



STRATEGIES FOR TEACHING SPEAKING
(A Case Study at the Second Grade of MTs. Negeri Turen)

UNDERGRADUATE THESIS

BY

NILA QURROTUL AINI
NIM 135110501111060



ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA

2017



STRATEGIES FOR TEACHING SPEAKING
(A Case Study at the Second Grade of MTs. Negeri Turen)

UNDERGRADUATE THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

BY

NILA QURROTUL AINI
NIM 135110501111060

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA

2017



DECLARATION OF AUTHORSHIP

Herewith I,

Name : Nila Qurrotul Aini
NIM : 135110501111060
Address : Jalan Masjid Almaulani, RT/O6 RW/02 Jegong Ds. Jambangan
Kec. Dampit Kab. Malang

declare that:

1. this undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, 18th December 2017



(Nila Qurrotul Aini)
NIM 135110501111060



SUPERVISOR'S APPROVAL

This is to certify that the undergraduate thesis of **Nila Qurrotul Aini** has been approved by the supervisor.

Malang, 18th December 2017


Supervisor

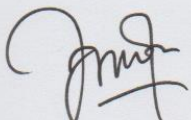
Frida Unsiah, M.Pd.
NIK. 2012018102212001



BOARD OF EXAMINER'S APPROVAL

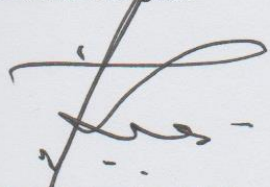
This is to certify that the undergraduate thesis of **Nila Qurrotul Aini** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*.


Dra. Ismarita Ida Rahmiati, M.Pd., Chair
NIP. 19560426 198203 2 001


Frida Unsiyah, M.Pd., Member
NIK. 2012018102212001

Acknowledged by,

Head of English Language
Education Program


Dr. Esti Junining, M.Pd.
NIP. 19720604 200212 2 001

Vice Dean of Academic Affairs


Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001



ACKNOWLEDGEMENTS

First, the researcher deepest gratitude to Allah SWT for the bless and mercy in completing this thesis. Big thanks to the writer's supervisor, Frida Unsiah, M.Pd. for helping her in finishing this undergraduate thesis and giving her motivation, suggestion and affection that always gave to her during the consultation of this thesis. The researcher deeply thanks goes to her beloved parents, Maskur and Sutiami, who always give support, motivation, and affection during the process of conducting this thesis. Thanks a lot for my beloved friends forever Widy, Faris, Dedewi, Kiky AP, Kak ros, Annas, Daeng, Farus, Aji, Hera, Eva MZ, Lenong, Risa, Alifia, Chaca. Thank you very much guys for your support, help, advice, fun and the sweet moments that are always given to the researcher. Love you all.

Malang, 18th December 2017

The writer



ABSTRACT

Aini, Nila. Q.2017. **Strategies for Teaching Speaking (A Case Study at the Second Grade of MTs. Negeri Turen)**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor : Frida Unsiyah, M.Pd.

Keywords: Teaching Strategies, Teaching Speaking, MTs. Negeri Turen

Speaking skill is an important skill that the students should master when they learn a language. Many language learners regard speaking ability as the measure of knowing a language. The ability of speaking can measure the success of learning language. This study is aimed at describing the strategies that are used by the English teacher in teaching speaking of the 8-C class of MTs. Negeri Turen.

In addition, the researcher used a descriptive qualitative as the design. It was conducted in MTs. Negeri Turen, Malang. The subject of this study was the English teacher. The researcher used three instruments to collect the data, there were observation checklist to observe the teaching and learning process in the classroom, interview guide to get the information about the strategies that were used by the English teacher in teaching speaking and also documentation to support the result of observation and interview.

In conclusion, the result of this study showed that the English teacher used games as strategies in teaching speaking. The games were *Running Text card*, *Charades game*, and *Telephone game*. These strategies can improve students' speaking skill. The students got higher score than a standard minimum score of the school that was 75. Furthermore, based on the researcher's observation, the students were interested in learning process by using games. Therefore, the researcher suggests to the English teacher to use other strategies, such as using creative media which are appropriate for the students to increase students' speaking ability and to solve their problems. In addition, the result of this study is expected to be useful for next researchers as the reference in conducting further reserach about teachers' method in teaching speaking.



ABSTRAK

Aini, Nila. Q.2017. **Strategies for Teaching Speaking (A Case Study at the Second Grade of MTs. Negeri Turen)**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Dosen pembimbing : Frida Unsiyah, M.Pd.

Kata Kunci: Strategi Pengajaran, Pengajaran Berbicara, MTs. Negeri Turen

Keterampilan berbicara adalah keterampilan penting yang harus dikuasai ketika belajar bahasa. Banyak pelajar bahasa menganggap bahwa kemampuan berbicara sebagai cara untuk mengukur pengetahuan bahasa. Kemampuan berbicara dapat menjadi ukuran keberhasilan dalam belajar bahasa. Penelitian ini bertujuan untuk menggambarkan strategi apa yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara di kelas 8-C MTs. Negeri Turen.

Selain itu, peneliti menggunakan deskriptif kualitatif sebagai desain. Penelitian tersebut dilakukan di MTs. Negeri Turen, Malang. Subjek dalam penelitian ini adalah guru bahasa Inggris. Penelitian ini menggunakan tiga instrumen untuk mengumpulkan data, yaitu observasi untuk mengamati proses belajar mengajar di kelas, wawancara untuk mendapatkan informasi tentang strategi yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara dan dokumentasi untuk mendukung data yang diperoleh dari observasi dan wawancara.

Kesimpulannya, hasil dari studi ini menunjukkan bahwa guru bahasa Inggris menggunakan permainan sebagai strategi dalam mengajar berbicara. Permainannya adalah *Running text card*, *Charades game*, and *Telephone game*. Strategi ini dapat meningkatkan keterampilan berbicara siswa. Dikarenakan setelah menerapkan permainan ini, siswa mendapatkan nilai lebih dari nilai standart minimum di sekolah, yakni 75. Oleh karena itu, siswa dapat menikmati proses belajar mengajar menggunakan permainan. Berdasarkan hasil penelitian ini, peneliti menyarankan kepada guru bahasa Inggris harus mencari strategi lain yang sesuai bagi para siswa untuk meningkatkan kemampuan berbahasa siswa dan untuk memecahkan masalah mereka. Selain itu, hasil kajian ini diharapkan akan bermanfaat bagi para peneliti berikutnya sebagai referensi dalam melakukan penelitian lebih lanjut tentang metode guru mengajar berbicara.



TABLE OF CONTENTS

TITLE PAGE i
DECLARATION OF AUTHORSHIP ii
SUPERVISOR’S APPROVAL iii
BOARD OF EXAMINER’S APPROVAL iv
ACKNOWLEDGEMENTS v
ABSTRACT vi
ABSTRAK vii
TABLE OF CONTENTS viii
LIST OF FIGURES xi
LIST OF APPENDICES x

CHAPTER I INTRODUCTION

1.1 Background of the Study 1
 1.2 Problem of the Study 6
 1.3 Objective of the Study 6
 1.4 Significances of the Study 6
 1.5 Scope and Limitation of the Study 7
 1.6 Definition of the Key Terms 7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Nature of Speaking 9
 2.1.1 Types of Speaking 11
 2.2 Teaching Speaking in Junior High School 12
 2.3 Teaching Strategies in Speaking 13
 2.3.1 Models of Teaching Strategies in Speaking 14
 2.4 Previous Studies 20

CHAPTER III RESEARCH METHOD

3.1 Research Design 23
 3.2 Data Source 24
 3.2.1 Setting of the Study 25
 3.2.2 Subject of the Study 25
 3.3 Data Collection 26
 3.3.1 Data Collection Technique 26
 3.3.1.1 Observation 27
 3.3.1.2 Interview 28



3.3.1.3 Documentation.....	29
3.3.2 Data Collection Procedure.....	30
3.4 Data Analysis.....	31
3.5 Data Triangulation.....	33
3.6 Validity of the Study	34
CHAPTER IV FINDING AND DISCUSSION	
4.1 Finding.....	36
4.1.1 The Result of Observation Checklist.....	37
4.1.1.1 First Observation.....	37
4.1.1.2 Second Observation	38
4.1.1.3 Third Observation.....	39
4.1.2 The Result of Interview.....	41
4.2 Discussion.....	44
CHAPTER IV CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	50
5.2 Suggestion	52
REFERENCES.....	53
APPENDICES	56



LIST OF FIGURES

Figures	Page
3.1 Data Analysis Process.....	33
3.2 Data Triangulation Process.....	34



LIST OF APPENDICES

Appendices	Page
Appendix 1 Reference Letter of Research Administration.....	57
Appendix 2 Reference Letter of Confidentiality the Data.....	58
Appendix 3 Teacher’s Interview Guide for Preliminary Study.....	59
Appendix 4 Result of Interview with the English Teacher in Preliminary Study..	61
Appendix 5 Expert Validation Letter of Observation.....	63
Appendix 6 Validation of Observation.....	64
Appendix 7 Lesson Plan.....	67
Appendix 8 Observation Checklist.....	73
Appendix 9 Result of Observation Checklist.....	77
Appendix 10 Interview Guideline.....	86
Appendix 11 Result of Interview Guideline.....	87
Appendix 12 The Students’ Speaking Scores.....	88
Appendix 13 Documentation.....	89
Appendix 14 Berita Acara Bimbingan Skripsi.....	92

CHAPTER I

INTRODUCTION

This chapter presents introduction of the study which consists of five sub-chapters: background of the study, problem of the study, objective of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Speaking skill is an important skill for language learners. Many language learners regard speaking ability as the measurement of understanding a language.

The ability of speaking can measure the success of learning language. Harmer (2001, p. 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language ‘on the spot’. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. According to Hughes (1993), there are five components of speaking, those are pronunciation, grammar, vocabulary, fluency, and comprehension.

Those learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Nunan (2003, p. 48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. The discussion above concludes that speaking is the ability to express something in a spoken language. They



regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Furthermore, Harmer, (2001) states that when teaching speaking or producing skill, the learners can apply three major stages, those are: 1.

Introducing new language, 2. Practice, 3. Communicative activity. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. The teaching of speaking has high concern in

many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcomes. The teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and

speaking skill is typically a sign of successful language learning (Brown and Yule, 1999), these become the focus of the study. In addition, teaching speaking is also a very important part of second language learning, and the ability of students to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Thus, teaching speaking for secondary school aims to teach the learners for organizing their thoughts in meaningful and logical sequences.

According to Bahrani (2012), "effective teachers teach students' speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it". Teachers help students learn to speak so that the students can use speaking to learn. A various number of speaking teaching strategies are utilized and used in the classrooms for many



3
circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009).

Actually, teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet, because the students' speaking skill is still low. However, the English teacher of MTs. Negeri Turen changes states if the students are low in speaking skill, then some strategies used by the English teacher have to be improved. According to Brown (2001, p. 270), there are some features that make speaking difficult to be learnt. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

MTs. Negeri Turen is one of the favorite junior high schools in Malang, especially in South Malang. When the researcher did an interview in preliminary study, Mrs. Maria Ulfa, M.Ag as the headmaster of MTs. Negeri Turen said that in English learning achievement, the students were the winner of storytelling contest and the winner of speech contest for Junior High School level in Malang 2017. Based on the achievement which was reached by the students of MTs. Negeri Turen, especially in English subject, the current study is aimed at finding the speaking strategies used by the English teacher in MTs. Negeri Turen.

Another reason why the researcher investigated speaking strategies in this school because the class in MTs. Negeri Turen is divided based on students' interest. There are class A for students who are interested in KSM (Science Competition



for Islamic School), class B for students who are interested in sport, class C for students who are interested in language, class D for students who are interested in research, class E for students who are interested in religion (tahfidzul quran), and class F until class I for regular class. It is very different from other schools whose classes are various in students' interest. Thus, the researcher would conduct research in class C as language class, to find out the English teacher's strategies in teaching speaking in that class.

Based on the result of the teachers' interview in preliminary study (see in appendix 4), one teacher is chosen for this purpose due to this research because the teacher assists the students for participating some English competition. The researcher considered several criteria to choose the subject of the study based on recommendation from the headmaster of MTs. Negeri Turen. She recommended one English teacher because he is a coordinator of language class, and also as coach of extracurricular program at MTs. Negeri Turen that is called as "English Club".

A similar research about teaching speaking had been conducted by the previous researchers. The first previous study was conducted by Kristiani (2016) who examined teaching strategies in speaking entitled *The Strategies for Teaching Speaking at SMPN 3 Kediri*. This study was conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The second previous study was conducted by Ikrima (2016) who examined teaching speaking skills in English language, entitled *Teaching Strategies in Speaking Class At SMKN 4 Malang*. This study is about the



classroom activities used by teachers to promote learners' active participation in speaking skills lessons in the tenth year students of Graphic Preparation E (X PS E).

The researcher would observe another strategy in teaching speaking used by the English teacher of MTs. Negeri Turen. The researcher would conduct at the second grade of MTs. Negeri Turen. The differences between the previous studies and the current research are the investigation, research design, the quantity of research subject, the education level of the subject, and the research setting. This current research focuses on the teaching speaking strategies used by the English teacher of MTs. Negeri Turen. It investigates what and how their strategies to teach English speaking and the students' success in English speaking.

Thus, the researcher would investigate the teaching strategies in speaking used by the English teacher of MTs. Negeri Turen based on Brown's theory and for supporting theory based on Kayi's theory. This study entitled *Strategies for Teaching Speaking (A Case Study at the Second Grade of MTs. Negeri Turen)*.

The reason why the researcher used this title, because some students in MTs. Negeri Turen were the winner of storytelling contest and the winner of speech contest, and the students also got higher score than the standart minimum score in the school that was 75 as a Kriteria Ketuntasan Minimum (KKM). The researcher would investigate what are the strategies used by the English teacher to improve students' speaking skill. The researcher applies descriptive qualitative by using case study method as a design in this study. Qualitative case study was considered



as a suitable design to explore and describe the kinds of teaching strategies employed by the English teacher of MTs. Negeri Turen.

1.2 Problem of the Study

In line with the background of the study, the problem of this study is formulated as follows:

“What are the teaching strategies for teaching speaking employed by the English teacher at the second grade of MTs. Negeri Turen?”

1.3 Objective of the Study

Based on the problem of this study, the researcher has objective of the study to find out, as follows:

“The teaching strategies for teaching speaking employed by the English teacher at the second grade of MTs. Negeri Turen.”

1.4 Significance of the study

This research is expected to give a valuable contribution to the following parties:

- 1) For the English teachers, it would be an opportunity to improve the quality of teaching speaking for the students.
- 2) For the readers, the researcher hopes that the result of this study can give contribution to anyone who needs information about anything that is related to this study.



- 3) For next researchers, the researcher hopes that the result of this study can be an input of reference who want to conduct a research that is related to this study about teaching speaking.

1.5 Scope and Limitation of the Study

Based on the research question above, the researcher would limit the discussion of teacher's strategies for speaking of thirty five (35) students in language class at the second grade of MTs. Negeri Turen.

1.6 Definition of the Key Terms

In order to avoid the ambiguity, misunderstanding, and misinterpretation, it is necessary to present the definition of key terms used in this research.

1. Speaking skill

Speaking is concerning to put the ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" will be used to refer to a skill related to language teaching and learning.

2. Teaching Speaking at Junior High School

The teaching of speaking at junior high school should also be based on the basic competency and standard competency as stated in the standard of graduation competency and by looking at the competency of speaking, the teachers are also able to know the scope of speaking materials that will be taught to the students.



3. Teaching strategies

Teaching strategy refers to the method that is used to help students learn the contents desired field and can develop the objectives can be achieved in the future. Teaching strategy to identify the appropriate strategies to address the identified target groups.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of theoretical overviews related the theories concern with nature of speaking, teaching speaking, teaching strategies, and previous studies.

2.1 Nature of Speaking

Speaking is one of the important skills in the process of learning language. Morozova (2013, p. 13) stated, “speaking is considered to be one of the four macro skills necessary for effective communication in any language according to most research, particularly when speakers were not using their mother tongue.” In other words, English is universally used as a means of communication and speaking skills should be developed with the other skills, thus those integrated skills will enhance. Based on Brown (2000), it is stated that research and practice in English language teaching has identified the four skills as paramount importance, those are listening, speaking, reading, and writing. To be capable in English, language learners have to master all of those skills.

Meanwhile, Nunan (2003, p. 48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the



feedback. Furthermore, Harmer, (2001) states that when teaching speaking or producing skill, the learners can apply three major stages, those are: 1. Introducing new language, 2. Practice, 3. Communicative activity.

According to Kayi (2006, p. 20), it is stated that speaking is a significant part in learning language and the ability to communicate the target language can contribute to the success of the learners in their life. Furthermore, Duzer (1997) claimed, "The way of speaking can indicate the capability of the speaker. A speakers' skills and speech habits have an impact on the success of any exchange." Thus, language learners have to enhance their capability in learning English especially speaking skills.

Based on the statements above, the researcher infers that speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.



2.1.1 Types of Speaking

Brown (2001, p. 266-268) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1) Imitative

Imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity.

3) Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one.

4) Transactional

In this case transactional has done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

5) Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis,



sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood.

6) Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2.2 Teaching Speaking in Junior High School

Teaching and learning process of English in Junior High School is based on the school based curriculum. According to Wahyuni (2014), it is explained that teaching is a process of giving guidance to the students to reach some goals.

Teaching is also known as “instruction”, it means that the process to make someone do learning. Furthermore, Brown, (2001, p.91) states that the students of junior high are usually in ages 13-15 years old and these ages are categorized as teenagers. Teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. In line with Brown, Cameroon (2001) categorizes children in the ages between 12 and 14 year as older children and between 7 and 8 years as younger children. Thus, 12 students of junior high school, based on their level of ages, are still called as young learners. The latest approach stressed that the language is acquired through communication.

In Junior High Schools, English is as a compulsory subject that has been taught twice in a week. Based on teachers’ interview, English at MTs. Negeri Turen has been taught twice in a week. In one meeting the time allotment is 2 x 40 minutes. The materials and contents of speaking at junior high school should be



based on the basic competency and standard competency, as stated in the standard of graduation competency and by looking at the competency of speaking, the teachers are also able to know the scope of speaking materials that will be taught to the students.

2.3 Teaching Strategies in Speaking

Teaching strategies used to solve the problem in learning process and it is needed in designing The way to teach in the class. In teaching speaking, teachers should establish many kinds of strategies to encourage students' motivation and learning to avoid boredom in the class. According to Brown (2001) stated "strategies were specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information."

According to Kemp (1995, in Nurhayati, 2014), teaching strategy is an activity that the teacher and the students should be done in order to reach the learning goal effectively and efficiently. Furthermore, according to Duzer (1997) "A teaching strategy is the strategy to deliver information in the classroom, online, or in the some other media. Effective teaching strategies help to activate students' curiosity about a class topic and keep students on the task." It means that a teacher has to design an appropriate strategy in teaching speaking to the students. It can help them focus on learning to engage them in, then it can enhance their ability in spoken language.



2.3.1 Models of Teaching Strategies in Speaking

Average person who want learn English language, most certainly they have same reason. It is can speak English. So, they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to Kayi (2006), there are some startegies that can be implemented in speaking class as follows:

1. Discussion

In this activity, there will be a discussion toward the topic that is given by the teacher, then come up with sharing session, and finally in the end of this activity comes up with giving response from someones' thought. Hence, in this activity students are forced to have a critical thought to share and defend their opinion (Celce-Murcia, 2011; Kayi, 2006; Morozova, 2013).

2. Speech

A teacher can give a topic to the students, then they will do their speeches in front of the class. Students who do speech may be so nervous and it also can make students' boredom. Therefore, students should be able to deliver the speech in an easy and meaningful way. Otherwise, in this activity to make it interesting, the teacher can provide structure of speech and give some responsibilities for listeners during the speeches (Celce-Murcia, 2011).

3. Conversation

In conversation, students are asked to analyze and evaluate the language produced by others and give responses as a communicative activity. Interactions



which happen during conversation are made by speakers in transactional or interpersonal communication. In this activity, students can listen to their classmates' thought and give response to it. (Celce-Murcia, 2011; Morozova, 2013).

4. Role Play

Different from conversation, role play tends to give students a chance to play a particular role in social context. It also needs an expression, gesture, and others to deliver the information easily. Role play can be performed from prepared script or unscripted role play. In this activity, students can play a role play based on the topics that are given by the teacher (Celce-Murcia, 2011; Kayi, 2006; Morozova, 2013).

5. Information Gap

In this activity, the students will have the information that other partner does not have, then share their information each other. Information gap activities serve many activities, such as solving the problem or collecting information. Each partner also plays an important role because the task cannot be completed if the partners do not provide the information the others need. It can be related to real communication where people always communicate each other to get information they do not have (Celce-Murcia, 2011; Kayi, 2006).

6. Simulations

Actually, simulations and role play closely similar but what makes them different is simulation is elaborate more. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as



a singer, she or he will bring a microphone to sing. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1948, quoted in Kayi, 2006) suggests, “they increase self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.” It means that is simulation and role play can motivate the students in learning English and it can enhance students’ self confidence also (Kayi, 2006).

7. Brainstorming

At the first time, teacher can give a particular topic to the students then they will produce their ideas in a limited time. The students can do individual or group brainstorming and those are effective to generate students' ideas quickly and freely. The good characteristic of brainstorming is the students are not criticized for their ideas so students will be open to share new ideas. It means that in this activity, the teacher will give some topics to the students, then they will foster their ideas and brainstorming it with others (Kayi, 2006).

8. Story Telling

In this activity, students will make a summary of a story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling foster creative thinking. It also helps students express their ideas in the form of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or joke. For instance, at the beginning of each class session, teacher may call a few of



students to tell short riddles or jokes as an opening. In this way, the teacher would not only enhance students' speaking ability, but also get the attention of the class (Kayi, 2006; Morozova, 2013).

9. Interview

Students can conduct interview on selected topics with various people. It is a good idea that teacher provides a rubric to the students, so that they will know what types of questions they ask or what path to follow, but students should prepare their own interview questions. Conducting an interview with people gives students a chance to practice their speaking ability not only in a class but also outside, and helps them becoming socialized. After doing an interview, each students can present their result to the class. Moreover, students can interview each other and introduce their partner to the class (Kayi, 2006).

10. Story Completion or Chained Story Telling

This is so enjoyable, whole-class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students start to narate from the point where the previous one stopped. Each students is supposed to add the narration from four until ten sentences. It means that, in this activity students can develop their ability in speaking by making a narration from the story, and also they can add new characters, events and description from the story (Kayi, 2006; Morozova, 2013).



11. Reporting

Before coming to the class, students are asked to read a newspaper or magazine, then they will report to others what they find as the most interesting news. They can also talk whether they have experienced anything worth telling their friends in their daily lives before class. (Kayi, 2006)

12. Playing Card

In this game, students should form group of four. Each suit will represent a topic. For instance: (a) Diamonds: Earning money (b) Hearts: Love and Relationship (c) Clubs: Best teacher. Each students in a group will choose a card, then they will write 4-5 questions toward the topic to ask the other people in the group. For example: if the topic is "Diamonds: Earning Money", here some possible question such as: (a) Is money important in your life? Why? (b) what is the easiest way of earning money?.

However, the teacher should start at the very beginning of the activity in order to do not allowed students to prepare yes or no question, because it can help them to practice it first before doing the game. It is better if students ask open-ended questions each other, then they replay in a complete sentence (Kayi, 2006).

13. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell a story takes place in some sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. (Kayi, 2006).



14. Picture Describing

Another way to use pictures in speaking activity is by giving a picture to the students and asking them to describe what it is in the picture. This activity can be used in a group or individually. If it is used in a group, there will be different pictures to each groups. They will discuss their pictures first, then a spokesperson of each group will present their discussion to describe the picture. This activity can foster the creativity, imagination, and cooperation of the learners as well as their public speaking skills (Kayi, 2006; Morozova, 2013).

15. Find the Difference

For this last activity, students can work in pairs, and each couple is given two different pictures. For instance, picture of boys playing football and another picture of girls playing tennis. Students in pair will discuss the similarities and/ or differences from the pictures (Kayi, 2006).

Based on the models of teaching above the researcher thinks discussion group is suitable to improve students speaking skill because the purposes of these activities are to train the students to speak English more clearly. Usually, students cannot speak anything because they have no idea. The researcher hopes that small group can help students to speak English because students will be easier to say when they discuss. The writer will make this activity more attractive and make students get enjoyable in the class.



2.4 Previous Studies

In order to support this research, the researcher took two previous studies related to an analysis of teaching strategies in speaking. The previous studies can be seen as follows:

The first previous study was conducted by Kristiani (2016) who examines teaching strategies in speaking entitled *The Strategies for Teaching Speaking at SMPN 3 Kediri*. This study was conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The employed procedure was a descriptive qualitative research using observation and interview. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. Based on the result of the study, it is found that mostly the students agreed that the lessons help them speak English.

The second previous study was conducted by Ikrima (2016) who examines teaching strategies in speaking entitled *Teaching Strategies in Speaking Class At SMKN 4 Malang*. The classroom activities applied teaching speaking of tenth year students of Graphic Preparation E (X PS E). This study is about the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in tenth year students of Graphic Preparation E (X PS E). The study found out that two strategies in use of classroom activities, there were namely "Alphabet chain" and "The why" game. The teacher used "Alphabet chain" game



as a teaching strategy to stimulate the students to be happy in learning English thus, the students' speaking ability would enhance subconsciously.

Based on the previous study, those previous studies and the current research have similarities and differences. The first previous study, the second previous study and the current research focused on what the teaching strategies in speaking skill used by English teacher. The first previous study observe the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. The second previous study observe the strategies used by the teacher was classroom activities were using "Alphabet chain" and "The why" game. But the current researcher will try to do another research related to them. The researcher will do another research to observe the another strategy in teaching speaking that used by English teacher of MTs. Negeri Turen, such as the teacher used collaboration and conversation. The researcher will conduct with second grade of MTs. Negeri Turen. The differences between the previous studies and the current research are the investigation, research design, the quantity of research subject, the education level of the subject, and the research setting. This current research focuses on the teaching speaking strategies used by the English teacher of MTs. Negeri Turen. It investigates what and how their strategies to teach English speaking and the students' success in English speaking.

The current research are expected the result of the study strategies that used by the teacher can give a chance to all students to speak English actively, so they can practice their English thus, it can enhance their speaking skill and their achievement as well. The study can also be used by teachers as references in their



efforts to self-improve their professionalism. Some findings can be used to initiate self-reflection on their current classroom practices, such as their steps which is conducted using that strategies, the activities that teacher used to teaching speaking and also the solution for the problems that the teacher face when using the strategies.



CHAPTER III

RESEARCH METHOD

This chapter discusses the procedures in conducting the research. It covers six sub-chapters. They are research design, data source, data collection, and data analysis, data triangulation, and validity of the study.

3.1 Research Design

In this study, the researcher used a descriptive qualitative as a design which is approach with the method of case study research. According to Hancock, et al. (2007), qualitative research is a study of behavior in natural setting or uses people's account as data and usually there is no manipulation of variables. Then, Bogdan and Taylor (1990) states that qualitative research is a research procedure which produce descriptive data in the form of written words or oral words from the people and their behavior which can be observed. Qualitative research is related to the idea, perception, opinion, or belief of the research subject, qualitative research cannot write or present using number.

The type of this research was case study research, it is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). Stake (2003) suggests that a case study is useful when "opportunity to learn is of primary importance." Furthermore, Stake (2003) adds that case study is defined by the interest in individual cases, not by the methods of inquiry used. According to Yin, (2003) a case study design should be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot



manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

This study focused on the teaching strategies for speaking used by the English teacher of MTs. Negeri Turen. The researcher applied qualitative research by using case study method. Qualitative case study was considered as a suitable design to explore and describe the kinds of teaching strategies employed by the English teacher of MTs. Negeri Turen. Mulyana (2004) states that using case study, the study could go into deeper, comprehensive and details of the phenomenon to be examined, and it could systematically describe a situation or area of interest factually and accurately.

3.2 Data Source

Data source in this research focused on the teaching speaking strategies in English. Before selecting the setting and the subject of the study, the researcher considered several criteria to choose the setting and the subject of the study based on the recommendation of the headmaster at MTs. Negeri Turen. The subject of this study was one English teacher of MTs. Negeri Turen, he was Mr. Nanang R Busthomi, M.Pd. The data provided information about his speaking strategies in English.



3.2.1 Setting of the Study

The research was conducted at the Second grade of MTs. Negeri Turen, especially in 8-C with 35 students in academic year 2017/2018. MTs. Negeri Turen is one of the favorite junior high schools in Malang, especially in South Malang. The school is located at Jalan Kenongosari No.16, Turen, Malang, East Java. The reason for choosing MTs. Negeri Turen as the setting of the study is based on the consideration that this school has a lot of achievements in English learning, some of his students became the winner of storytelling contest and the winner of speech contest for Junior High School level in Malang 2016. The researcher chose this school, because in MTs. Negeri Turen the class is divided based on students' interest, especially in language class. Therefore, the English teacher of MTs. Negeri Turen used particular teaching strategies to improve the students speaking skill.

3.2.2 Subjects of the Study

The main subject of this study was one English teacher of MTs. Negeri Turen, he was Mr. Nanang R Busthomi, M.Pd. He was chosen because his good capabilities, his long experiences, and his good achievements in terms of teaching speaking and award in the field of education. The teacher becomes the coordinator of language class and also as coach of extracurricular program at MTs. Negeri Turen that was called as "English Club". He also ever joins and becomes a participant of teacher's training for education program and got a certificate of professional competence in teaching by Cambridge in Surabaya. Unfortunately, the researcher cannot get the copy of certificate because the English teacher forgot



to keep the certificate, then he did not founded it. The subject considered appropriate with the focus of the study since the teacher has experiences in teaching that is necessary to collect data.

The thirty five (35) students of class 8-C became the participants of this study for the class observation. This class was considered as language class with good score (90%) in English learning, and the students had good capability in speaking English. It could be proven by the speaking scores of all the students which were higher than a standard minimum score in the school that was 75 as a Kriteria Ketuntasan Minimum (KKM). According to the research subject, 8-C class is one of the classes with learning motivation and a good condition in the facility of learning that allowed the researcher to do the first observation.

3.3 Data Collection

In data collection, the researcher used some instruments to help the researcher accessed the data in form of writing. The data were collected by using three instruments, they were observation, interviews, and documentation. The explanation of each is as follows:

3.3.1 Data Collection Technique

In the process of collecting data, the data were collected by using three instruments, they were observation, interviews, and documentation. The explanation of each is as follows:



3.3.1.1 Observation

Observation as the first instrument of collecting data in this research, involving describing the setting, observing behaviour, the interaction, and systematically recording the results of observation (Ary, et al, 2006). It means that the observation was used to collect the data in systematic way to understand and interpret actions, interaction or the meaning of event. Observation is one of the steps to conduct qualitative research. Arikunto (2002) defined that observation is the act of collecting data about the performance of a subject through five senses: sight, smelling, hearing, touching, and taste. The observation in this study was used in order to gain the information about teaching speaking strategies used by one of the English teacher in MTs. Negeri Turen.

In the observation, the researcher was a passive participant because the researcher came to the class and only observed the activity between teacher and students. The researcher developed fifteen (15) items of the observation checklist based on Kayi (2006) theory entitle “*Teaching Speaking: Activities To Promote Speaking In A Second Language.*” (see in appendix 8). In order to make researcher easier to developing the instruments, the researcher used blueprint as a basis to develop the instruments. Then, the researcher consulted the list of the observation checklist with Miss Irene Nany Kusumawardani, M.Li., as an expert validator of the instrument. The expert’s validation result can be seen in appendix 6.

This observation checklist could be useful to facilitate the observation in variety of ways, and it was very helpfull to collect, to observe and to identify the teaching speaking strategies used by one the English teacher in speaking. When



conducting the observation, the researcher used recorder to help the researcher record the English teacher taught in the class using field note. Merriam (2009) states that field note is an item in a systematic record of the measurements made by a surveyor or the observation conducted by researcher in the field. Field note was chosen by the researcher to get the data in form of writing.

3.3.1.2 Interview

Interview is a data-collection technique that involves oral questioning of respondents, either individually or as a group. According to Creswell (2009), interview is a form of which the researcher records answers supplied by the participant in the study. Answers to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both. In this research the researcher conducted an interview with the aid of an interview guide to get detailed information about teaching speaking strategies used by the English teacher.

An interview is given to the teacher to find out the teaching speaking strategies used by the English teacher. This interview was conducted at the first meeting after conducting classroom observation. The researcher used interview questions guide, there were ten questions in this interview guide consisting of the educational background of the teacher, the strategies applied in teaching speaking, and students' achievements in speaking skill (see in appendix 10). The interview guide was adopted from thesis entitled "*A Study on Teaching Speaking Class of SMART Holiday Camp Program at Indocita Foundation in 'Desa Inggri*



Randuagung' Singosari Malang" that was conducted by Martha (2015), which was related to the research needs. It was aimed to clarify and reconfirm the observation data. The researcher interviewed one English teacher to ensure the data validity.

Interview questions guide list was used to interview the teacher in order to get the teacher's opinion how the teacher saw themselves when the teacher were teaching in the class. It also helped the researcher to conclude the real strategy that originally teacher used to manage students of speaking English at MTs. Negeri Turen. In this research, the researcher asked ten (10) questions from the interview guide, listened for answers, and recorded responses from the interviewees. In this case, the researcher used one-on-one interview. Creswell (2009) argues that one-on-one interview is an interview to collect the responses from individual interviews.

3.3.1.3 Documentation

This technique was used to figure out the teacher's strategy to teach the students of speaking. The targetted data from this technique is a result of the strategy used by teacher to the students. Whether the students get a good change or not. It may from some documents like books, files, even take some pictures, record interviewees' voice, or record video (Arikunto, 2002). This documentation was used as evidence of data's originality, it were considered important since the data gained were real written explanation about their speaking activities and any relevant documentation that support their speaking strategies employed. It helped the researcher to describe the real process and result of the research process.



In addition, the documentation about teaching speaking strategies conducted by the English teacher was also needed to give more complete description about the speaking strategies used by the English teacher, such the way the teacher taught to the students about their speaking strategies, the students score, and books that they used in teaching speaking strategies. The researcher also took the picture of teaching process and used the photo as additional documentation of this study.

3.3.2 Data Collection Procedure

The process of data collection was carried out in October 2017. The researcher developed two instruments, these were observation checklist and interview guideline. The instruments were adapted from Kayi (2006). In order to ensure the validity of the instrument, the researcher went to an expert validator. The expert validator was one of the lectures of English Language Education Program, Faculty of Culture Studies at Universitas Brawijaya. The expert validator validated the instruments.

The observation was done first intensively in order to get the basic information of the speaking strategies. It was conducted first intensively every day in a week. It was conducted when the teacher taught in the classroom. The observation data were noted in the observation checklist and field note. The researcher also took the video while she was doing observation.

While the observation was conducted, the researcher interviewed one of the English teachers. The researcher interviewed him in one time, during thirty minutes. The researcher used oral interview or asked directly to the interviewee



based on the interview guideline. The purpose of the interview was to get information about the speaking strategies used from the English teacher.

The documentations were done after having the interview and observation about learning speaking events. The documentations were taken by the researcher such as the photos when the teacher performed in the class, the notes related to the speaking strategies, the students' score, and any relevant documents that the teacher used in teaching speaking strategies.

3.4 Data Analysis

Bogdan and Biklen (1998) states that data analysis was the process of arranging the data interview transcript and field notes which the researcher obtained in order to increase the understanding to present what the researcher had discovered to others. The technique of analyzing the data was adapted from Miles & Huberman (2007) who states that after the data had been collected, the next step analyzed the data using those three process activities: data reduction, data display, and data verification. The data which were obtained were processed through three stages which are:

1. Data's Reduction

After getting all of data, the researcher tried to divide it into three parts.

All of the data which was gotten from data collection technique are collected from observation checklists, interview questions list, and documents. It was expected to make the researcher easier to process it used to complete this study.



2. Processing Data

The next step after dividing the data, firstly the researcher read the data, then the researcher learnt more about the main idea of the data, and then understood the data to relate it with the research needs. Then, the researcher analyzed the teaching speaking strategies of the way to teach speaking by referring theory by Brown. Based on teacher's answers in interview guide, the researcher could conclude the final conclusion.

3. Verification

The accuracy of the findings and interpretations were needed to be validated by the researcher. Research accuracy is important because the findings and interpretations must be accurate and credible. According to Guion (2002), in order to validate the data, triangulation was done by cross-checking the three sources of data. The process was described in the diagram below.

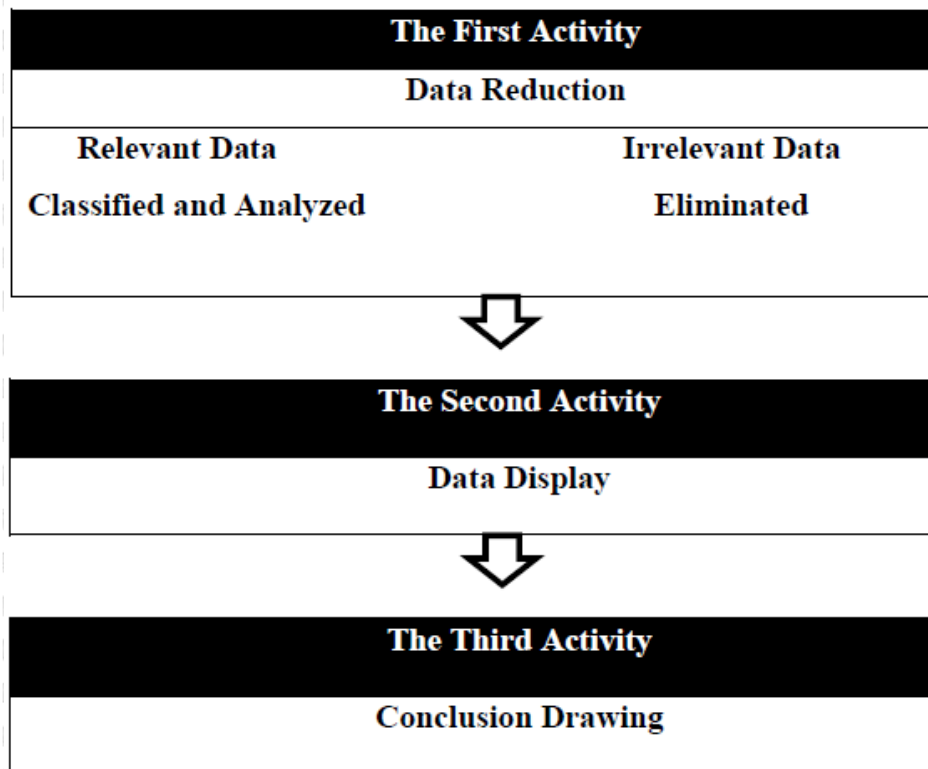


Figure 3.1 Data Analysis process (adapted from data analysis: interactive model by Miles and Hubberman, 1994)

3.5 Data Triangulation

All the data collected through interview, observation, and documentations were organized systematically and analyzed descriptively. The data were classified and sorted out based on the topic on the teaching speaking strategies.

The data collected through the observation or field notes were cross-checked with the result of the documentation and the result of interview, while the data from documentations were cross-checked with the data from the interview transcripts

and the data from observation. And finally, the data from the interviews were cross-checked with the result of the observations and the data from

documentation. Whenever all the data collected from all sources were similar, the data was considered true and trustworthy.

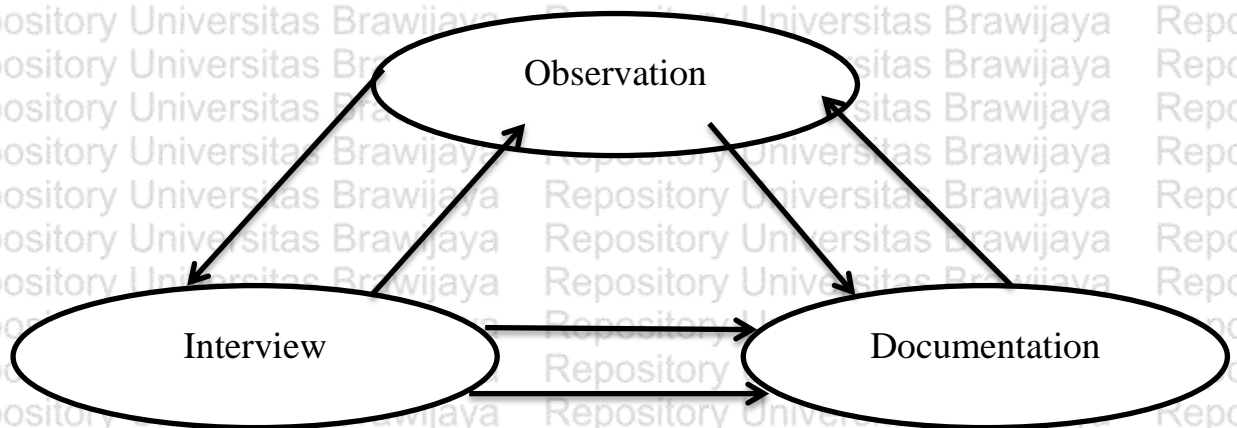


Figure 3.2 Data Triangulation Process

3.6 Validity of the Study

Validity is defined as the quality of an instrument measure what it claimed to measure. Qualitative validity means the level of accuracy between the data that occurs in the research object with data that can be reported by the researcher (Sugiyono, 2011). Measuring validity is important in a research because a valid instrument can help to draw meaningful and appropriate interpretation made.

The instruments data were adapted from Kayi's theory (2006). These instruments were used to collect the data about strategies used by the English teacher in teaching speaking. To ensure validity of the data used in this study, researcher asked the lecturer of English Language Education Program who is expert in English language method and speaking skill. This process was also known as the expert validation process. As explained before, the researcher



conducted several consultations with the lecturer as the expert validator. Several suggestions were given by the lecturers. Then, the researcher revised and edited three parts of instruments until the instruments were considered eligible to be administered.

The validity of the instruments made the data more valid. According to Creswell (2009), researcher should examine whether the scores from the instrument (not the instrument itself) were valid. If the instruments or the data gathered from the sample were invalid, the conclusion that the researcher took also became invalid. It also may not reflect the real condition of the sample.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about finding and discussion of the teaching speaking strategies in the class. The first part discusses the finding on the observation and interview. In the second part presents the discussion. In this chapter the researcher present the result in description in qualitative data for explained the result of each meeting.

4.1 Finding

The finding of this study is based on the data collection from the observation checklist and interview guideline. In this study, the researcher investigated the teaching strategies used by the English teacher at MTs. Negeri Turen. The participant of the study was one of the English teachers at MTs Negeri Turen that has a good capability in teaching speaking. The teacher becomes the coordinator of language class and also as coach of extracurricular program at MTs. Negeri Turen that is called as “English Club”. He also ever joins and becomes a participant of teachers’ training for education program. He got a certificate of professional competence in teaching by Cambridge in Surabaya. Unfortunately, the researcher could not get the copy of certificate because the English teacher forgot to put that certificate, then he did not find it. Whereas, the researcher chose the students of 8-C because the students in this class have good score in English, and they have good capability in speaking English. It can be



proven by seeing the speaking scores of the students. The following is the explanation of the finding taken from each instrument.

4.1.1 The Result of Observation Checklist

In this part, the researcher describes about the strategies used by the English teacher in teaching speaking. It was obtained from the result of three times observation (see in appendix 9). The researcher observed the teaching and learning process in a series of meeting.

4.1.1.1 First Observation

The first observation was conducted on Friday, 07.00 a.m, 20 October 2017 in 8-C class. The result of first observation about the strategies used by the English teacher during the observation was namely *Running Text* card. The material given by the teacher was about simple present tense. The teacher used card as media in teaching strategy to stimulate the students to be happy in learning English. Thus, the students' speaking ability would enhance subconsciously.

In the first observation, the teacher taught the material about *Daily Activities*. Here, in the beginning the teacher made a short conversation to the students about the description of their name, their characteristics, and their habit in everyday. The teacher told the students about the learning objective on that day, and explained about simple present tense. Then he introduced *Running Text* card to the students including the rules and the steps. At the first, the teacher made the text in some *Running Text* card and put it in the wall. Furthermore, the teacher gave the rules in the group, there were the *Writer* and the *Messenger*. The rule of *Messenger* was running looking for the text in a *Running Text* card then put it in



the wall and report it to *Writer*, and the rule of *Writer* was writing the text found by *Messenger*. The *Messenger* had to keep remind the text in her or his mind might not write in note or other.

After explaining the rules and the steps, the teacher grouped the students into seven groups. The group was divided based on students' calculation by mentioning the number from one until seven. For example, if the students mentioned number one, it would be group one, and if the students mentioned number two, it would be group two. After giving the explanation, the teacher started the game. Furthermore, the students chose and determined the *Writer* and *Messenger* in a group. Then, the students who became *Messenger* had to run and seek information on *Running Text* cards which was put on the wall. After having information, they had to report it to *Writer*, and then the *Writer* wrote it on a paper. Next, the students identified and analyzed about simple present tense in the text together. After analyzing the text, one student in every group reported and wrote the text in front of the class, and then the teacher crosschecked the text and discussed together. During conducting the game, the students felt happy and excited. They participated actively during the process of teaching and learning.

4.1.1.2 Second Observation

The second observation was conducted on Saturday, 09.00 a.m, 21 October 2017 in 8-C class. In the second observation, the English teacher continued the material about *Daily Activities*. The strategies used by the English teacher showed slides and made some activities in teaching and learning process. The activities were *Role Play* and *Information Gap*. Actually this activity was



very familiar in teaching and learning process, but this activity made the students interested. They participated actively during the process of teaching and learning.

In other way, the teacher reviewed the previous material. The material was an interesting topic because in this topic the teacher asked the students about their

Daily Activities. After that, the teacher showed the text about *Daily Activities* in slides, and the students observed the simple present tense. Besides, the teacher showed the slides which had the example of the text. In delivering the material, the teacher used simple language in order to make the students understood with the material and the teacher also paid attention to all of the students by approaching to particular students who did not pay attention. So, it could make the students easier to understand the material. Furthermore, the teacher gave examples read aloud the text, and the students followed him. After the teacher gave an example, he asked to the students to make a text about their *Daily Activities*, from waking up until sleeping in a day. Then, the teacher asked the students to practice their result in front of the class by explaining their *Daily Activities*. The teacher called one of the students randomly to present it, when one of the students came in front of the class, and the other students was being audience.

4.1.1.3 Third Observation

In the last meeting of the third observation, that was conducted on Tuesday, 10.00 a.m, 31 October 2017 in 8-C class. The result of third observation about the strategies used by the English teacher during the observation was namely *Charades* and *Telephone* games. Actually, MTs. Negeri Turen had a policy to invite the native speaker and practiced in the class, one time in every two



weeks. Coincidentally, in this meeting the English teacher invited the native speaker for practice the games. In the beginning, the teacher reviewed the previous material about *Daily Activities* and gave an assignment to the students. The teacher gave an assignment to stimulate the students' knowledge about simple present tense in the text of *Daily Activities*.

In whilst activity, all the times was handled by the native speaker. At the first, the native speaker used *Charades* game as a teaching strategy to stimulate the students to be happy in learning English. After he introduced *Charades* game to the students, he explained about the way to play the game including the rules and the steps. The native speaker gave the example toward the rules in the game for instance, if he gave a word to each student then they had to act the body motion without saying the word in front of the class. Then, the other students had to guess and answer the words. Furthermore, the native speaker grouped the students into four groups and played the game. He called one of the students randomly to act the body motion and gave the word in front of the class. After that, the other students guessed and answered the word.

At the second, the native speaker used *Telephone* game as a teaching strategy. Before starting the game, he also explained the way to play the game including the rules and the steps. Meanwhile, the native speaker grouped the students in the same group in previous game, then every group made a line up along. The native speaker gave the example toward the rules in the game for instance, if he gave a sentence to the first students, then they had to report to the second student by whisper, then the second student continued to report to the third



student and so forth. The last student would report the sentence in front of the class.

From the overall finding of the observation, it shows that the English teacher used games as a teaching strategy in teaching speaking to the students, namely *Running Text* card, *Charades*, and *Telephone* games. The English teacher also used *Role Play* and *Information Gap* as activity to support the strategies in teaching. The strategy could make the students happy in learning English. In making group work when playing the games, it could make the students became more confident to speak and deliver their idea. During the games, the English teacher also paid attention and gave clear instruction to the students. Actually, some of students sometimes felt difficult in arranging and pronouncing some words, but the teacher frequently helped them and made the students enjoyed the class as well.

4.1.2 The Result of Interview

The interview was conducted by the researcher with the English teacher on Friday, 08:30 a.m, 20 October 2017. The English teacher who became the subject of this study was Mr. Nanang R Busthomi, M.Pd. The researcher conducted the interview with the teacher who has attractive strategies in teaching speaking English. The result of the teacher's interview could be seen in appendix 10.

The interview was conducted after teaching and learning process. The questions delivered to the teacher were about experience and teaching strategies.

He had been teaching English for 20 years. Based on the result of interview, the



teacher also used the strategies to develop the students' speaking skill. The teacher always uses the strategies when the teacher taught in the classroom. Interesting strategies is used to deliver the material, such as games, group work, and role play were also used by the English teacher. In addition, the strategies that are often used by the English teacher was *Communicative Approach* or *Communicative Language Teaching (CLT)*. According to Freeman (2000) stated Communicative language teaching makes use of real-life situations that necessitate communication. The teacher set up a situation that students were likely to encounter in real life. The communicative approach could leave students in suspense as to the outcome of a class exercise, which would depend on their reactions and responses. It made the students can speak actively in the class.

In the language class, especially in 8-C the teacher said that he used 90% English in the classroom because it could improve the students' behaviour to speak English as well. However, the teacher sometimes felt difficult in teaching speaking because of the internal factors from the students. The internal factors came from the students themselves, for example the students feel shy, afraid of answering the questions, and the lack of vocabulary. They could make the students difficult to speak. However, the teacher gave the motivation and helped them to make the students enjoyable in speaking in the class as well.

Based on the interview result, the researcher also found that there were the students' speaking achievement to collect the data, which consists of the students' speaking scores and the students' achievement of winning speaking competition. It was based on the teacher's data after interviewing the teacher. All of the



students' speaking scores were taken from daily speaking activities on the first semester in the second grade. It could be seen in appendix 11.

Based on the table in appendix, the researcher found that the speaking score of the students was good. All of the students got higher score than a standard minimum score in the school that was 75 as a Kriteria Ketuntasan Minimum (KKM). The students' speaking score average was 83,4. The lowest score was 78 and the highest score was 90. From the teacher's data about students' (Speaking score), it could be concluded that there were no students who got speaking scores under 75 (the school's criteria of minimum score), since they got the score over 75 that implied their speaking ability was very good.

The researcher found students' achievements in English competition. Unfortunately, the researcher could not get the data, because the school did not allow to give the data for their privacy. The researcher could only describe what the students' speaking score based on the teacher's data. The students had some achievements in speaking skill, it implies that some of students had an ability in speaking skill especially in winning of storytelling competition and speech competition in 2017. The students had the first winner (boy), first winner (girl), and second winner (girl) on storytelling competition in the level of Malang 2017. They also had first winner (girl) and third winner (boy) on speech competition in the level of Malang 2017. In the competition, there were some participants from several classes and the students of language class especially in 8-C ever joined the competition.



Related to the result of the observation and the interview, the data were interconnected and triangulated between the result of observation and interview. It can be concluded that the English teacher used games as teaching strategies to improve the students' speaking skill. The strategies used by the English teacher in teaching speaking in the classroom were very appropriate. The researcher found that the students were highly motivated when the teacher taught speaking to the class. The teacher made the students easy to understand the material by using various strategies such as *Running Text* card, *Charades* game, and *Telephone* game in teaching speaking, so it to make the students happy and participate actively.

4.2 Discussion

In this sub chapter, the researcher presents the discussion of the study based on the data collected from the observation checklist and interview. Based on the findings of observation and interview, it could be concluded that the teacher always uses many strategies during the teaching and learning process. Brown (2001, p. 113) states, "Strategies were specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information." The research findings shows that the strategies applied by the teacher in teaching speaking at the second grade students of 8-C class at MTs. Negeri Turen during the classroom observation are *Running Text* card, *Charades*, and *Telephone* games. The teacher also applies Kayi's strategies as well such as *Role Play*, and *Information Gap*. It



was based on the second observation and the teacher's interview after the researcher conducted the first classroom observation.

Moreover, using some strategies is important because it can solve the students' problem in learning English. In designing the teaching strategy, the teacher has to consider the strategy that is appropriate with the characteristics of the students. In this study, the teacher used games as a teaching strategy in order to enhance students' enthusiastic in learning English, thus they would be happy and easy in achieving the material. It could be proven by seeing their participation in asking and answering the teacher's question during the classroom observation.

According to Mariyana (1999), by using game, the students become more interested, actively involved, and highly motivated in learning activities. It also helps the students in building a good relationship with their friends, thus their achievement will enhance. In addition, Brown (2001) describes that the use of game as a teaching strategy included in interpersonal category which has a purpose of using game is to maintain social relationship and it also can be as a means in acquiring English subconsciously.

The English teacher uses some strategies that were similar with Kayi's theory (2006). The first teaching strategy is *Running Text* card similar with *Playing Card* as a called in Kayi's theory. However, from the teacher's explanation during the teaching and learning, the rules and the steps are different, but the use of card as media is similar to Kayi's theory. In this study, the teacher used *Running Text* card as games as well in teaching the material that was about *Daily Activity*. Kayi (2006) says that the teacher should start at the very beginning



of the activity in order to not allow the students to prepare yes or no question, because it can help them to practice it first before doing the game. It is better if students ask open-ended questions each other, then students can reply in a complete sentence. It helps students to build the ability to speak in the class. In *Playing Card* by Kayi (2006), he states that the students in a group will choose a card, then they will write 4-5 questions toward the topic to ask the other people in the group. For example: if the topic is “*Diamonds: Earning Money*”, here some possible question such as: (a) Is money important in your life? Why? (b) what is the easiest way of earning money? However, in *Running Text* card, the students seek information from the text, collect it then write into paragraph. After collecting the text, the students identify and analyze about simple present tense in the text together.

The second teaching strategy is *Charades* game similar to *Role Play* as stated in Kayi’s theory. According to Kayi (2006), role play is different from conversation, role play tends to give students a chance to play a particular role in social context. It also needs an expression, gesture, and others to deliver the information easily. *Role play* can be performed from prepared script or unscripted role play. In this activity, students can play a role play based on the topics that are given by the teacher. In *Charades* game, the students also perform in front of the class, but in *Charades* the students perform by using an expression and gesture without saying the word, and the word are based on given by the teacher. Using role play can increase students’ self-confidence and improv their vocabulary. In other way using role play also can encourages the students to speak English.



The third strategy found in the research is *Telephone* game similar with *Reporting* as a called in Kayi's theory. However, from the teacher's explanation during the teaching and learning, the rules and the steps are different. In Kayi's theory the students report to others what they find as the most interesting news.

However, in *Telephone* game, the students report the sentence based on the information given by the teacher and report it in front of the class. Actually the similarities between *Telephone* game and *Reporting* by Kayi is about reporting the sentence. Based on the Kayi's theory (2006) about *Reporting*, he states that before coming to the class, students are asked to read a newspaper or magazine, they will report to others what they find as the most interesting news. They can also talk whether they have experienced anything worth telling their friends in their daily lives before class. It helps the students ability to speak actively in the class.

The last strategies is *Role Play* and *Information Gap*. According to Kayi's theory (2006), *Role Play* is different from conversation, role play tends to give students a chance to play a particular role in social context. It also needs an expression, gesture, and others to deliver the information easily. *Role play* can be performed from prepared script or unscripted role play. In this activity, students can play a role play based on the topics that are given by the teacher. Furthermore, Kayi also argues about *Information Gap*. In this activity, the students will have the information that other partner do not have, then share their information each other. *Information gap* activities serve many activities, such as solving the problem or collecting information. Each partner also plays an important role because the task cannot be completed if the partners do not provide the



information the others need. It can be related to real communication where people always communicate each other to get information they do not have.

Meanwhile, based on the teacher's interview, the English teacher often applies *Communicative Approach or Communicative Language Teaching (CLT)* as teaching strategies for speaking. According to Freeman (2000), Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The communicative approach can leave students in suspense as to the outcome of a class exercise, which depends on students' reactions and responses. It also makes the students speak actively in the class. Brown (1999) gives his definition of *Communicative Approach or Communicative Language Teaching (CLT)* as an approach to language teaching methodology that emphasises authenticity, interaction, student-centered learning, task based activities and communication for the real world. It makes both teacher and students active in the learning process. *CLT* provides the opportunities for the students to speak, it can increase interaction between teacher-students and students-students. It also can improve students' speaking score.

Based on the observation and interview result, the researcher also found three supporting strategies to make a successful speaking activity as well, they are the teacher always used brainstorming before explaining the material, made a group discussion, and always used *Communicative Approach or Communicative Language Teaching (CLT)* during the teaching and learning process. Ur (1996) says that group work processes for learning when two or more people join or work



the task together. It becomes an effective tool for the students in learning speaking. This supporting strategy trains the students who are shy and afraid of making mistakes to speak in the class. Then, the English teacher uses an easy language for supporting strategies in delivering the materials. Ur (1996) argues that the level of language, so that they can speak English fluently with minimum hesitation. It makes the students understand the material and motivates them to speak English.

It can be concluded that the teacher used some strategies that are appropriate to the students, namely *Running Text* card similar with playing card, *Charades* game similar with role play, and *Telephone* game similar with reporting. The teacher also uses *Role Play* and *Information Gap* as a teaching strategies based on second observation. According to Brown (2001), the teacher uses games and role play as a teaching strategy, thus they belong to interpersonal categories of speaking. For the last, the reseacher found three supporting strategies, there were the teacher always uses brainstorming before explain the material, make a group discussion, and always used *Communicative Approach* or *Communicative Language Teaching (CLT)* during the teaching and learning process. Freeman (2000) classifies language games in *Communicative Language Teaching (CLT)* Approach that can be applied in teaching. Based on the finding, the use of game can make the students happy and treat them to acquire English easily. It is a good idea in improving the students' motivation in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about the conclusion from the first until the fourth chapter of this research. And this chapter the researcher also provides some suggestion concerned with teaching strategies.

5.1 Conclusion

Teaching strategy is the way how the teacher teaches in the classroom. The objective of this research is to find out teaching strategies used by English teacher in teaching speaking. Based on the findings and discussion in the previous chapter, the researcher conclude that there are some strategies that teacher used in teaching speaking. The researcher analyzed the teaching strtategies used by English teacher with a theory about teaching strategies from Kayi (2006).

The research findings shows that there are some teaching strategies applied by the English teacher in teaching speaking at the second grade of MTs. Negeri Turen, namely *Running Text* card similar with playing card, *Charades* game similar with role play, and *Telephone* game similar with reporting. Then the teacher used *Role Play* and *Information Gap* as well as teaching strategies. He also used three supporting strategies to create a successful speaking activity as well, such as the teacher always uses brainstorming before explaining the material, makes a group discussion, and always uses *Communicative Approach* or *Communicative Language Teaching (CLT)* during the teaching and learning



process. Those strategies are appropriate with the students because it can increase the students' self confidence in speaking in front of the class and their daily life.

Based on the result of teacher's interview, the English teacher often applies *Communicative Approach* or *Communicative Language Teaching (CLT)* as teaching strategies for speaking. According to Freeman (2000), *Communicative language teaching* uses real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The communicative approach can leave students in suspense as to the outcome of a class exercise, which will depend on their reactions and responses. It also encourage the students to speak actively in the class.

From the data gathered during the research, the researcher also get information about the students' speaking score which good. The students score was higher than a standard minimum score in the school that was 75 as a Kriteria Ketuntasan Minimum (KKM). The average students' speaking score was 83,4. However, the lowest score was 78 and the highest score was 90. The researcher also found the students' speaking achievements, it implies that some of students had an ability in speaking skill especially in winning of storytelling competition and speech competition in 2017. Thus, it can be concluded that the speaking skill of the second grade students at MTs. Negeri Turen is satisfying.



5.2 Suggestion

The suggestion that can be given based on the research are as follows:

1. For the English teacher

The teacher should have other strategies, such as using creative media which are appropriate for the students to increase students' speaking ability and to solve their speaking problems. The teacher has to consider whether the students understand the material or not. The teacher also needs to enrich his strategies in teaching speaking in order to upgrade the students' speaking ability. In addition, the teacher should add simple task.

2. For readers

The researcher hopes that the result of this study can give contribution to anyone who needs information about anything that is related to this study. It should give references and training to the reader in developing their knowledge about teaching English ability especially in the development of teaching strategies.

3. For future researchers

The result of this study is expected to be useful for next researchers as the reference in conducting further reserach about teachers' method in teaching speaking. Future researcher can conduct other strategies that can be applied in teaching speaking and the researcher suggests to conduct classroom action research by applying an appropriate strategies to teach speaking that can be helpful for further development of education.

REFERENCES

- Assolciatiion of MBAs. "Introduction to research and research methods". Bradford: University School of Management. P.3.
- Arikunto, Suharsimi. 2002. *Prosedur penelitian suatu pendekatan praktek*. Edisi Revisi V. Jakarta: Rineka Cipta.
- Bone, A *checklist for everything: Simple assessment tools for student projects, grants and parent communication*, 2000, P 76
- Brown, G., & Yule, G. (1999). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*, 2nd ed.. New York: Longman.
- Celce-Murcia, Marianne (2001). *Teaching English as a second or foreign language*. Boston: Heinly and Heinle, a Division of Thomson Learning, Inc.
- Creswell, J. W. (2009). *Research design. Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, Calif.: Sage Publications.
- Duzer, Van C. (1997). *Improving ESL learners' listening skills: At the work place and beyond*. Washington DC: Project in adult immigrant education and national clearinghouse for ESL literacy education. *Effective teaching strategy* (2016). Retrieved January 22, 2016, from <https://www.boundless.com/education>.
- Fortune, T. Ph.D. (2000) *Immersion teaching strategies observation checklist*, Journal: Candidate, Second Languages and Cultures Education, University of Minnesota, Minneapolis.
- Freeman, Diane L. (2000). *Techniques and principles in language teaching* (2nd ed). Oxford.
- Gunawan, Imam. (2013). *Metode penelitian kualitatif teori & praktik*. Jakarta: Bumi Aksara.
- Harmer, J. (2002). *The practice of English language teaching*, 3rd ed.. Cambridge: Longman.
- Ikrima, Izzatul (2016) *Teaching strategies in speaking class at SMKN 4 Malang*. Unpublished Thesis. Malang: Universitas Brawijaya.

Kayi, Hayriye. (2006). *Teaching speaking: Activities to promote speaking in a second language*. Retrieved on November 19th, 2015, from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.

Kristian, Eunike B. (2016) The strategies for teaching speaking at SMPN 3 kediri. Unpublished Thesis. Malang: Universitas Brawijaya.

Martha, Anis (2015). *A study on the teaching speaking class of SMART holiday camp program at Indocita foundation in "Desa Inggris Randuagung" Singosari Malang*. Unpublished Thesis. Malang: Universitas Brawijaya.

McDonough, J. and C. Shaw. 2003. *Materials and methods in ELT: A teacher's guide*. Malden, MA; Oxford: Blackwell.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Miles, M.B., Huberman, A.M. (1994). *An expanded sourcebook: Qualitative data analysis*. London : SAGE publication, Ltd.

Morozova, Yulia. (2013). *Methods of enhancing speaking skills of elementary level students*. Retrieved on November 10th, 2015, from <http://translationjournal.net/journal/63learning.htm>.

Newton, and Nation, (2009). *Teaching ESL/EFL listening and speaking*. Routledge, 2009

Nunan, David. (2003). *Practical English language teaching*. New York: McGraw-Hill.

Putra, Hendra Setya. (2015). *A study of teaching speaking techniques in English conversation club (ECC) at Eight Grade of SMPN 10 MALANG*. Unpublished Thesis. Malang: Universitas Brawijaya.

Richards, J. C., & Rodgers, T. S. (2002). *Approaches and methods in language teaching, 2nd ed*. Cambridge: Cambridge University Press.

Richards, J. C. (2008). *Teaching listening and speaking, from theory to practice*. Cambridge: Cambridge University Press.

Sugiyono. (2011). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Alfabeta.

Stake, Robert E (2003). *Case study research: Design and methods (applied social research methods)*. Sage Publishing.

Thornbury, S. (2005). *How to teach speaking*. England: Pearson Educational Limited.





Ur, P. (1996). *A course in language teaching. practice and theory*. Cambridge: Cambridge University Press.

Wahyuni, D. Puji. (2014). *Improving speaking skills of the seventh grade students of SMP N 1 Mlati, Sleman through the use of video clips in the academic year of 2013/2014*. Retrieved on February 20th, 2016, from <http://eprints.uny.ac.id/id/eprints/18426>



Appendix 1 Reference Letter of Research Administration

57



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

09 OCT 2017

Nomor : 2435 /UN10.F12/PN/2017
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

Yth. Kepala M.Ts. Negeri Turen
Jalan Kenongosari Nomor 16, Turen
Kabupaten Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Nila Qurrotul Aini
NIM : 135110501111060
semester : IX (Sembilan)
program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

TEACHING STRATEGIES FOR SPEAKING EMPLOYED BY ENGLISH TEACHER IN
INDONESIAN JUNIOR HIGH SCHOOL

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Dekan,

Prof. Ir. Ratya Anindita, MS., Ph.D.
NIP 196109081986011001



Appendix 2 Reference Letter of Confidentiality the Data

Surat Pernyataan

Yang bertandatangan di bawah ini,

nama : Nila Qurrotul Aini
NIM : 135110501111060
semester : IX (Sembilan)
program studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

TEACHING STRATEGIES FOR SPEAKING EMPLOYED BY ENGLISH TEACHER IN
INDONESIAN JUNIOR HIGH SCHOOL

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

20 September 2017
Yang membuat pernyataan,



Nila Qurrotul Aini
135110501111060



Appendix 3 Teacher's Interview Guide for Preliminary Study

Diadaptasi dari (Chandra A,B, 2014)

Pedoman Wawancara Guru untuk Penelitian Awal

Narasumber :

Pewawancara :

Hari :

Waktu :

1. Berapa kali dalam satu minggu bahasa Inggris diajarkan di kelas VIII?

Jawab :

2. *Skill dan component* apa saja yang paling sulit untuk diajarkan kepada siswa kelas VIII ?

Jawab :

3. Apakah Bapak menggunakan *full* bahasa inggris ketika mengajar di kelas? Mengapa?

Jawab :

4. Menurut Bapak apakah speaking itu penting untuk diajarkan kepada peserta didik? Mengapa?

Jawab :

5. Apakah setiap pertemuan, Bapak selalu memperkenalkan speaking atau kosakata baru? Berapa jumlah kosakata yang diperkenalkan?

Jawab :



6. Strategi dan media apa yang biasanya Bapak gunakan dalam mengajar Bahasa Inggris, khususnya mengajar speaking?

Jawab :

7. Kesulitan apa yang dialami oleh peserta didik ketika belajar speaking?

Jawab :

8. Bagaimana cara Bapak dalam menyelesaikan kesulitan itu?

Jawab :

9. Bisakah peserta didik menguasai sebagian besar speaking yang sudah diajarkan?

Jawab :

10. Apakah Bapak selalu memberi soal latihan setelah pengajaran speaking?

Jawab :



Appendix 4 Result of Interview with the English Teacher in Preliminary Study

Pedoman Wawancara Guru untuk Penelitian Awal Diadaptasi dari (Chandra A.B, 2014)

Pedoman Wawancara Guru untuk Penelitian Awal

Narasumber : Manang R Busthomi, M.Pd.
Pewawancara : Milla Qurrohu Aini
Hari : Jumat, 22 September 2017
Waktu : 09.00

1. Berapa kali dalam satu minggu bahasa Inggris diajarkan di kelas VIII?

Jawab : Dalam satu minggu Bahasa Inggris diajarkan
2x pertemuan, dalam setiap pertemuan alokasi waktunya
40 menit.

2. Skill dan component apa saja yang paling sulit untuk diajarkan kepada siswa kelas VIII ?

Jawab : Listening dan Speaking

3. Apakah Bapak menggunakan full bahasa Inggris ketika mengajar di kelas? Mengapa?

Jawab : 80-90% saya menggunakan bahasa Inggris, karena
dengan membiasakan menggunakan bahasa Inggris,
siswa dapat mudah mempraktekan.

4. Menurut Bapak apakah speaking itu penting untuk diajarkan kepada peserta didik?

Mengapa?

Jawab : Sangat penting, karena dengan speaking siswa
dapat mudah mempraktekan dan mengkomunikasikan
bahasa Inggris.

5. Apakah setiap pertemuan, Bapak selalu memperkenalkan speaking atau kosakata baru? Berapa jumlah kosakata yang diperkenalkan?

Jawab : Ya, saya selalu memperkenalkan kosakata baru,
biasanya setiap pertemuan ada 2-5 kosakata baru.

6. Strategi dan media apa yang biasanya Bapak gunakan dalam mengajar Bahasa Inggris, khususnya mengajar speaking?

Jawab : Setiap mengajar saya sering menggunakan strategi
Communicative Approach atau Communicative Language
Teaching, karena dengan strategi tersebut anak
jadi berani bicara.



7. Kesulitan apa yang dialami oleh peserta didik ketika belajar speaking?

Jawab : Kesulitannya adalah Faktor Internal dari anak-anak, seperti malu untuk bicara, kurangnya motivasi, dan juga kurangnya kosakata, jadi siswa susah untuk belajar speaking.

8. Bagaimana cara Bapak dalam menyelesaikan kesulitan itu?

Jawab : Dengan cara memotivasi, menyemangati, dan mengajak anak-anak untuk tidak malu dan mengapresiasi bagi anak-anak yang berani untuk bicara.

9. Bisakah peserta didik menguasai sebagian besar speaking yang sudah diajarkan?

Jawab : Bisa, apabila siswa memahaminya dan mau mempraktekkan berarti siswa memahami.

10. Apakah Bapak selalu memberi soal latihan setelah pengajaran speaking?

Jawab : Ya, saya selalu memberikan soal-soal latihan setelah pengajaran.



Appendix 5 Expert Validation Letter of Observation

Kepada Yth.

Bu Irene Nany Kusumawardani, M.Li.,

Dosen Program Studi Pendidikan Bahasa Inggris

Universitas Brawijaya

Di tempat

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Nila Qurrotul Aini

NIM : 135110501111060

Program Studi : Pendidikan Bahasa Inggris

Dengan ini mengajukan permohonan untuk melakukan expert validation kepada Dosen yang telah dipilih.

Demikian surat permohonan ini saya buat, atas perhatiannya saya ucapkan terimakasih.

Hormat kami,

Nila Qurrotul Aini



Appendix 6 Validation of Observation

**LEMBAR VALIDASI PANDUAN OBSERVASI (OBSERVATION CHECKLIST)
OBSERVASI TENTANG STRATEGI APA YANG DIGUNAKAN GURU BAHASA
INGGRIS DI KELAS BERBICARA BAHASA INGGRIS DI MTs. NEGERI TUREN
(Strategies for Teaching Speaking: A Case Study at the Second Grade of
MTs. Negeri Turen)**

Petunjuk:

- a. Untuk memberikan penilaian terhadap format panduan wawancara/ interview guide tentang strategi apa yang digunakan guru bahasa inggris di kelas berbicara bahasa inggris (Strategies for Teaching Speaking: A Case Study at the Second Grade of MTs.Negeri Turen), bapak/ibu cukup memberikan tanda centang (✓) pada kolom yang disediakan.
- b. Aspek yang dinilai adalah bahasa yang digunakan baik dan benar.
- c. Angka-angka yang terdapat dalam kolom yang dimaksud berarti:

0	= tidak valid
1	= kurang valid
2	= cukup valid
3	= valid
4	= sangat valid
- d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

A	= dapat digunakan tanpa revisi
B	= dapat digunakan dengan revisi sedikit
C	= dapat digunakan dengan revisi sedang
D	= dapat digunakan dengan revisi banyak
E	= tidak dapat digunakan



Penilaian item dalam observation checklist for the English teacher.

Nomor Item	Penilaian					Comment / Suggestion
	0	1	2	3	4	
1			✓			
2				✓		
3					✓	
4				✓		
5					✓	
6			✓			
7				✓		
8			✓			
9				✓		
10					✓	
11				✓		
12					✓	
13				✓		
14					✓	
15				✓		



Appendix 7 Lesson Plan

67

RPP: Transactional

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTsN 2 Malang
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 2
Topik : Daily Activities
Alokasi Waktu : 4 JP (2 Pertemuan)

a. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

Siswa dapat berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana, tentang keadaan/ tindakan/kegiatan/kejadian yang relevan dengan kehidupan nyata siswa yang terjadi secara rutin atau merupakan kebenaran umum selama proses pembelajaran serta dalam kehidupan nyata di rumah, sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual, dengan memperhatikan ketiga aspek teks berikut ini:

• Fungsi Sosial

- Memberi informasi: memberitahu, membacakan, menyebutkan, mendeskripsikan
- Meminta informasi: bertanya, mengecek, meminta persetujuan

• Struktur teks

- Memulai komunikasi: memberitahu, bertanya, membacakan
- Merespon: menjawab, menyanggah, mengiyakan, balik bertanya

• Unsur kebahasaan

Dengan menggunakan

- Kalimat deklaratif dan interogatif, dengan verba dalam tense 'simple present tense'
- Kata dan ungkapan terkait adverb of frequency (Usually, always, seldom, never..etc.
- Ucapan, tekanan kata, dan intonasi yang benar,
- Ejaan dan tanda baca yang benar,
- Tulisan tangan yang rapih dan benar.



b. Tujuan Pembelajaran

Selama proses pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana, tentang keadaan/tindakan/kegiatan/kejadian yang relevan dengan kehidupan nyata siswa yang terjadi secara rutin atau merupakan kebenaran umum selama proses pembelajaran serta dalam kehidupan nyata di rumah, sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.

c. Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulis, tentang keadaan/tindakan/kegiatan/kejadian yang terjadi secara rutin atau merupakan kebenaran umum saat diucapkan,

yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media audio-visual.

• *Fungsi sosial*

Tindakan komunikatif secara interaktif,

- Memberi informasi: memberitahu, membacakan, menyebutkan, mendeskripsikan
- Meminta informasi: bertanya, mengecek, meminta persetujuan

• *Struktur teks*

Tindakan komunikatif:

- Memulai komunikasi: memberitahu, bertanya, membacakan
- Merespon: menjawab, menyanggah, mengiyakan, balik bertanya

• *Unsur kebahasaan*

Tindakan menggunakan unsur-unsur kebahasaan dalam melaksanakan tindakan-

tindakan komunikatif tersebut di atas:

- kalimat deklaratif dan interogatif, dengan verba dalam tense 'simple present tense':

○ *I usually go to school by bike at 6.30 in the morning.*

○ *Do you speak english every day?*

○ Verba: *do, have, work, write, explain, etc*

○ Adjectiva: *hard, slow, fast, quiet, noisy, etc.*

○ Frasa preposisi: *now, at the moment, etc.*

○ Adverbia: *always, often, sometimes, never,*

usually, every etc.

- ucapan, tekanan kata, dan intonasi yang benar,
- ejaan dan tanda baca yang benar,
- tulisan tangan yang rapih dan benar

d. Metode Pembelajaran

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengomunikasikan)



e. Media/alat dan Bahan

- Media : Video, laptop, LCD, realia, gambar
- Alat Peraga : Kartu 'Running Text'

f. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VIII, hal ... sd ..., dan sumber lain yang sesuai

g. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru: - mengucapkan salam dan tegur sapa - menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang	10'
	Konduusif - bertanya jawab tentang deskripsi (a.l. nama, karakteristik, kebiasaan) orang - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan	
Kegiatan Inti (**)	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: - Guru menjelaskan aturan main 'Running Text' - Guru membagi siswa dalam 7 kelompok - Siswa memilih dan menentukan WRITER dan MESSENGER dalam kelompoknya. - Guru menjelaskan tugas writer and messenger - Guru memulai pelaksanaan pembelajaran dengan menggunakan Running Text. - Siswa mencatat text yang telah didapatkan di papan. - Siswa mengidentifikasi text yang ada - menyimak dan menirukan guru menyatakan tindakan, kegiatan yang terjadi sehari-hari dan kebenaran umum dilakukan di kelas, sekolah, dan tempat lain pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - bertanya dan mempertanyakan terkait tujuan, topik, dan ungkapan-ungkapan yang digunakan dalam teks yang dipelajari. - berlatih melakukan interaksi untuk meminta dan memberi informasi terkait tindakan, kegiatan terjadi sehari-hari dan kebenaran umum dilakukan berdasarkan konteks yang disajikan Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	60'



Kegiatan Penutup	Siswa, dengan bimbingan guru: - mendapatkan umpan balik terhadap proses pembelajaran - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan proses dan hasil pembelajaran - menyebutkan tugas rumah, membuat <i>script</i> percakapan berdasarkan gambar beberapa kegiatan yang disiapkan guru - menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan Berikutnya	10'
------------------	--	-----

2. Pertemuan kedua: (2 JP)

Langkah Pembelajaran	Deskripsi	Aloka-si Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru: - mengucapkan salam dan tegur sapa - menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - bertanya-jawab tentang tindakan/ keadaan dan kejadian yang terjadi sehari-hari dan kebenaran umum - mereview pembelajaran yang lalu - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti (**)	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: - mengamati tayangan text tentang kegiatan sehari-hari. - mendiskripsikan kegiatan sehari-harinya sendiri. - mengkomunikasikan kegiatan sehari-harinya di depan kelas. Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	60'
Kegiatan Penutup	Siswa, dengan bimbingan guru: - membahas manfaat pembelajaran yang baru diselesaikan - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan hasil pembelajaran - menyebutkan komitmen untuk selanjutnya terus menggunakan bahasa Inggris untuk berinteraksi dalam bahasa Inggris selama proses pembelajaran.	10'

h. Penilaian, Pembelajaran Remedial dan Pengayaan

4. Teknik penilaian otentik

- Sikap : Observasi
- Pengetahuan : penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
- Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan

5. Instrumen penilaian untuk tes tertulis

Kisi-Kisi dan Soal



No	Indikator	Soal
1.	<p>Fungsi sosial</p> <ul style="list-style-type: none"> - Menyebutkan tujuan teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang terjadi sehari-hari dan kebenaran umum berlangsung saat diucapkan - menentukan (menyebutkan/memilih) secara lisan/tulis topik teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang terjadi sehari-hari dan kebenaran umum saat diucapkan 	<p>What does the text tell you about? What does the writer do? How often does the writer take a bath?</p>
2.	<p>Struktur teks</p> <ul style="list-style-type: none"> - menentukan (menyebutkan, menyalin, menirukan, membacakan) hubungan antara pembicara dalam teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang terjadi sehari-hari dan kebenaran umum saat diucapkan - menentukan (menyebutkan, menyalin, menirukan, membacakan) secara lisan dan tulis kegiatan tertentu yang terjadi sehari-hari dan kebenaran umum pada seseorang pada saat diucapkan - menentukan (menyebutkan/menyalin/menirukan/membacakan) secara lisan dan tulis aspek apa saja yang digunakan untuk meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang terjadi sehari-hari dan kebenaran umum saat diucapkan 	
3.	<p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - menentukan tata bahasa yang sesuai untuk menyatakan kegiatan/tindakan yang terjadi sehari-hari dan kebenaran umum pada saat diucapkan - menentukan makna kata dalam teks - menentukan kata yang tepat dalam interkasi secara sederhana terkait kegiatan yang terjadi sehari-hari dan kebenaran umum saat diucapkan dengan ejaan dan tanda baca yang benar 	<p>- Put the verbs into the correct forms.</p>

6. Rubrik Penilaian dan Pedoman Penskoran

a) Rubrik Penilaian Pengetahuan: Tes Tulis

ASPEK	KRITERIA	SKOR	SKOR MAX
FUNGSI SOSIAL	Sangat sesuai	3	3
	Sesuai	2	
	Kurang sesuai	1	
STRUKTUR TEKS	Benar dan tepat	3	3
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
UNSUR KEBAHASAAN	Sangat tepat	3	3
	Tepat	2	



	Kurang tepat	1	
TOTAL SKOR/NOMOR			9

Keterangan:

Nilai Akhir = (jumlah soal x Nilai perolehan) : Total Skor x 100

b) Rubrik Penilaian Keterampilan (Unjuk Kerja/Proyek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89 - 100)
Bertanya-jawab	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Monolog /Presentasi	Membaca script, kosa kata terbatas, dan tidak lancar	Sekali melihat teks, kosa kata terbatas tapi lancar	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menulis Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

Mengetahui :
Kepala Madrasah

Dra. Hj. MARIA ULFA
NIP. 196410011990032002

Malang, Juli 2017
Guru Mata Pelajaran

NANANG R BUSTHOMI, M.Pd
NIP. 196907201999031002



Appendix 8 Observation Checklist

Adapted from Kayi, Hayriye. (2006)

OBSERVATION CHECKLIST

Name of teacher :

Date :

Time :

Class :

No	Teachers' Strategies	Indicators	Done	Not Done	Note
1	Discussion	- The students discuss with their group about a particular topics given by the teacher.			
2	Speech	- The students make speech about topic that given by the teacher in front of the class.			
3	Conversation	- The students make a conversation in pair.			



4	Role Play	<ul style="list-style-type: none"> - The students perform role play by using script or without script in front of the class. 			
5	Information Gap	<ul style="list-style-type: none"> - The students share their information to each other. 			
6	Simulations	<ul style="list-style-type: none"> - The students bring items in the class and describe the items. 			
7	Brainstorming	<ul style="list-style-type: none"> - The students produce their ideas related to a particular topics given by the teacher. 			
8	Story Telling	<ul style="list-style-type: none"> - The students make a summary of story from their friends. - The students create their own stories and tell their classmates. 			



9	Interview	<ul style="list-style-type: none"> - The students prepare their own question to interview people. - The students interview their friends using selected topic. 			
10	Story completion or Chained story telling	<ul style="list-style-type: none"> - The students continue the naration of a story told by the teacher. 			
11	Reporting	<ul style="list-style-type: none"> - The students give oral report to the class about the news that they have read before. 			
12	Playing Card	<ul style="list-style-type: none"> - The students work in group ,choose the card, and write 4-5 questions. 			
13	Picture narrating	<ul style="list-style-type: none"> - The students are asked to tell a story in some sequential pictures. 			
14	Describing Picture	<ul style="list-style-type: none"> - The students describe a picture. 			



15	Find the difference	- The students working in pair discussing the similarities or differences from two different pictures.				
----	---------------------	--	--	--	--	--



Appendix 9 Result of Observation Checklist

First Observation

Observation Checklist on Teacher's Strategies to Teach Speaking.

Adapted from Kayi, Hayriye. (2006)

OBSERVATION CHECKLIST

Teacher's name : Nanang R Bustomi, M.Pd.
 Date : Friday, 20 October 2017
 Time : 07.00
 Class : 8-C

No	Teachers' Strategies	Indicators	Done	Not Done	Note
1	Discussion	- The students discuss with their group about a particular topics given by the teacher.	✓		The students discuss in a group about simple present tense in the text.
2	Speech	- The students make speech about topic that given by the teacher in front of the class.			
3	Conversation	- The students make a conversation in pair.			



4	Role Play	- The students perform role play by using script or without script in front of the class.			
5	Information Gap	- The students share their information to each other.			
6	Simulations	- The students bring items in the class and describe the items.			
7	Brainstorming	- The students produce their ideas related to a particular topics given by the teacher.	✓		The teacher ask to the students about their daily achviry and explain the material will be discuss .
8	Story Telling	- The students make a summary of story from their friends. - The students create their own stories and tell their classmates.			
9	Interview	- The students prepare their own question to interview people. - The students interview their friends using selected topic.			



10	Story completion or Chained story telling	- The students continue the narration of a story told by the teacher.			
11	Reporting	- The students give oral report to the class about the news that they have read before.	✓		The students report about their text about daily activity in front of the class.
12	Playing Card	- The students work in group, choose the card, and write 4-5 questions.	✓		- The card adhered on the wall. - Then, the students analyze the tenses based on the text on the card.
13	Picture narrating	- The students are asked to tell a story in some sequential pictures.			
14	Describing Picture	- The students describe a picture.			
15	Find the difference	- The students working in pair discussing the similarities or differences from two different pictures.			



Second Observation

Observation Checklist on Teacher's Strategies to Teach Speaking.

Adapted from Kayi, Hayriye. (2006)

OBSERVATION CHECKLIST

Teacher's name : Nanang R. Bushomi, M.Pd.
 Date : Saturday, 21- October 2017
 Time : 10.00
 Class : 8-C

No	Teachers' Strategies	Indicators	Done	Not Done	Note
1	Discussion	- The students discuss with their group about a particular topics given by the teacher.			
2	Speech	- The students make speech about topic that given by the teacher in front of the class.			
3	Conversation	- The students make a conversation in pair.			



4	Role Play	- The students perform role play by using script or without script in front of the class.	✓		The students perform their own daily activity by using script in front of the class.
5	Information Gap	- The students share their information to each other.	✓		The students share their daily activity to each other in front of the class.
6	Simulations	- The students bring items in the class and describe the items.			
7	Brainstorming	- The students produce their ideas related to a particular topics given by the teacher.	✓		-Teacher explain the text and ask the students about what is the meaning of daily activity.
8	Story Telling	- The students make a summary of story from their friends. - The students create their own stories and tell their classmates.			
9	Interview	- The students prepare their own question to interview people. - The students interview their friends using selected topic.			



10	Story completion or Chained story telling	- The students continue the narration of a story told by the teacher.			
11	Reporting	- The students give oral report to the class about the news that they have read before.			
12	Playing Card	- The students work in group, choose the card, and write 4-5 questions.			
13	Picture narrating	- The students are asked to tell a story in some sequential pictures.			
14	Describing Picture	- The students describe a picture.			
15	Find the difference	- The students working in pair discussing the similarities or differences from two different pictures.			

**Third Observation****Observation Checklist on Teacher's Strategies to Teach Speaking.***Adapted from Kayi, Hayriye. (2006)***OBSERVATION CHECKLIST**

Teacher's name : Nanang R Busthomi, M.Pd.
 Date : Tuesday, 31 October 2017
 Time : 10.00
 Class : 8-C

No	Teachers' Strategies	Indicators	Done	Not Done	Note
1	Discussion	- The students discuss with their group about a particular topics given by the teacher.			
2	Speech	- The students make speech about topic that given by the teacher in front of the class.			
3	Conversation	- The students make a conversation in pair.			



4	Role Play	<ul style="list-style-type: none"> - The students perform role play by using script or without script in front of the class. 	✓		The students perform and act the body motion without say the word in front of the class, and the other students guess it. (In Charades).
5	Information Gap	<ul style="list-style-type: none"> - The students share their information to each other. 			
6	Simulations	<ul style="list-style-type: none"> - The students bring items in the class and describe the items. 			
7	Brainstorming	<ul style="list-style-type: none"> - The students produce their ideas related to a particular topics given by the teacher. 	✓		The teacher reviewed the previous material about Paily Activity.
8	Story Telling	<ul style="list-style-type: none"> - The students make a summary of story from their friends. - The students create their own stories and tell their classmates. 			
9	Interview	<ul style="list-style-type: none"> - The students prepare their own question to interview people. - The students interview their friends using selected topic. 			



10	Story completion or Chained story telling	- The students continue the naration of a story told by the teacher.			
11	Reporting	- The students give oral report to the class about the news that they have read before.	✓		The last students report the sentence in front of the class. (In Telephone)
12	Playing Card	- The students work in group, choose the card, and write 4-5 questions.			
13	Picture narrating	- The students are asked to tell a story in some sequential pictures.			
14	Describing Picture	- The students describe a picture.			
15	Find the difference	- The students working in pair discussing the similarities or differences from two different pictures.			



Appendix 10 Interview Guideline

Diadaptasi dari (Martha, 2015)

PEDOMAN WAWANCARA UNTUK GURU BAHASA INGGRIS

1. Apakah pendidikan terakhir anda?
2. Sudah berapa lama anda berprofesi sebagai guru?
3. Apakah anda pernah mengikuti pelatihan-pelatihan yang berkaitan dengan profesi anda?
4. Menurut anda apakah “speaking” itu penting?
5. Menurut anda, apakah siswa pernah mengalami masalah dalam pembelajaran “speaking”?
6. Bagaimana cara anda untuk mengatasi masalah tersebut?
7. Apakah anda menggunakan beberapa strategi dalam mengajar “speaking”?
8. Bisakah anda sebutkan strategi-strategi anda dalam mengajarkan “speaking”?
9. Apakah menurut anda strategi-strategi yang anda gunakan tersebut dapat meningkatkan kemampuan siswa dalam “speaking”?
10. Bisakah anda berikan gambaran tentang kelas 8-C, yang berkaitan dengan nilai “speaking” dalam kelas ataupun prestasi lainnya?



Appendix 11 Result of Interview Guideline

87

Pedoman Wawancara Untuk Guru Bahasa Inggris

Diadaptasi dari (Martha, 2015)

PEDOMAN WAWANCARA UNTUK GURU BAHASA INGGRIS

1. Apakah pendidikan terakhir anda?
Pendidikan terakhir saya S2 Pendidikan Bahasa Inggris di UIM.
2. Sudah berapa lama anda berprofesi sebagai guru?
Saya mengajar sudah 20 tahun.
3. Apakah anda pernah mengikuti pelatihan-pelatihan yang berkaitan dengan profesi anda?
Terakhir saya mengikuti Teacher Training dan mendapat sertifikat professional competence in Teaching oleh Cambridge di Surabaya.
4. Menurut anda apakah "speaking" itu penting?
Ya, speaking itu sangat penting dalam belajar bahasa Inggris.
5. Menurut anda, apakah siswa pernah mengalami masalah dalam pembelajaran "speaking"?
Ya, permasalahannya adalah Factor Internal dari siswa, seperti rasa malu, takut salah, kosakata yang rendah, serta kemauan yg rendah.
6. Bagaimana cara anda untuk mengatasi masalah tersebut?
Dengan cara memotivasi siswa bahwa belajar bahasa, speaking itu sangat penting dan nomor 1.
7. Apakah anda menggunakan beberapa strategi dalam mengajar "speaking"?
Ya, saya menggunakan beberapa strategi seperti Communicative approach, menggunakan game, biasanya juga menggunakan media, dll.
8. Bisakah anda sebutkan strategi-strategi anda dalam mengajarkan "speaking"?
Communicative approach, question and answer, dialog, monologue, biasanya yg menggunakan game dan media.
9. Apakah menurut anda strategi-strategi yang anda gunakan tersebut dapat meningkatkan kemampuan siswa dalam "speaking"?
Ya, tentu saja dapat meningkatkan, karena setelah menggunakan strategi, siswa lebih aktif dalam speaking.
10. Bisakah anda berikan gambaran tentang kelas 8-C, yang berkaitan dengan nilai "speaking" dalam kelas ataupun prestasi lainnya?
Dalam kelas 8-C, rata-rata speaking siswa bagus, karena siswa 8-C berani untuk berbicara bahasa Inggris, walaupun kadang pronunciation dan kosakatanya sedikit harus dibenahi.

Appendix 12 The Students' Speaking Score



KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG
Jl. Kenongosari No. 16 ☎. (0341) 824925 Turen

NILAI SPEAKING KLS 8C																						
KELAS		8C																				
KKM		75																				
SEMESTER GANJIL 2017/ 2018		L/P	UH 1	Tes lisan	Tugas	PORTOFOLIO	HASIL PH REMEDIAL	1	2	PH 1	UH 2	Tes lisan	Tugas	PORTOFOLIO	HASIL PH REMEDIAL	1	2	PH 2				
NO	NAMA SISWA		6	7	8	10	11	12	13	14	15	16	17	19	20	21	22	23				
1	AFIFA NADIA I P	P										85										0
2	AHMAD HAIKAL AFKAR	L										80										0
3	AHMAD SHANDY SYAFAAT	L								###		80										0
4	AISYA SALSABILA WULANDARI	P										82										0
5	AISYAH HILDA YANTI	P										82										0
6	ALDIO HAFIDZ AMRULLAH	L										82										0
7	AMANDA TARSTRISNA ALIYAH	P										90										0
8	ANANDA PUTRI A.	P										82										0
9	ANGGITA DIVA MAURENA	P										80										0
10	AZ ZAHRA VEHA BIRU	P										80										0
11	BRILLIANT FATIMAH RAHMA	P										85										0
12	DAVINA SHAF A FELISYA	P										82										0
13	DESTA GHAIDA T.S	P										82										0
14	EISELIN AULIYA R.D	L										85										0
15	FATIYA FAZA KHABIBATUL ULMI	P										85										0
16	GERIN M.T	P										85										0
17	IFAN DWI CAHYO	L										78										0
18	ILHAM AKBAR	L										78										0
19	IMROATUN SHOLIHAH YATIMAH	P										90										0
20	IRMA HAZIRA AWALINDA RAMA	P										85										0
21	IZZA NAILATUL FITRIYAH	P										82										0
22	M. ALFITO SYARCHUL MUFASHO	L										85										0
23	MASAYU NIARA	P										90										0
24	MAULANA ARDIANSYAH	L										82										0
25	MAULIDIA GATI SIWI	P										82										0
26	MELISA TRI ADINDA PUTRI	P										85										0
27	MUKHAMMAD MIRZA	L										78										0
28	NICKY DAMAYANTI	P										85										0
29	PRAMUDA YUSRIL MUSTOFA	L										85										0
30	PUTRI GIOK BUNGA APRILLIA	P										85										0
31	SALVIOLA CANTRI DEWI	P										90										0
32	SHIZUKA CECILIA	P										85										0
33	TASYA INDAH M	P										80										0
34	YUNIAR PRAUDDIMA	L								###		85										0
35	ZUHAIRA ILZAMI	P								###	###	82	###	###	###	###	###	###	###	###	###	0

Guru Bidang Studi
NANANG R BUSTHOMI, M.Pd



Appendix 13 Documentation
First Observation



The English teacher's explanation in front of the class



The student's activity on finding the text in a card

**Appendix 14 Berita Acara Bimbingan Skripsi**

	KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA	
	Jalan Veteran Malang 65145 Indonesia Telp. (0341) 575875 Fax. (0341) 575822 E-mail: fib_ub@ub.ac.id http://www.fib.ub.ac.id	

BERITA ACARA BIMBINGAN SKRIPSI

1. NAMA : Nila Qurrotul Aini
2. NIM : 135110501111060
3. PROGRAM STUDI : Pendidikan Bahasa Inggris
4. TOPIK SKRIPSI : Strategies for Teaching Speaking
5. JUDUL SKRIPSI : Strategies for Teaching Speaking (A Case Study at the Second Grade of MTs. Negeri Turen)
6. TANGGAL MENGAJUKAN : 11 September 2017
7. TANGGAL SELESAI REVISI :
8. NAMA PEMBIMBING : Frida Unsiyah, M.Pd
9. Keterangan Konsultasi*)

No.	Tanggal	Materi	Pembimbing	Paraf
1	11/09/2017	Pengajuan Judul Skripsi	Frida Unsiyah, M.Pd	
2	14/09/2017	Konsultasi Bab 1-3	Frida Unsiyah, M.Pd	
3	20/09/2017	Revisi Bab 1-3	Frida Unsiyah, M.Pd	
4	22/09/2017	Revisi Bab 1-3	Frida Unsiyah, M.Pd	
5	27/09/2017	Seminar Proposal	Frida Unsiyah, M.Pd	



6	8/11/2017	Konsultasi Bab 4-5	Frida Unsiyah, M.Pd	
8	15/11/2017	Revisi Bab 4-5	Frida Unsiyah, M.Pd	
9	24/11/2017	Revisi Bab 4-5	Frida Unsiyah, M.Pd	
10	27/11/2017	Revisi Bab 1-5	Frida Unsiyah, M.Pd	
11	29/11/2017	Seminar Hasil	Frida Unsiyah, M.Pd	
12	04/12/2017	Revisi Bab 1-5	Frida Unsiyah, M.Pd	
13	08/12/2017	Ujian Skripsi	Frida Unsiyah, M.Pd	
14	13/12/2017	Revisi Bab 4-5	Frida Unsiyah, M.Pd	
15	15/12/2017	ACC Jilid	Frida Unsiyah, M.Pd	

10. Telah Dievaluasi dan Diuji dengan Nilai:

B+

Mengetahui,

Pembantu Dekan I

Bidang Akademik

Syariful Muttaqin, M.A.
NIP 19751101 2003121001

Dosen Pembimbing

Frida Unsiyah, M.Pd
NIP 2012018102212001