2014 tentang implementasi kurikulum 2013 di mardasah. Jakarta. Kementerian Agama Provinsi Jawa Timur Universi Newton. J. & Nation. I. S. P. (2009). Teaching ESL/EFL listening and speaking sitas Brawijaya New York. Routledge Nunan. D. (2003). Practical English language teaching. New York. McGraw Hill Education (Asia) Universi Parel, M.F. & Jain, P.M. (2008). English language teaching (methods, tools & techniques). Sunrise Publisher & Distributors. Universit Qureshi. I. A. (2010). The importance of speaking skills for EFL learners. Pakistan Department of English, Alama Iqbal Open University, Richards. J. & Schmidt. R (1985). Dictionary of language teaching & applied linguistics. Pearson. Longman Pearson Education. Universi Richards. J. & Theodore. S. R. (2001) Approaches and methods in languagesitas Brawijaya University Brateaching second edition. New York. Cambridge University Press Richards. J. (2008). Teaching listening and speaking from theory to practice. New York. Cambridge University Press Universi Sugiyartono (2011). A descriptive study on method in teaching speaking at the sitas Brawijaya Universitas Br eighth year of SMP Hj. Isriati Semarang in the academic year of 2010/sitas Brawijaya Universitas Br 2011). Semarang. Tarbiyah Faculty Walisongo State Institute for Islamicsitas Brawijava Universitas Brastudies Semarang sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Susanti. A. Y. H. (2007). Using role play in teaching speaking. Jakarta. Syarif Hidayatullah Jakarta Islamic State University. Sitas Brawijaya Universi Thornbury. S. (2005). How to teach speaking. Longman Pearson. Universitas Br Education Limited. tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

10111111011101	Omitorolla Diamija	a oninologicalo prat	rijaya omroioita	 	011110101000	
rawijaya	Universitas Brawija	ya Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	ya Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	a Universitas Brav	vijaya Universita	s Brawijaya	Unive ⁴⁵ sitas	Brawijay
rawijaya	Universitas Brawija	ya Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	ya Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	ya Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitus, Penny. (1	996) A course in langua	ge teaching practice	and theory C	Universitas	Brawijay
rawijaya	Universitas Braynika	rsity Pressersitas Bray	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	/a Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universit Zakiya'. H.	(2014). A_{c} study on tea	iching speaking at	Ma Terpadu 1	Al-Anwar _{sitas}	Brawijay
rawijaya	Universitas Brawija	an Trenggalek Acader	nic Year 2013/201	4. Tulungagui	ng. State Universitas	Brawijay
rawijaya	Universitas Brawija	c Institute of Tulungagu	ng. Vijaya Universita:	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija		vijaya Universita		Universitas	Brawijay
rawijaya	Universitas Brawija	a Universitas P	Universita:	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	a Univer	ersita	s Brawijaya	Universitas	
rawijaya	Universitas Brawija	/a L'	9		Universitas	
rawijaya	Universitas Brawija			rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawi	TAS	BB	ijaya	Universitas	Brawijay
rawijaya	Universitas Br	25117	JAA.	va	Universitas	
rawijaya	Universitas /	4 第 4	· 生		Universitas	Brawijay
rawijaya	Universita	Tay W	F F		Universitas	Brawijay
rawijaya	Universi			7	niversitas	Brawijay
rawijaya	Universi		SUN	1	niversitas	
rawijaya	Universit	ATTACE		y	hiversitas	
rawijaya	Universit			<i>Y</i>	hiversitas	Brawijay
rawijaya	Universit				niversitas	Brawijay
rawijaya	Universita	্রে ১			Iniversitas	Brawijay
rawijaya	Universita	TE I			Universitas	
rawijaya	Universitas	國			Universitas	
rawijaya	Universitas L			///	Universitas	
	Universitas Bl			a	Universitas	
	Universitas Bra	A	A	aya	Universitas	
	Universitas Braw			ljaya	Universitas	
	Universitas Brawija			wijaya	Universitas	
	Universitas Brawija			Tawijaya	Universitas	
rawijaya	Universitas Brawija		inguju omversita		Universitas	
	Universitas Brawija		vijaya Universita		Universitas	
	Universitas Brawijas		vijaya Universita		Universitas	
rawijaya 	Universitas Brawija		vijaya Universita		Universitas	
rawijaya	Universitas Brawija		vijaya Universita		Universitas	
rawijaya	Universitas Brawija		vijaya Universita		Universitas	
rawijaya	Universitas Brawija		vijaya Universita		Universitas	
rawijaya	Universitas Brawija		vijaya Universita		Universitas	
	Universitas Brawijas		vijaya Universita		Universitas	
	Universitas Brawija		vijaya Universita		Universitas	
rawijaya	Universitas Brawijas		vijaya Universita		Universitas	
rawijaya	Universitas Brawija		vijaya Universita		Universitas	
rawijaya 	Universitas Brawija		vijaya Universita		Universitas	
rawijaya	Universitas Brawija	a Universitas Brav	vijaya Universita	s Brawijaya	Universitas	Brawijay

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijay **Universitas Brawijaya** Universitas Br Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Iniversitas Brawijaya rawijaya rawijaya rawijaya APPENDICES hiversitas Brawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijay Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Brawijaya

rawijaya	Universitas I	Brawijaya Univ	ersitas Brawijaya	Universit	as Brawijava	Universi	tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay tas Brawijay
rawijaya Brawijaya	Universitas I						tas Brawijay tas Brawijay
			ersitas APPENDI				
rawijaya	Universitas I		ersitas Brawijaya hievements of Mts				tas Brawijay tas Brawijay
rawijaya		nnotition			,,,		
rawijaya 	Universitas	Diawijaya Ulliv	ersitas Brawijaya	Universit	as Brawijaya		tas Brawijay
rawijaya	Universitas Universitas	BrawKinds of niv	ersitas Brawijaya Place	Level	Achievements	Univers Year	tas Brawijay
rawijaya	Universitas I	Bracompetition	ersitas Brawijaya	Universit	as Brawijaya	Universi	tas Brawijay
rawijaya	Universit as l	Speech	MAN 3 Malang	East Java	2 nd Place	2015	tas Brawijay
rawijaya	Universitas l	Brawijaya Univ	ersitas P	Universit		Univers	tas Brawijay
rawijaya	Universita2	BrawiSpeech Univ	UIN Malang	National	as E2 nd Place	J 2015 s	tas Brawijay
rawijaya	Universitas	Speech	Malang	East Java	2 nd Place	2014	tas Brawijay
rawijaya	Universitas I	Brawijay	Tylululig	<u> Last Java</u>	rawijaya	Universi	tas Brawijay
rawijaya	Universitas l	Braw English	Asrama Haji	B.D.	ijaya		tas Brawijay
rawijaya	Universita3	Science	Sukolilo Surabaya	East Java	3 rd Place	J 2014 s	tas Brawijay
rawijaya	Universitas	Competition	*	羹		Universi	tas Brawijay
rawijaya	Universit	English		A S		Univers	tas Brawijay
rawijaya	Universi 4	Science	Malang	Malang	2 nd Place	2014	tas Brawijay
rawijaya	Universi	Competition		1		hivers	tas Brawijay
rawijaya	Universit	English		136	7	Hivers	tas Brawijay
rawijaya	Universit 5	Science	Malang	Malang	1 st Place	2014	tas Brawijay
rawijaya	Universit	Competition	Waltang	withing	1 Tiuce		tas Brawijay
rawijaya	Universit		M Reil			Iniversi	tas Brawijay
Irawijaya	Universita:	Speech	Malang	East Java	1 st Place	7014	tas Brawijay
Irawijaya	Universitas	Speech	MTsN Malang 1	Malang	1 st Place		tas Brawijay
rawijaya	Universitas	Specen	William I	Marang	1 Trace		
rawijaya	Universitas I	Story Telling	Malang	Malang	5 th Place	2010	tas Brawijay tas Brawijay
Irawijaya	Universita9		Malana	East Java	2 nd Place		tas Brawijay
rawijaya Irawijaya	Universitas I	AP	Malang	East Java	2 Place a		tas Brawijay tas Brawijay
	10		Malang	East Java	1 st Place	2000	tas Brawijay tas Brawijay
rawijaya Irawijaya	Universitate Universitate	Diawija	GI III D CODE	1.5.1	wijaya		tas Brawijay tas Brawijay
rawijaya	Universitas I		SMK PGRI 3	Malang	3 rd Place as Brawijaya	2000	tas Brawijay tas Brawijay
rawijaya Brawijaya	Universita 12		ersi Kepanjen i ava	East Java	1 st Place		tas Brawijay tas Brawijay
rawijaya Brawijaya		Dyanilaya Haiy	ovoitoo Dvoviiov	I les is serve it	D !!	Universi	tas Brawijay tas Brawijay
rawijaya Brawijaya	Universitas I	Speech	ersitas Brawijaya ersitas Brawijaya	Malang	as Brawijaya	4005	tas Brawijay tas Brawijay
	Universitas l			Malang	2 nd Place		tas Brawijay tas Brawijay
rawijaya			ersitas Pravijava	Universit	as Drawijaya		
rawijaya	Universit as l		ersitas Brawijaya	Universit	as Brawijaya		tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya			he school's administr				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I		ersitas Brawijaya				tas Brawijay
rawijaya	Universitas I	Brawijaya Univ	ersitas Brawijaya	Universit	as Brawijaya	Universi	tas Brawijay

i a ii ija ja	ominoronao brannjaja	· Omrorondo Diamijaj	, a o i i i o i o i a o i	21 4111 1 1 4 1 4 1	01111010100	
rawijaya	Universitas Brawijaya	universitas Brawijay	ya Universitas E	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	universitas Brawijay	ya Universitas E	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijay	ya Universitas E	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijay	va Universitas E	Brawijaya	Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya Irawijaya						
	Appendix 2. S	tudents' Score of MTs Su	ırya Buana in the	Second Sen	nester of	Drawijay
rawijaya 		r 2015/2016 tas Brawijay			Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya	Universit Semester Semester	VII-A Two	ya Universitas E		Universitas	
rawijaya	Universit No Name	Universitas Brawija	Speaking Score	Final Sco	reiniversitas	Brawijaya
rawijaya	Universitas Brayina	universitas Brawijay	(<mark>∂0</mark> Universitas E	Br æ7 ijaya	Universitas	Brawijaya
rawijaya	Universita2 BraAHM	Universitas Brawijay	/d00niversitas E	Br <i>9</i> 7rijaya	Universitas	Brawijaya
rawijaya	Universit 3 Bra AiF H	Universitas P	90 _{Universitas} F	87/ijaya	Universitas	Brawijaya
rawijaya	Universit 4 Br. A.S.	Univer	70 versitas I	87	Univer sitas	
rawijaya	5 AAF		0	3 awiiava	Universitas	
rawijaya Brawijaya	The second secon	E	70	83 Jaya	Universitas	
	, 2 , 1	-AC	90	87 ijaya 97 ijaya		
rawijaya Irawijaya		CHTAD	70	97 jaya 83 ya	Universitas	
rawijaya rawijaya	10 DMD	031.	100	90	Universitas	
rawijaya 	11 DNA		70	83	Universitas	
rawijaya	Universit 12 FAK		85	83		Brawijaya
rawijaya	Universi 13 FAZ	18 11 18	90	83		Brawijaya
rawijaya	Universi 14 HNA		90	83		Brawijaya
rawijaya	Universi 15 IAH		100	90	hiversitas	Brawijaya
rawijaya	Universit 16 KQS		100	97	<u> hiver</u> sitas	Brawijaya
rawijaya	Universit 17 MZZ	S	100	93	niver sitas	Brawijaya
rawijaya	Universit 18 MZA Universit 19 MPR		100	90	Iniversitas	
Irawijaya	Universit 20 M K X	N	100	90	Universitas	
Irawijaya	University 21 M D M		85	87	Universitas	
Irawijaya	Universit 22 MAM		95	87	Universitas	
			100	90		
rawijaya	Universit 24 NSS	WPM	100	97	Universitas	
rawijaya	Universit 25 Br N N D	AA	70	83 Aya	Universitas	
Irawijaya	Universit 26BraNAK		85	87 jaya	Universitas	
rawijaya	Universit 27Br RLA		85	93 jjaya 93 jjaya	Universitas	
rawijaya	20 S.T.		100	93 jaya 90	Universitas	
rawijaya	Ulliversity 20 TI D A	Universitas Diamija.	100 versitas l	97 97	Univer sitas	
rawijaya	Universit 31 Brank My	Universitas Brawija	70 Universitas E	Biagijaya	Univer sitas	Brawijaya
rawijaya	Universit 32Bram B N	n _R Universitas Brawijay	1400 niversitas E	Br 3 3ijaya	Universitas	Brawijaya
rawijaya	Universit Note rawijaya	Universitas Brawijay	ya Universitas E	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas BraRetriev	ed from the English teacher	ya Universitas E	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	ne of the students written in adard minimum score is 75.	itially to keep the se	ecrecy of the	students.	Brawijava
rawijaya	Universitas Brawijaya	idala illillillillilli scole is 75			Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya		ield Notes of Classroom O			Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya	Universitas Brawijaya				Universitas	
rawijaya	Universitas Brawijaya		ya Universitas E	Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	universitas Brawija	ya Universitas E	Brawijaya	Universitas	Brawijaya

rawijaya Ur	niversitas Brav	vijava Unive	reitoe Prov		olton Drowli	OVO LINIUS		
rawijaya Ur		VIICE OILLE	isilas biaw	rijaya Univer	Sitas Brawii	ava UNIVE	rsitas	Brawijay
	niversitas Brav			rijaya Univer	_			Brawijay
rawijaya Ur	niversitas Brav			ijaya Univer				Brawijay
	niversitas Brav			vijaya Univer				Brawijay
	niversitas Brav			rijaya Univer				Brawijay
	niversitas Brav			vijaya Univer				Brawijay
	niversit Meeting			rijaya Univer				Brawijay
	niversit D aterav	•		rijaya Univer		_		Brawijay
	niversit Topic av			rijaya Univer				Brawijay
	niversit <u>as Brav</u>	vijava Unive	rsitas Rraw	ijava Univer	rsitas Rrawii	ava Unive	sitas	Brawijay
	ALL/ARAIDEA LIVAL	ctivity	Sequ	uences of Activ	vity Sitas Brawii	Role*	sitas	Brawijay
	niversitas Brav	Juling		rijaya Univer	_			Brawijay
	niversitas Brav			rijaya Univer		_		Brawijay
	niversitas Brav		rsitas P		ʻsitas Brawij	_		Brawijay
	niversitas Brav				sitas Brawij	_		Brawijay
	niversitas Brav				as Brawi	_		Brawijay
	niversitas Brav				rawij	_		Brawijay
	niversitas Brav		ANG	DA		_		Brawijay
		ore Obser	ving	DRA				Brawijay
	niversitas I	steps	3/3	#ile	4.			Brawijay
,	niversit	Questi	Coning	H A				Brawijay
	niversi	steps	oning	经上部:				Brawijay
	niversi			1173	* 1			Brawijay
,	niversit	Exploi	ring	7 11 16				Brawijay
	niversit	steps						Brawijay
	niversit	Associ	ating					Brawijay
	niversita	steps						Brawijay
	niversitas		2 2					Brawijay
	niversitas	Comm ing ste	unicat					Brawijay
	niversitas I	ing sie	ps a later					Brawijay
		osing						Brawijay
	niversitas Bra	Oshig	45 11					Brawijay
	niversitas Bray		4	Siley.		, -		Brawijay
	·				wii			Brawijay
rawijaya Ur	niversitas Brav *Note : niversitas Bray	= Teacher S =	Ctudonts		rawij			Brawijay
rawijaya Ur	niversitas Braz	– Teacher S – dapted from Ay	vudeviana (20	15) and adjust	ed based on ti	ne focus of the	sitas	Brawijay
rawijaya Ur	niversitas Bræ			rijaya Univer		aya Unive	rsitas	Brawijay
rawijaya Ur	niversitas Brav	vijaya Unive	rsitas Braw	vijaya Univer	sitas Brawij			Brawijay
rawijaya Ur	niversitas Brav	vijaya Unive	rsitas Braw	vijaya Univer	sitas Brawij			Brawijay
rawijaya Ur	niversitas Brav	vijaya Unive	rsitas Braw	vijaya Univer	sitas Brawij	aya Unive	rsitas	Brawijay
rawijaya Ur	niversitas Brav	vijaya Unive	rsitas Braw	vijaya Univer	sitas Brawij	aya Unive	rsitas	Brawijay
rawijaya Ur	niversitas Brav	vija <u>y</u> a Unive	ersitas Braw	vijaya Univer	sita <u>s</u> Brawij	aya Unive	rsitas	Brawijay
rawijaya Ur	niversit <mark>Appendi</mark>	x 4. Result of (Clasroom Obs	servation by u	sing Field Not	~ ~	rsitas	Brawijay
rawijaya Ur	niversitas Brav	vijaya Unive	rsitas Braw	vijaya Univer	sitas Brawij	aya Unive	rsitas	Brawijay
rawijaya Ur	niversitas Brav	vijaya Unive	rsitas Braw	vijaya Univer	sitas Brawij			Brawijay
	niversitas Brav	vijaya Unive	rsitas Braw	rijaya Univer	sitas Brawij			Brawijay
	niversitas Brav			rijaya Univer				Brawijay
	niversitas Brav			rijaya Univer				Brawijay
	niversitas Brav			rijaya Univer	-			Brawijay

10111110110				OTTOO DIGITION
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya			Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit Det Brawii ava	l May 12 th 2016	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya			Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
rawijaya	No Activity	Universites	Sequences of Activity	Universitas Brawijay Role* Universitas Brawijay
	University 1 Opening		d the students to pray before the lesson	Universitas Brawijay
rawijaya rawijaya	Universitas Brawijaya		ecked the attendance rsitas Brawijaya	
rawijaya	Universitas Brawijaya		rviewed the material of the previous aya	Universitas Brawijay
rawijaya	Universitas Brawijaya		ave warming up by asking some	Universitas Brawijay
rawijaya	Universitas Brawijaya	questions rela	ted to the previous material	Un T versitas Brawijay
rawijaya	Universit 2 Br Core aya	Observing	The teacher gave a video about	Universitas Brawijay
rawijaya	Universitas Brawijay	steps	procedure text The students and the teacher watched	Universitas Brawijay
rawijaya	Universitas Brawi	CITI	together	Tr&Srsitas Brawijay
rawijaya rawijaya	Universitas Br	Questioning	The students asked questions related to	Universitas Brawijay
rawijaya	Universitas	steps	the video	Universitas Brawijay
rawijaya	Universita	75 0	The teacher responded to students'	Universitas Brawijay
rawijaya 	Universi	Exploring	questions The teacher asked the students to	iversitas Brawijay
rawijaya 	Universi	steps	identify parts of procedure text in the	Tversitas Brawijay
rawijaya	Universit	steps a live	video	hiversitas Brawijay
rawijaya	Universit		The students responded to the	Sversitas Brawijay
	Universit		teacher's questions	niversitas Brawijay
rawijaya	Universita	Associating steps	The teacher asked the students to perform their task	UnTversitas Brawijay
rawijaya	Universita	steps (The students prepared their work to be	Universitas Brawijay
rawijaya	Universitas	rei	presented	Universitas Brawijay
rawijaya	Universitas L	Communicat	The students presented their work in	Ursversitas Brawijay
rawijaya	Universitas B	ing steps	front of the class in group	Urśversitas Brawijay
rawijaya	Universitas Bra		The students asked to the group who presented	Universitas Brawijay
rawijaya	Universitas Braw		The teacher gave feedback to the jaya	Ur T versitas Brawijay
rawijaya	Universitas Brawija		students' presentation Wijaya	Universitas Brawijay
rawijaya	Universit 3 B Closing		roups presented the task, the teacher available to the roots of the teacher and the task, the teacher available to the task available to task available to the task available to the task available to the task available to task a	Urriversitas Brawijay
rawijaya	Universitas Brawijaya	reviewed the r	naterial surversitas Brawijaya nded the class with a pray provided	Universitas Brawijay
rawijaya	Universitas Brawijaya			Universitas Brawijay
rawijaya	Universitas Prawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya			Srawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	O		Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya			Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay

	eminoromo emembero		
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya		describing people and procedure text sitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universit No Activity	Universitas PSequences of Activity as Brawijava	LRolersitas Brawijaya
rawijaya	Universital Bropening	The teacher led the students to pray before the lesson	Un j versitas Brawijaya
rawijaya	Universitas Brawijaya	began and checked the attendance	Universitas Brawijaya
rawijaya	Universitas Brawijaya	The teacher reviewed the material of the previous meeting	Universitas Brawijaya
rawijaya	Universitas Brawijaya	The teacher told the students that this meeting was	Universitas Brawijaya
rawijaya	Universitas Brawijaya	only about the exercise before they pass the rawijava	Universitas Brawijaya
rawijaya	Universitas Brawijaya	examination	Universitas Brawijaya
rawijaya Brawijaya	Universitas Brawijaya	The teacher brainstormed the students by asking some	Universitas Brawijaya
	Universitas Brawijaya	questions related to the materials that have been learnt in the second semester	Universitas Brawijaya
rawijaya rawijaya	University B Core		Universitas Brawijaya
rawijaya Irawijaya	Universitas Br	The teacher gave the exercise to the students	Universitas Brawijay
rawijaya	Universitas	The teacher asked the students to do it individually	Universitas Brawijaya
rawijaya	Universita	After the students finish their work, the teacher and	T&sersitas Brawijaya
rawijaya	Universit	students discussed the exercise	iversitas Brawijaya
rawijaya	Universit	The teacher asked the students to take turn in	iversitas Brawijaya
rawijaya	Universit	discussing the exercise	hiversitas Brawijaya
rawijaya	Universit	The students read the questions loudly and the others	hiversitas Brawijaya
rawijaya	Universit	were paying attention	niversitas Brawijaya
rawijaya	Universita	The students submitted the exercise to the teacher	Jrsversitas Brawijaya
rawijaya	Universitas	Some students were asked to have a conversation in	Universitas Brawijaya
rawijaya	Universitas	front of the class from the exercise	Ur\$versitas Brawijaya
rawijaya	Universitas L		Universitas Brawijaya
rawijaya	Universitas B	The teacher asked the students about the difficulties of	Universitas Brawijaya
rawijaya	Universitas Bra	the materials and gave feedback	Universitas Brawijaya
rawijaya	University 3 Br Closing	The teacher gave reflection about the meeting to jaya	Universitas Brawijaya
rawijaya	Universitas Brawija	ensure the students' understanding wijaya	Universitas Brawijaya
rawijaya	Universitas Brawijay	The teacher dismissed the meeting by praying because the time is up	Universitas Brawijaya
rawijaya	Universit as Brawijaya	the time is up	Universitas Brawijaya
rawijaya	Universit _{Note} Prawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	UniversitT = Teacher S =	Students sitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	UniversitAppendix 5. Int	erview Guide for the English Teacher as Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
ravvijaya	omversitas brawijaya	omvorsitas bravijaya omvorsitas bravijaya	omversitas brawijay

	University by the state of the	OTHER DESIGNATION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit INTERVIEW GUIDE FOR THE ENGLISH TEACHER OF 7A CL	ASSIOF rsitas Brawijay
rawijaya	Universitas Brawijaya Unimts surya Buana Malang (*) Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Place Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 1. Apa silabus yang ibu pakai? Apakah selalu memakai silabus untuk m	nengajar? _{Sitas} Brawijay
rawijaya	Universi What is the syllabus that you used? Do you always use it?s Brawijaya	Universitas Brawijay
rawijaya	Universit 2. Apa tujuan pengajaran kemampuan speaking untuk sisw	_{va} la Ini _{Apa} sitas Brawijay
rawijaya	Universitas Brawijaya pertimbangannya?	Universitas Brawijay
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	What is the goal of the teaching speaking for the students? What is the goal of the teaching speaking for the students?	
rawijaya	Universit consideration?	Universitas Brawijay
rawijaya	Universit3. Apa kesulitan yang dihadapi siswa untuk menguasai speaking?	Universitas Brawijay
rawijaya	Universit What are the difficulties faced by the students to master speaking?	Universitas Brawijay
rawijaya	4 Ragaimana kemampuan speaking siswa saat ini?	iversitas Brawijay
rawijaya	University	niversitas Brawijay
rawijaya		hiversitas Brawijay
rawijaya	Universit 5. Bagaimana cara siswa belajar speaking?	hiversitas Brawijay
rawijaya	Universit How is the way the students learn speaking?	niversitas Brawijay
rawijaya	Universit 6. Materi apa yang digunakan untuk mengajarkan speaking kepada sis	wa? Niversitas Brawijay
rawijaya	What are the materials used to teach speaking to the students?	Universitas Brawijay
rawijaya rawijaya	Universitas Universit 7. Apa buku pelajaran yang digunakan?	Universitas Brawijay Universitas Brawijay
rawijaya Irawijaya	Universit What is the book used?	Universitas Brawijay
rawijaya Brawijaya	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
rawijaya	Universitas Brand Managaran digunakan ibu untuk mengajarkan kemampuan	Universitas Brawijay
rawijaya	untuk siswa? Apa alasannya ibu menggunakan metode tersebut? Valuniversitas Brawii aya	Universitas Brawijay
rawijaya	Universit What are the teaching methods you used to teach speaking to the studer	nts? What Brawijay
rawijaya	Universitare the reason to use it?ersness	Universitas Brawijay
rawijaya	Universit 9. Kegiatan apa saja yang digunakan untuk mengajarkan kemampuan	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	State Co.	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya What are the speaking activities applied to teach speaking? Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 10. Apa dampaknya pada kemampuan speaking untuk siswa dari	kegiatan Sitas Brawijay
rawijaya	Universitas Eresebut?ya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁵²sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University What are the impacts of the methods and the activities to the students' speaking states Brawijaya Universitas Brawijaya rawijaya Note: (*) adapted from interview guide by Ayudeviana, 2015 and adjusted based on the focus of the study rawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Prawijaya rawijaya Universitas Brawijaya ersitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Appendix 6. Transcript of Interview with the English Teacher Hava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Brawijaya

101111101701	emirereisae Brannjaya - emirereisae Brannjaya emirereisae Brannjaya - emirere	TOO DIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay
rawijaya		itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay
rawijaya	Universit TRANSCRIPT OF INTERVIEW WITH THE ENGLISH TEACHER OF 7AS	itas Brawijay
rawijaya	Universitas Brawijaya CLASS OF MTS SURYA BUANA MALANG ijaya Univers	itas Brawijay
rawijaya		itas Brawijay
rawijaya	University Date : Tuesday, May 31 st , 2016 : Guest Office : Guest Office University Uni	itas Brawijay
rawijaya	Universi Interviewee ya Uni: Athika Diena H, M.Pd. niversitas Brawijaya Univers	itas Brawijay
rawijaya		itas Brawijay
rawijaya	Universit l_{\circ} Apa silabus yang ibu pakai? Apakah selalu memakai silabus untuk mengajar? $_{\circ}$	itas Brawijay
rawijaya	UniversitWhat is the syllabus that you used? Do you always use it?s Brawijaya Universit	itas Brawijay
rawijaya	THIS WOL.	itas Brawijay
rawijaya	Silabus 2013 dari Kementrian Agama, jadi dari pusat. Kalau silabus iya selalu.	itas Brawijay
rawijaya	The Syllabus of 2013 from Kamantrian Agama, Vas Lalways use the syllabus	itas brawijay
rawijaya		itas Brawijay
rawijaya	Universit 2. Apa tujuan pengajaran kemampuan speaking untuk siswa? Apas	
rawijaya		itas Brawijay
rawijaya	Universit What is the goal of the teaching speaking for the students? What is the	itas Brawijay
rawijaya	consideration?	itas Brawijay
rawijaya		itas Brawijay itas Brawijay
rawijaya Irawijaya	Universi Siswa bisa memiliki kemampuan speaking dengan baik. Meliputi Accuracy dan	
rawijaya		itas Brawijay
rawijaya		
rawijaya	Sesuai Ki (Kompetensi Inti) aan KD (Kompetensi Dasar) aan topic yang atajarkan.	itas Brawijay
rawijaya	Universita The students can have a good speaking ability. Including the accuracy and fluency Universitas	itas Brawijay
rawijaya	Universit Based on the Kompetensi Inti and Kompetensi Dasar and the topic to be learnt.	itas Brawijay
rawijaya		itas Brawijay
rawijaya		itas Brawijay
rawijaya		itas Brawijay
rawijaya	Universitas Brawii	itas Brawijay
rawijaya		itas Brawijay
rawijaya	UniversitWell if you ask me about the students' difficulty, it will be better if you ask them	itas Brawijay
rawijaya		itas Brawijay
rawijaya	4. Видинини кенингриин эргикту мыми мин ти:	itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers How is the students' speaking competence this current time?	itas Brawijay
rawijaya	A	itas Brawijay
rawijaya		itas Brawijay
rawijaya 		itas Brawijay
rawijaya	Transfer in the second of the	itas Brawijay
rawijaya		itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay

10111110110		TOTOTOGO BIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	nivē ⁴ sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas Brawijay
rawijaya	I think the students' abilities are varied, some of them are high, low, and	iversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	niversitas Brawijay
rawijaya	Universitas brawijaya Universitas brawijaya Universitas brawijaya Uni	niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya	Universi Ya mereka biasanya belajar dari misalnya audio atau video native gitu ya,	riversitas Brawijay
rawijaya	mereka biasanya saya latih untuk maju ke depan ngomong Bahasa inggris.	iversitas Brawijay
rawijaya	Universitias Brawijaya Brawijaya Universitias Brawijaya Brawijaya Brawijaya Universitias Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Braw	ilversitas Brawijay
rawijaya		
rawijaya		niversitas Brawijay
rawijaya rawijaya	Universitas Brand yang digunakan untuk mengajarkan speaking kepada siswa?	niversitas Brawijay niversitas Brawijay
rawijaya	what are the materials used to teach speaking to the students?	niversitas Brawijay
rawijaya	Angyvor	niversitas Brawijay
rawijaya	Universi Semua materi. Insyaallah semua KD itu mencakup 4 skil, dari receptive	
rawijaya	Universi productivenya ada, jadi integrated semua skill itu masuk, semuanya masuk d	
rawijaya		niversitas Brawijay
rawijaya	Universit T 21 11 11 11 11 11 11 11 11 11 11 11 11	niversitas Brawijay
rawijaya	All the materials. I think all of the KD in the syllabus consisted of four s	nivarcitae Krawiiav
rawijaya	University Consisting of receptive and productive skills. So the materials were integrated in the consisting of receptive and productive skills.	rated. nversitas Brawijay
rawijaya	Universit Therefore, all the materials can be used and adjusted.	niversitas Brawijay
rawijaya	Universit 7. Apa buku pelajaran yang digunakan? Universit 7. Apa buku pelajaran yang digunakan?	niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya	Universitas B. //a Un	niversitas Brawijay
rawijaya	Universitas bratt	niversitas Brawijay
rawijaya	Kami pakai dari pusat, tapi gak melulu itu, jadi gak terpaku dari satu buku,	
rawijaya		niversitas Brawijay
rawijaya Irawijaya	Universities Brawing and from Kementerian Agama, but not always, so it is not stick to	o onesitas Brawijay niversitas Brawijay
rawijaya		
rawijaya	8. Apa metode yang digunakan ibu untuk mengajarkan kemampuan spec	aking Jiversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya	UniversitWhat are the teaching methods you used to teach speaking to the students?	
rawijaya		niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas Brawijay
rawijaya		niversitas Brawijay
rawijaya 		niversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Yang sering dipakai itu CLT, jadi Communicative Language Teaching ya mas karena kan sekarang siswanya dituntut lebih aktif atau student-centered. Jadi kan mereka dituntut lebih aktif berpartisipasi di kelas dan gurunya lebih ke memfasilitasi. But we need to correct the students ya, kalo gak gitu kan mereka gak tau mana yang bener. Dan gak saklek ya, kadang juga pakai Audiolingual, walaupun sebenarnya ini sudah mulai ditinggalkan, tapi kadang masih dipakai untuk drilling siswa. I often uses CLT, which is Communicative Language Teaching, because the students are required to be more active or it can be called as student-centered. So they were required to be actively participated in the classroom and the teacher is the facilitator. But we need to correct the students, so that they will know the correct one. And I think it is not fixed, sometimes I use Audio Lingual Method, even though we have to leave this method, but sometimes it is still being used to drill the students vocabulary. Kegiatan apa saja yang digunakan untuk mengajarkan kemampuan speaking siswa? What are the speaking activities applied to teach speaking? Answer: Discussion pernah, diskusi itu menurut saya bisa melatih anak untuk bicara, mengeluarkan pendapat dan menambah pengetahuan baru untuk siswa. terus roleplay, kalo role-play malah mereka bikin sendiri scriptnya tapi saya yang ngasih topicnya. Jadi melatih kekreatifitasan mereka. Telling stories juga pernah, pas bab awal mereka belajar tentang introducing themselves mereka juga saya suruh untuk bercerita bebas jadi gak bosen cuma perkenalan dan itu itu aja. Yang sering itu games, giant snake and ladder. The first is discussion, I think discussion can train the students to speak, express their opinions, and improve new knowledge for the students. The next is role-play when I ask them to play a role-play, they make the script by themselves based on the topic given, so it will train their creativity. I also ever asked them to tell stories.

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit asked them to tell a story freely to avoid the boredom in the introduction activity. Sitas Brawijaya We often used games, like giant snake and ladder games. rawijaya 10. Apa dampaknya pada kemampuan speaking untuk siswa dari kegiatan rawijaya Universitas tersebut? Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universit What are the impacts of the methods and the activities to the students' speakingsitas Brawijaya ability? wijaya rawijaya Universitas Brawijaya Universitas Brawijaya as Brawijaya Answer: Universitas Brawijaya Universitas Brawijaya rawijaya sitas Brawijaya Universitas Brawijaya Dampaknya ya, dari pembelajaran itu kan yang penting fun, tapi mereka paham Universi juga, kalo fun fun tok tapi pahamnya ndak kan percuma, jadi harus dua duanya, sitas Brawijaya Universi kalo sudah gitu kan mereka jadi rileks dan interest sama pelajarannya, nah barusitas Brawijaya mereka mulai aktif bicara di kelas, jadi kalo saya suruh maju sudah pede, dan juga rawijaya rawijaya tertarik untuk mengikuti pelajaran. Universi Well the impact is I think the importance of the teaching and learning process is sitas Brawijaya Universi that it is fun, but they also have to understand, if it is only fun and they do not sit as Brawijaya rawijaya understand, I think it's useless. Therefore, it should be both of them, it can make Sitas Brawijaya rawijaya rawijaya them feel relax and interested with the lesson. Eventually, they starts to actively rawijaya speak in the class, so if I ask them to come forward in front of the class to speak, rawijaya Universithey will be confident and also interested to follow the lesson. rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Appendix 7. Interview Guide for the Students iversitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

	Omitoloitae Diamijaja	OIIIVOIOILAO DIATTIJATA	omitoroitae branija ja	011110101600	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Unive7sitas	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brayriago	EW GUIDE FOR THE ST	TIDENTS OF 7A CLASS	niversitas	Brawijay
rawijaya	Universitas Brawijaya		AMALANG (*)Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit Name awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Class : Universit Date rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit Place rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya		Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Kegiatan be	Universitas Brawijaya rbicara (speaking) apa saja	yang pernah dilakukan ole	h guru di _{sitas}	Brawijay
rawijaya	Universitas dalam kelas		rersitas Brawijaya	Universitas	Brawijay
rawijaya	UniversitWhat are the spe	aking activities that had been			
rawijaya		menurut anda tentang aktivi			
rawijaya	=	inenurui anaa tentang aktivi		Universitas	Brawijay
rawijaya	Universitas Br	nion about the activities? Do	you like it?	Universitas	Brawijay
rawijaya	Universit ³ .s Bagaimana	aktivitas itu mempengaruhi l	kemampuan speakingmu? K	enapa? _{ersitas}	Brawijay
rawijaya	UniversitHow does it influ	nence your speaking ability?	Why?	Universitas	Brawijay
rawijaya	Universi 4. Apa anda ta	hu tentang metode yang dipo	akai oleh guru? Jika iya apa	kah itu? rsitas	Brawijay
rawijaya	Universi Do you know the	e methods used by the teacher	er? If you do what is it?	hiversitas	Brawijay
rawijaya				hiversitas	
rawijaya	Universit Note: (*) adapte	ed from interview guide by A	Avudeviana, 2015 and adjus	niversitas ted based	Brawijay
rawijaya	University on the focus of the	ne study	iyuuerumu, 2012 ama aayus		
rawijaya	Universita	AN STAIL		niversitas	
rawijaya	Universitas	造 月111111111111111111111111111111111111		Universitas	
rawijaya	Universitas	属 是 7	順	Universitas	
rawijaya	Universitas L			Universitas	
rawijaya	Universitas Bl	兴 [] []	a	Universitas	
rawijaya	Universitas Bra	AA	aya	Universitas	
rawijaya	Universitas Braw		ljaya	Universitas	
rawijaya	Universitas Brawija		wijaya	Universitas	
rawijaya	Universitas Brawijay		rawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Appendix 8. Tr	anscript of Interview with t	the Students	Universitas	
rawijaya		CRIPT OF INTERVIEW		Universitas	
rawijaya					
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya		Universitas Brawijaya Universitas Brawijaya	Universitas Universitas	
rawijaya		LINIVERSITAS KRAWIIAVA	LINIVERSITAS KRAWIIAVA	LIMINARCITAC	

	emitorora emitigação emitorora emitorora emitigação emitorora emitigação	OTTO OTTO DIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay 7A CLASS OF MTS SURYA BUANA MALANG	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	UniversitName awijaya Abdul Rasyid HBrawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit Place awijaya In front of the Office wijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 1. Kegiatan berbicara (speaking) apa saja yang pernah dilakukan ole	h guru disitas Brawijay
rawijaya	Universitas Palamikelas? Universitas Puniversitas Brawijaya	Universitas Brawijay
rawijaya	Universit What are the speaking activities that had been done by the teacher in the cl	Universitas Brawijay
rawijaya	Universitas Brawijaya Lanswer: as Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya (awijaya	Universitas Brawijay
rawijaya	Universit Yang pernah itu diskusi, drama, dan permainan gitu kaya ular tangga	Universitas Brawijay
rawijaya	Universit Speaking activities that had been applied are discussion, role play, and g	
rawijaya	Universit snake and ladder.	Universitas Brawijay
rawijaya 	Universit 2. Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukai	Nniversitas Brawijay
rawijaya	How is your opinion about the activities? Do you like it?	ilversitas brawijay
rawijaya	Universi Answer:	niversitas Brawijay
rawijaya		hiversitas Brawijay hiversitas Brawijay
rawijaya rawijaya	Universitya, suka	niversitas Brawijay
rawijaya	Universityes, I like it	
rawijaya	Universita. Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Keluniversita.	enapa? Universitas Brawijay
rawijaya	How does it influence your speaking ability? Why?	Universitas Brawijay
rawijaya	UniversitAnswer:	Universitas Brawijay
rawijaya	Universi Karena menambah wawasan, dan pengalaman juga.	Universitas Brawijay
rawijaya	Universit Because it is improving my knowledge and experience.	Universitas Brawijay
rawijaya	4. Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apa	
rawijaya	Universitas Brawija	universitas Brawijay
rawijaya	Universit Do you know the methods used by the teacher? If it is yes what is it?	Universitas Brawijay
rawijaya	UniversitAnswer:wijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit <i>Tidak fahi</i> ijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit Name awijaya Ahmad Ridho Al Ghifari ya Universitas Brawijaya	Universitas Brawijay
rawijaya	UniversitClassrawijaya 7 Aniversitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya May 20 th , 2016 Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

	emperence promiseral emperence promiseral emperence promiseral	OTHER DIGITION	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unive9sitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universi 1.5 Kegiatan berbicara (speaking) apa saja yang pernah dilakukan ole	h guru disitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya What are the speaking activities that had been done by the teacher in the clause Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universi Ehm itu diskusi dan games, aku malah sering disuruh ngomong didepan b	kelas jadisitas Brawi	jay
rawijaya	Universitation buat temen temen rsitas P Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universit Discussion and games, I often come forward to the class and speak as the n	model for Brawi	jay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	jay
rawijaya	Universitas brawijay	Universitas Brawi	jay
rawijaya	Universit ² . Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukain	-	
rawijaya	Universit How is your opinion about the activities? Do you like it?	Universitas Brawi	
rawijaya	UniversitAnswer:	Universitas Brawi	
rawijaya	Universit İya melatih kepercayaan diri untuk ngomong Bahasa inggris, sama temen Universi	Universitas Brawi dan guru	jay
rawijaya	nakai Rahasa inaaris		
rawijaya	Offiversity of the second seco	hiversitas Brawi	
rawijaya	Universi It trains my confidence to speak English with my friends and also the teach		_
rawijaya	Universi 3. Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Ke		
rawijaya	Universit How does it influence your speaking ability? Why?	niversitas Brawi	
rawijaya	Universit Answer:	Iniversitas Brawi	
rawijaya	Universitat Universitya, karena menambah pengetahuan.	Universitas Brawi	
rawijaya	Universit Yes because it improves my knowledge	Universitas Brawi	
rawijaya		Universitas Brawi	
rawijaya	Universi 4.5 Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apai		
rawijaya	Universit Do you know the methods used by the teacher? If it is yes, what is it?	Universitas Brawi	
rawijaya	Universitas Braw Answer: Universitas Brawija wijaya	Universitas Brawi	
rawijaya rawijaya	Universitas Brawija Universit <i>Enggak</i> wijay	Universitas Brawi Universitas Brawi	
rawijaya	UniversitNo Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Pravijava Universitas Pravijava Universitas Pravijava	Universitas Brawi	
rawijaya	Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya 7 Universitas Brawijaya	Universitas Brawi	
rawijaya	Universit Date rawijaya May 20th, 2016 Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universit Place rawijaya Infront of the Office vijaya Universitas Brawijaya	Universitas Brawi	_
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawi	

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit 1. Kegiatan berbicara (speaking) apa saja yang pernah dilakukan oleh guru di Universitas Brawijaya Universitas Brawijaya dalam kelas? Universitas Brawijaya rawijaya rawijaya UniversitAnswenwijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universi Public speaking, drama, diskusi, permainan, dan disuruh maju ke depan. Public speaking, role-play, discussion, games, and speak in front of the class rawijaya Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukainya? rawijaya How is your opinion about the activities? Do you like it? S Brawijaya UniversitAnswer:wijay **Universitas Brawijaya** Universit*suka* rav Universitas Brawijaya rawijaya Yes, I like it. rawijaya **Universitas Brawijaya** 3. Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Kenapa? Universi How does it influence your speaking ability? Why? rawijaya Universi Answer: rawijaya Karena melatih kepercayaan diri dan menambah pengetahuan rawijaya Because it can train my confidence and improve my knowledge. rawijaya Universit⁴. Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apakah itu? rawijaya Universi Do you know the methods used by the teacher? If it is yes what is it? rawijaya rawijaya **UniversitAnswer:** Universit_{Nggak} tahu Universitas B, I don't know Universitas Brawijaya **Universitas Bra** rawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit Appendix 9. Letter of Research Permission from Faculty Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

911119191600	D : 0.1111101701	OTHER DIGITAL		OTHER DIGITAL		011111010101000	
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya		
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijeva					Universitas	Brawijay
Universitas	B September 1	Universitas.			Brawijaya	Universitas	Brawijay
Universitas	B√	Jalan Veteran Malang	65145, Indonesia, To	dpl +62341- 575875, Fa	x +62341-575822	Universitas	Brawijay
Universitas	Brawa		The state of the s	ALC: AND ALC: AND			
Universitas	Br awijava	Universites	Brawiiava-	Universites	Promijovo		
		Universitas	Brawijava	900000000	0.3 //4/ 2016		
		1051 JUN10.12/AK/2	2016		_		
	Perihal	Permohonan Ijin Pen Universitas	elitian				
		A mes established	na				
	Jalan Panii Sur	oso nomor 2		195			
			akhir mahasiswa				
	Rudaya Univers	sitas Brawijaya, kami i	nohon dengan ho	rmat agar Saudara	4. 46		
	A CONTRACTOR OF THE PARTY OF TH	: Muhammad Mirza	Fahmi	RA.	va		
	NIM		3	4 1/			
Universita		TA .	nasa Indoris	F .			
Universi		38 1			A 1600	niversitas	
Universi	diberikan ijin i berkaitan deng	untuk melaksanakan an usulan skripsi berju	kegiatan peneliti idul:	an dan memperole	eh data pendukun	a .	
Universi	" A STUDY ON	METHODS IN TEA	CHING SPEAKIN	G AT THE SEVENT	H GRADE OF MTS		
Universit			MAAI & A.			hiversitas	
Universit	Selanjutnya ka hanya digunaka	mi sampaikan bahwan untuk penelitian (te	a data yang dipe rlampir).	eroleh akan dijaga	kerahasiannya da		
	Demikian atas	bantuan dan kerjasam	a yang baik ini, di	ucapkan terimakasih			
Universita							
Universitas	\ \	Fiet.		THE P	//		
Universitas			Dekan,				
Universitas	В	1/124		in the second	a		
Universitas	Bra	4.5	1 1 2 5	milyn	aya	Universitas	Brawijay
Universitas	Braw		Prof. Ir Be	MANUAL M. C. D.	< /iava		
Universitas	Brawija		X NIP. 19610	908 198601 1 001	wijaya		
Universitas	Brawijay				rawijaya		
Universitas	Brawijaya	Universitas		omversitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Bratembusan: Y	u Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Wits Surva Ruana M Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
UniversitAp	pendix 10. Le	etter of Researc	h Permissio	n from Keme	nterian Agan	naJniversitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya		
						Universitas	
	Universitas	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brobalarii rangka Brawijaya Universitas Brobalarii rangka Brawijaya Universitas Brobalarii rangka Brawijaya Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Univ	Universitas Brawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universita

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya niversitas B**KEMENTERIAN AGAMA** rawijaya Universitas Brawija KANTOR KOTA MALANG Universitas Brawijaya Jl. R. Panji Suroso No. 2 Telp. 491605 477684 Fax. 477684 VI http://www.depagkotamalang.go.id email; depag@depagkotamalang.go.id rawijaya MALANG **Universitas Brawijaya** rawijaya **Universitas Braw** Universitas Bray 16 Mei 2016 Kd.15.25/1/TL.00/1761 /2016 Universitas Brawsia Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawninya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Kepada Yth. Kepala Madrasah Tsanawiyah Surya Buana Kota Malang Universitas Brawijaya Menindaklanjuti surat Dekan Fakultas Ilmu Budaya Universitas Brawijaya Kota Malang Nomor: 1052/UN10.12/AK/2016 tanggal 03 Mei 2016 perihal Permohonan niversitas Brawijaya Universitas Br ljin Penelitian, dengan ini kami sampaikan bahwa pada dasarnya menyetujui/tidak rawijaya Universitas Brawijaya keberatan memberikan ijin kepada: Iniversitas Brawijaya MUHAMMAD MIRZA FAHMI Nama : 125110500111008 NIM hiversitas Brawijaya : VIII (Delapan) : S1 Pendidikan Bahasa Inggris Program Studi "A Study on Methods in Teaching Speaking at The Judul Karya Ilmiah Seventh Grade of MTs Surya Buana Malang Academic Year 2015/2016 Universit hiversitas Brawijaya Mengadakan Penelitian dilembaga yang Saudara pimpin dengan ketentuan rawijaya sebagai berikut: niversitas Brawijaya Selama mengadakan penelitian mentaati tata tertib yang berlaku. Setelah selesai mengadakan penelitian memberikan laporan secara tertulis rawijaya kepada Kepala Kankemenag Kota Malang dan Kepala Madrasah Demikian atas perhatiannya disampaikan terima kasih. Universitas Brawijaya Universitas a.n. Kepala dikan Madrasah Universitas Bl Universitas Brawijaya Universitas Bra **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Braw H. Chanter Achmidy, SE, NIP, 196510231994031001 Universitas Brawii **Universitas Brawijaya** Universitas Brawi Tembusm 1. Kepala Kankemenag Kota Malang
Universitas Brawijaya Malang
Universitas Brawijaya Malang
Jawijaya Malang
Jawijaya Malang
Jawijaya Malang
Jawijaya Malang
Jawijaya Malang **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Appendix 11. Letter of Research Permission from the School Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas yayasan bahana cita persada Malangs rawijaya sekolah alam terpadu
Un MADRASAH TSANAWIYAH SURYA BUANA (TERAKREDITASI A)
N S M: 121235730019 NPSN: 20583822
Universitasi Kata Malang Teloffax (0341) 574185 http://www.mbsuysbuana.ach.id rawijaya Universitas Brawijaya Universitas Brawija (n) rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawi** Universitas SURAT KETERANGAN rsitas Brawijaya Universitas No. 161/613.02.05/MTs. SBW/2018
Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Bray Yang bertandalangan di bawah ini Universitas Brawijaya Universitas Brawina Akhmad Riyadi, S.Si, S.Pd. : Kepala Madrasah Tsanawiyah Surya Buana **Universitas Brawijaya** Menerangkan bahwa Universitas Brawijaya Nama **Universitas Brawijaya** 125110500111008 Pendidikan Bahasa Inogris **Universitas Brawijaya** rawijaya Iniversitas Brawijaya Yang tersebut diatas benar benar telah melaksanakan penelitian dalam rangka menyelesaikan tugas, skripsi hiversitas Brawijaya dengan judul " A Study On Methods in Teaching Speaking At The Seventh Grade Of MTs Surya Buana Malang Academic year 2015/2016 * di MTs Surya Buana pada tanggal 01 Mei s.d 31 Mei 2016 Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya rawijaya hiversitas Brawijaya 02 Juni 2016 niversitas Brawijaya rawijaya rawijaya SURYA BUANA **Universita** Riyadi, S.Si, S.Pd Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University Appendix 12. Letter of Researcher Statement iversity Brawijaya Universitas Brawijaya Unikementagan kiseri i eknologi dan pendidikan uniggiya universitas brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas FAKULTAS ILMU BUDAYA Brawijaya Jalan Veteran Malang 65145, Indonesia, Teip, +62341- 575875, Fax. +62341- 575822 E-mail: fib_ub@ub.ac.id - http://www.fib.ub.ac.id rawijaya Universitas Brawijaya rawijaya Universitas Brawna rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Surat Pernyataanersitas Brawijaya rsitas Brawijaya **Universitas Brawijaya** Universitas Br Saya, yang bertandatangan di bawah ini Muhammad Mirza Fahmi **Universitas Brawijaya** Universitas Brawij 125110500111008 Universitas Bremester : S1 Pendidikan Bahasa Inggris **Universitas Brawijaya** dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang Universitas Brawijaya rawijaya Universit niversitas Brawijaya " A STUDY ON METHODS IN TEACHING SPEAKING AT THE SEVENTH GRADE OF MTS SURYA BUANA MALANG ACADEMIC YEAR 2015/2016" akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia. rawijaya Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku. niversitas Brawijaya rawijaya Tanggal pernyataan: 26 April 2016 Yang membuat pernyataan; Universitas Brawijaya Universitas Bl Muhammad Mirza Fahmi Universitas Bra 125110500111008 **Universitas Brawijaya** Universitas Brawnsetahul **Universitas Brawijaya** Universitas Bracken Ketua Program Studi Universitas Brawijaya S1 Pendidikan Bahasa Inggris **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya Universitas Byayi ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 198601 1001 itas Brawijaya 19720604 200212;2 001 Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **University Appendix 13. Documentations of the Classroom Observations** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawij Universitas Brawijaya Unive rawijaya s Brawijaya rawijaya **Bra**wijaya rawijaya **Universitas Brawijaya ra**wijaya rawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya Universitas Brawijaya** vijaya **Universitas Brawijaya** vijaya **Universitas Brawijaya** vijaya rawijaya sitas Brawijaya **Universitas Brawijaya** vijaya rawijaya vijaya **Universitas Brawijaya** rawijaya Universitas brawijaya Universitas Brawijaya Universitas Brawijaya Universita The observation was done in the first meeting at May 13th, 2016. The students are Brawijaya Universitas Brawijaya were asked to present their work of procedure text. rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijays Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya 262623 Universitas Braw rawijaya Universitas Brawij **Universitas Brawijaya** rawijaya ersitas Brawijaya Universit **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya **Universitas Braw** sitas Brawijaya Uni tas Brawijaya Ur rawijaya Unive rawijaya Universitas Brawijaya Universitas Brawiia **Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Iniversitas Brawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya niversitas Brawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Bray** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universit The observation was done in the second meeting at May 20th, 2016. The students Sitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijay were asked to have a conversation from the exercise. ava rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **University** Appendix 14. Documentations of Interview with the Students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya as Brawijaya Un **Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** rawijaya rawijaya wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya vijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
The interview was conducted with three students taken randomly by the English
teacher on May 20th 2016 at in front of the office rawijaya teacher on May 20th, 2016 at in front of the office. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit Appendix 15. Documentations of Interview with the English Teacher rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rsitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya niversitas Brawijaya niversitas Brawijaya niversitas Brawijaya Eniversitas Brawijaya niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya niversitas Brawijaya rawijaya niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya niversitas Brawijaya niversitas Brawijaya niversitas Brawijaya niversitas Brawijaya niversitas Brawijaya niversitas Brawijaya rawijaya niversitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
The interview was conducted with the English teacher of 7A class, Ms. Athika
Diona H. M. P.d. on May 31th 2016 at the guest room of the school rawijaya Diena H, M.Pd on May 31th, 2016 at the guest room of the school. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Brawijaya

	O I I I I O I O I I O I		or emirerence	D DIGITITION OF	PITTOTOTOGO BIOTITIOTO	
rawijaya	Universitas	Brawijay	a Universitas	s Brawijaya l	Jniversitas Brawijaya	a Universitas Brawijay
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas	9 9			Jniversitas Brawijaya	CO
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya						
rawijaya	Universitas	Appendi	x 16. Berita Acara l	Bimbingan Skripsi	Jniversitas Brawijaya Jniversitas Brawijaya	universitas Brawijay
	Universitas		DEDITA A	CARA BIMBING	ANTONOMON	
rawijaya	Universitas	2500 750		. 0000000	2042 5195 W	
rawijaya		2 N	ama Universitas IM	. 125110500	Mirza Fahmias Brawijaya	
rawijaya 	Universitas	3 P	rooram Studi	: Pendidikan	Bahasa Inggris	
rawijaya 	Universitas	Braw Lan	idul Skripsi ersitas	Methods in	Teaching Speaking at the	universitas Brawijay
rawijaya	Universitas			or relian or	ade Students of MTs Surya	
rawijaya	Universitas	and the second second	a Univer anggal Mengajukan	: 15 Februar	ang Academic Year 2015/2016	
rawijaya	Universitas	6. T	anggal Selesai	: 5 Agustus	2016 TS Brawijaya	
rawijaya			ama Pembimbing	: Yulia Haps	ari, M.Pd.	
rawijaya			eterangan Konsultasi	AS B	ijaya	-
rawijaya	Universitas	140.	Tanggal	Materi	Dosen Pembimbing Paraf	Universitas Brawijay
rawijaya	Universitas	1.	4 Maret 2016	Konsultasi Judul	Yulia Hapsari, 12.22	Universitas Brawijay
rawijaya	Universita				M. Pd	Iniversitas Brawijay
rawijaya	Universi	2.	7 Maret 2016	Konsultasi Bab 1	Yulia Hapsari, M. Pd	
rawijaya	Universi	3.	14 Maret 2016	Konsultasi Bab 1	Yulia Hapsari,	niversitas Brawijay
rawijaya	Universit			Konsultasi Bab 2	Vulia Hannai	hiversitas Brawijay
rawijaya	Universit	4.	21 Maret 2016	& 3	M. Pd	1
rawijaya	Universit	5.	28 Maret 2016	Konsultasi Bab 1, 2, 3	Yulia Hapsari, M. Pd	niversitas Brawijay
rawijaya	Universita	6.	4 April 2016	Konsultasi Bab	Vulia Hancari	priiversitas Brawijay
rawijaya	Universitas	\\ -		1,2,3	M. Pd guls	H Comment of the comm
rawijaya	Universitas	7.	11 April 2016	ACC Seminar Proposal	Yulia Hapsari, M. Pd	Universitas Brawijay
rawijaya	Universitas	8.	18 April 2016	Seminar Proposal		
rawijaya	Universitas	BI			Yulia Hapsari, M. Pd Yulia Hapsari,	Universitas Brawijay
rawijaya	Universitas	Bra 9.	13 Mei 2016	Penelitian 1	M. Pd	Universitas Brawijay
rawijaya	Universitas	Braw 10.	20 Mei 2016	Penelitian 2	Yulia Hapsari, M. Pd	Universitas Brawijay
rawijaya	Universitas	Brawija	31 Mei 2016	Danelisia - 2	Yulia Hapsari, Yulis	Universitas Brawijay
rawijaya	Universitas	Brawijay	31 Mel 2010	Penelitian 3	M. Pd	Universitas Brawijay
rawijaya	Universitas	Braw 12y	20 Juni 2016	Konsultasi Bab 1- 5	Yulia Hapsari, M. Pd	Universitas Brawijay
rawijaya	Universitas	Brawijay	23 Juni 2016	ACC Seminar	Yulia Hapsari,	Universitas Brawijay
rawijaya	Universitas	Braw ijay	a Universitas	Hasil Wijaya I	Java Bir Milava	Universitas Brawijay
rawijaya	Universitas	Brawijay	28 Juni 2016 sitas	Seminar Hasil	Yulia Hapsari, M. Pd Sitas B	Universitas Brawijay
rawijaya	Universitas		a Universita	s Brawijaya l	Jniversitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	Brawijay	a Universitas	s Brawijaya l	Jniversitas Brawijaya	a Universitas Brawijay
rawijaya	Universitas	Brawijay	a Universitas	s Brawijaya l	Jniversitas Brawijaya	
rawijaya	Universitas	Brawijay	a Universitas	s Brawijaya l	Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya	
rawijaya	Universitas				Jniversitas Brawijaya Jniversitas Brawijaya	
rawijaya	OHIACI SIFUS	Diawijay	a omiversita:	biawijaya (Jinversitas brawijaya	a omversitas brawijay

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijava rawijaya Universitas Brawijaya Yulia Hapsari, Konsultasi dan 15 Juli 2016 sita: **Universitas Braw** rawijaya M. Pd Revisi Bab 1-5 ACC Ujian Va Yulia Hapsari, rawijaya **Universitas Braw** Universitas Brawijaya 16. 19 Juli 2016 Sita Skripsi M. Pd rawijaya 17. Yulia Hapsari, 25 Juli 2016 Ujian Skripsi M. Pd **Universitas Brawijaya** rawijaya Konsultasi dan Yulia Hapsari, 18 4 Agustus 2016 rawijaya Revisi Bab 1-5 M.Pd ACC Penjilidan Yulia Hapsari, rawijaya 19 5 Agustus 2016 M. Pd **Universitas Brawi Universitas Brawijaya** Universitas Brawl Telah dievaluasi dan diuji dengan nilai: **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Iniversitas Brawijaya Mengetahui, rawijaya Pembantu Dekan I rawijaya Bidang Akademik rawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya ul Muttagin, M.A. Yulja Hapsari, M.Pd. NIP. 19751101 200312 1 001 NIK. 201201 800713 2001 rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawija Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya