TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE SEVENTH GRADE STUDENTS OF SMP N 2 SAMPANG, CILACAP REGENCY

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd) Degree

by :

NOOR FAZIRA OKTAVIANTI DANANG

Student Number. 1817404033

ENGLISH EDUCATION STUDY PROGRAM

EDUCATION DEPARTEMENT

FACULTY OF TARBIYA AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY

PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

2022

APPROVAL SHEET

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jendral A. Yani, No. 40A Purwokerto 53126
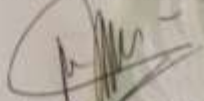Telepon (0281) 635624 Faksimil (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:

"TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE SEVENTH GRADE STUDENTS OF SMP N 2 SAMPANG, CILACAP REGENCY"

Written by Noor Fazira Oktaviani Danang (Student Number. 1817404033) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 11 November 2022 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.
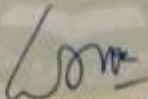
Examiner I/Head of Examiners /Supervisor,   Examiner II/Secretary,

Irra Wahidiyati, M.Pd   Agus Husein As Sabiq, M.Pd
NIP. 19884002019082001   NIP. 198708112020121006

The Main Examiner,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 19801152005012004

i

STATEMENT OF ORIGINALITY

Here with me,

Name   : Noor Fazira Oktavianti Danang

Student's number   : 1817404033

Grade   : S1

Department   : English Education Department

    Declare that this script **"TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE SEVENTH GRADE STUDENTS OF SMP N 2 SAMPANG, CILACAP REGENCY"** is entirely my research or work. I conducted this research with the assistance of suggestion and sources acknowledge. If there is any claim in the future about this research, I would be responsible for clarification.

Purwokerto, 28th October 2022

Noor Fazira Oktavianti D
S.N. 1817404033

i

OFFICIAL NOTE OF SUPERVISOR

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

OFFICIAL NOTE OF SUPERVISOR

To:

Dean of Faculty of Tarbiyah and Teacher
Training of Stage Islamic University of
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamu'alaikum Wr. Wb

After conducting guidance, review, direction, and correction, then through this letter, I convey that:

Name	:	Noor Fazira Oktavianti Danang
Number	:	1817404033
Department	:	Education
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training
Tittle	:	Teacher's Strategies in Teaching Speaking at The Seventh Grade Students of SMP N 2 Sampang, Cilacap Regency

I recommend that the thesis has been able to be submitted to the Dean of Faculty of Tarbiyah and Teacher Training of UIN FTIK UIN Prof. K.H. Saifudiin Zuhri Purwokerto to be examined in order to get Undergraduate Degree in Education (S.Pd).

Wassalamu'alaikum Wr. Wb.

Purwokerto, 28th October 2022
Supervisor,

Irra Wahidiyati, M.Pd
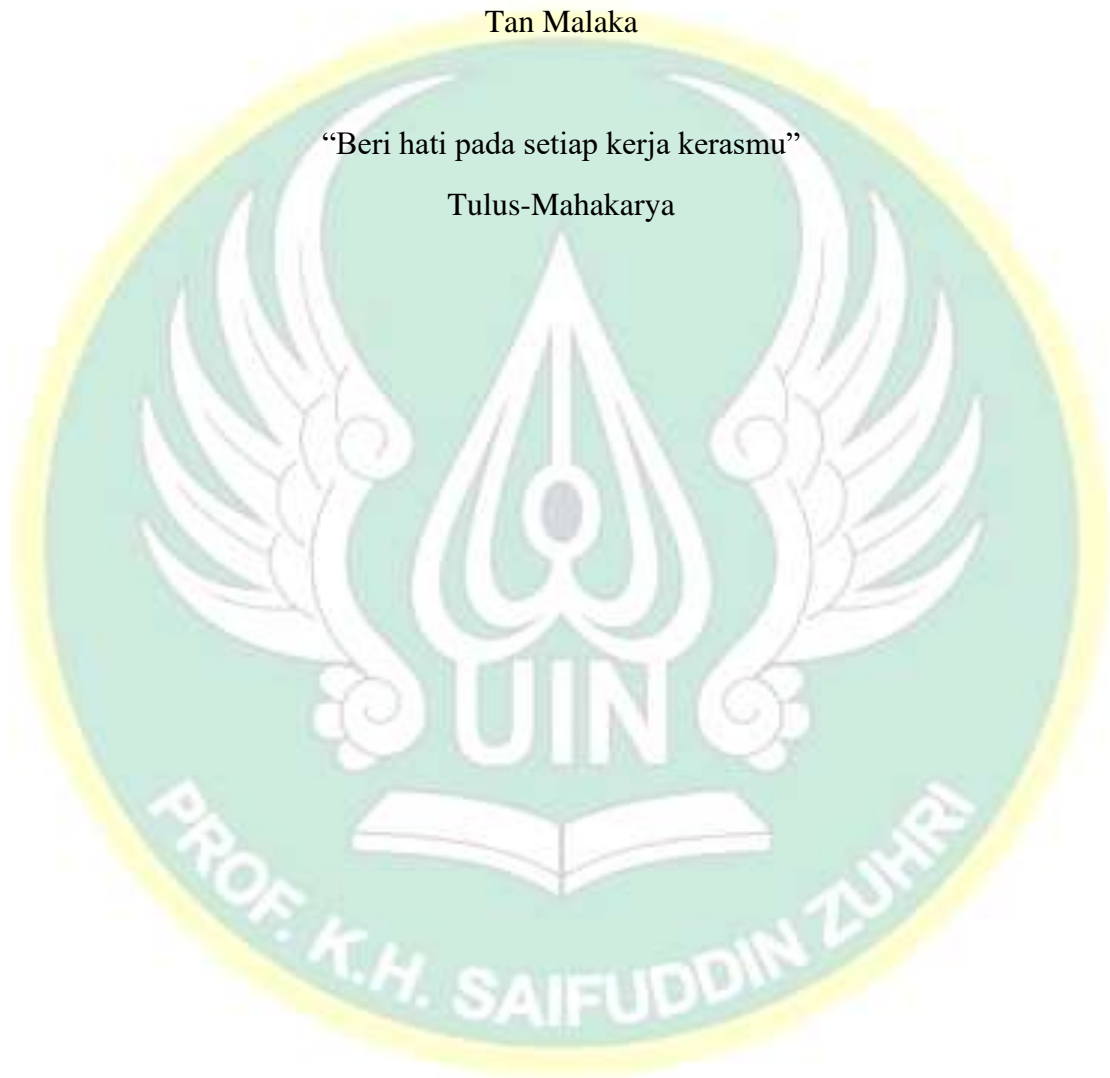NIP. 198811302019082001

iii

MOTTO

"Patience, One By One"

"Education goal is to sharpen intelligence, strengthen willpower, and refine feelings"

Tan Malaka

"Beri hati pada setiap kerja kerasmu"

Tulus-Mahakarya

iv

DEDICATION

I dedicated my undergraduate thesis to people in my life that always gives prayer and support. It is for my beloved mother **(Rochyati)**, you are my first reasons always study hard, to have great education, and inspiring, so I finished my journey in undergraduate. Then, my lovely father **(Danang Hadi Sumarto)**, who always gives a lot of life lessons and I love you so much because you are the one and only my dad I have. For all of people who support me to finished this thesis.

I realize that without all your support and advice in my life. I am just nothing.

Thank You!

ACKNOWLEDGMENT

Assalamu'alaikum Wr. Wb

First, I thanks to Allah SWT, the almighty who has been giving mercy and blessings until I was able to complete the thesis entitled ''Teacher's Strategies in Teaching Speaking at The Seventh Grade Students of SMP N 2 Sampang, Cilacap Regency''

This script is the thesis that has been proposed to State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd).

Throughout the development of this thesis and for as long as the writer has been studying at Prof. K.H. Saifudin Zuhri Purwokerto State Islamic University, the writer has received many directions, motivation, assistance, and guidance from a variety of sources. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable.

1. Dr. H. Suwito, M.Ag., as the Dean of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A., as the 1st Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
3. Dr. Subur, M.Ag., as the 2nd Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
4. Dr. Maria Ulpah, M.Si., as head of Tadris department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.

17. Khaula Mar'atush S and Wardah Fika who already support each other to do this thesis. So that why, we can through this thesis well and finished together. Good job!

18. Thank you for the person behind me who always support and motivated me. I love you.

19. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting. I want to thank me for always being a giver and trying to give more than I receive. I want to thank me for just being me at all times.

20. All participants who have given me support and motivation that I cannot mention one by one, may Allah bless you.

Finally, this thesis is hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Wasalamu'alaikum Wr.Wb

Purwokerto, 28th October 2022

Noor Fazira Oktavianti D
S.N. 1817404033

TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE SEVENTH GRADE STUDENTS OF SMP N 2 SAMPANG, CILACAP REGENCY

NOOR FAZIRA OKTAVIANTI DANANG
S.N. 1817404033

ABSTRACT

The teacher's strategy in teaching speaking to students is very important to increase their knowledge and communicative skills. In SMP N 2 Sampang, there is a teacher who developed some interesting strategies in teaching speaking. Through that strategy most of the students got good grades. This study aimed to analyze the teacher's strategies in teaching speaking and to describe the teacher's implementation of each strategy in teaching speaking. This research used field research and descriptive qualitative method. The data collection method are observation, interview, and documentation. The technique of data analysis are data reduction, data display, and verification. The subject of this research is an English teacher and the seventh-grade students of SMP N 2 Sampang. Then, the object of this research is the implementation each strategy in teaching speaking that teacher used. In the result of research, the strategies that teacher used are drilling and dialogue practicing. The implementation of the strategies used the same topic material, which is the names of days, numbers, and months. Drilling implementation strategies include students imitating, repeating, and focusing on accuracy related to the material. Then, for the implementation of the practicing dialogue, the teacher gives instructions to the students, who pair up with a friend and practice the dialogue and write down the results of the dialogue.

Keyword: Teacher's Strategies, Teaching Speaking, Teaching English

TABLE OF CONTENT

LIST OF TABLES

LIST OF PICTURES

CHAPTER I

INTRODUCTION

This chapter shows about the background of the study that conducts into some subchapters. The first subchapter shows the background of the study, the second subchapter shows conceptual definition, the third subchapter shows research question, the fourth subchapter shows the research objectives and significance, the fifth shows previous studies, the sixth shows structure of the research.

A. Background of Study

Teaching is a method of transferring knowledge about a topic that students will learn. The goal of the teaching learning process for students is to receive knowledge and understand that knowledge. To reach the goal of teaching, the teacher must be creative in selecting materials and teaching procedures that allow students to immediately understand the knowledge. Besides that, the function of the teacher is important to the success of the learning process (Fanshuri, 2019). Furthermore, the function of the teacher is very important for the smoothness and effectiveness of the learning process. According to Rohani (2004) teaching is a process of guiding the learning experience.

Teaching is the process of guiding and facilitating learning, enabling the learner to learn, and creating the conditions for learning. Your understanding of how the learner learns will determine your educational philosophy, teaching style, approach, methods, and classroom techniques (Brown, 2007). Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. It is possible to conclude that teaching is an interactive process between the teacher and the student.

In teaching English activities there are four language skills. One of the four language skills is speaking. Besides listening, reading, and writing, speaking is an important aspect of learning and teaching English. Speaking means expressing oneself and communicating with others. Another word for communication a topic with others is speaking. Realistic classroom speaking activities can be seen as an opportunity for rehearsing the things learners may want to do outside the classroom, but in a safe environment, where mistakes can be learned from, rather than leading to difficulties and embarrassment (Watkins, 2005). That can be mean the purpose of teaching speaking in schools can be interpreted as preparing students to speak in real-time before they start talking outside of school. It is something that students can practice in class with their friends or with the teacher. It can increase students' self-confidence, which influences their performance in actual speaking situations. It can also encourage and assist students in developing oral fluency and accuracy in English. So, teaching speaking is the process of a teacher offering instructions and information to someone so that they can communicate. As a result, it is very important to have a clear understanding of students when teaching speaking. To achieve the aims of teaching and learning, we need the right strategy for the teaching speaking.

In teaching speaking, strategy is very important. Strategy is defined as ways consisting of some actions or plans which are designed to achieve a specific objective (Steiner, 1979; Mintzberg, 1994; Bogdan & Biklen, 1992; Denscombe 2010, a cited in Ma'rufah, 2017). According to O'Malley 1985 cited in Brown (2007)there were three main types of strategies: Metacognitive strategies, Cognitive Strategies, and Socioaffective Strategies. Specific activities that are expressed in the classroom that are consistent with the strategy and according to the approach are referred to as strategies. Based on the statement, the writer concludes that strategy is a plan designed to increase effectiveness and efficiency to achieve certain learning.

The teacher's strategy in teaching speaking to students is very important to increase their knowledge and communicative skill. It is interesting for this research looking into the strategies used by teacher's because it is considered that teaching strategies affect the quality of students' English learning conditions and ultimately students' ability in English. Based on preliminary research in SMPN 2 Sampang and according to students and colleagues, researchers have found teacher who competent and popular in teaching english at the seventh grade of SMPN 2 Sampang. Based on pre-observation, this research found that teacher used some interesting teaching speaking strategies, which helped students understand English better. Then, most of the students taught by the teacher got good grades. Researchers are interested in conducting studies on the approach to teaching speaking. Therefore, this research wants to conduct the research related to the strategies carried out by the teacher and the teacher's implementation each strategy in teaching speaking in the 7th grade of SMP Negeri 2 Sampang.

Based on those explanations above, This research interested in the teacher's strategies in teaching speaking. Therefore, this research also interested in taking the research which is entitled **"Teacher's strategies in teaching speaking at the seventh grade students of SMP Negeri 2 Sampang, Cilacap"**. This research is expected to be useful for English teachers and students as a reference for teachers and students regarding teacher strategies in teaching speaking skills

B. Conceptual Definition

1. Teachers strategy

Strategy refers to the specific "attacks" we make on a specific problem, and it varies greatly between individuals. They are techniques used in the moment to solve the "problem" posed by second language input and output (Brown, 2007). Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives, and an outline of planned tactics,

necessary to implement the strategies (Stone and Morris, cited in Issac 2010). Furthermore, Issac (2010) defines teaching strategies as the teacher's behavior in the classroom, such as the development of teaching strategies, providing appropriate stimulus for timely responses, drilling the learned responses, increasing responses through extra activities, and so on. So, Teaching Strategies are general plans for a lesson that include structure, student behavior desires, and an overview of strategies required to achieve the intended outcomes in teaching and learning activities.

2. Teaching Speaking

Speaking abilities are the most employed in daily encounters. Speaking is an interactive process of meaning development that includes information production, reception, and processing (Brown, 2007). Teaching speaking is an important part of any language education classroom strategy. Realistic classroom speaking activities can be seen as an opportunity for rehearsing the things learners may want to do outside the classroom, but in a safe environment, where mistakes can be learned from, rather than leading to difficulties and embarrassment (Watkins, 2005). That can be mean the purpose of teaching speaking in schools can be interpreted as preparing students to speak in real-time before they start talking outside of school. Spoken language not only offers the 'ability' to learn as the main communicative medium in the classroom but is also an important component of syllabus content and learning outcomes.

C. Research Question

Based on previous explanation, the questions for this research are:

1. What are the strategies used by an English teacher in teaching speaking at the seventh grade students of SMP N 2 Sampang?
2. How does the teacher implement each strategies in teaching speaking at the seventh grade of SMP N 2 Sampang?

D. The Objectives and Significances of the Research

Based on the research questions, the objectives for this research are:

1. Objective of the research

   Related to the problem of the study above, this research had the following objectives:

   a) To analyze the teacher's strategies in teaching speaking at the 7th grade students of SMPN 02 Sampang.

   b) To describe the teacher's implementation each strategies in teaching speaking at the seventh grade of SMP N 2 Sampang.

2. The Benefits and Significances of the Study

   a) Theoretical significances

   The result of the study is expected to contribute to and enrich the information related to teacher strategies in teaching speaking.

   b) Practical significances

      1. For the teacher:

         Add information about teacher's strategy that can be used in teaching speaking.

      2. For the students:

         Student should be any alternative in improving speaking and can apply the strategies given by the teacher to improve English speaking skills.

      3. For further researchers:

         This research can be expanded by further researchers who are interested in conducting research on teacher strategies in English language skills. Further research could be conducted by looking for advantages and disadvantages in the teacher's strategies in teaching speaking used by teachers. Hopefully, this research will be useful.

E. Structure of the Research

The structure of this research will explain as follow:

Chapter I presents an introduction which consists of the background of the study, conceptual definition, research question, objective, and benefits of the research.

Chapter II is a literature review with the theories "Teachers' strategy in teaching speaking at the 7th grade students in SMP N 2 Sampang". Which includes a review of related theories about the teachers' strategy in teaching speaking skills.

Chapter III presents the research method, design of the research, place and time of the research, types of the research, types of the data, technique of collecting data, instrument of the research, and technique of data analysis.

Chapter IV is the finding discussion. It presents the result of the research study including of data presentation and analysis data.

Chapter V this chapter contains a conclusion and suggestions related to the research.
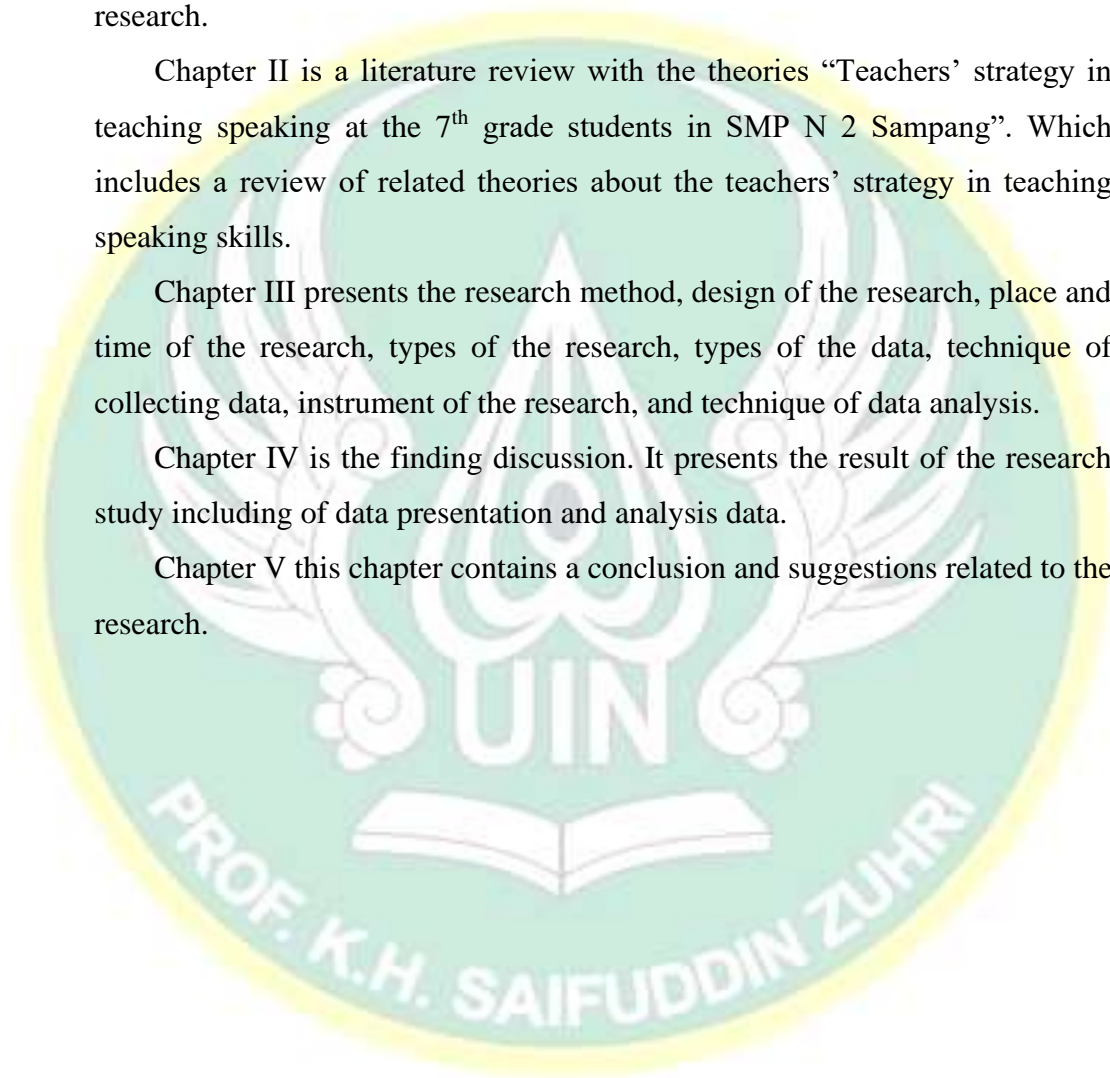
CHAPTER II
LITERATURE REVIEW

In this chapter, this research reviews the related theories and literature to understand and answer the research question theoretical.

A. Teaching Speaking

Teaching cannot be defined apart from learning because teaching and learning are related each other. Teaching is the process of guiding and facilitating learning, enabling the learner to learn, and creating the conditions for learning. Your understanding of how the learner learns will determine your educational philosophy, teaching style, approach, methods, and classroom techniques (Brown, 2007). According to Kleinsasser et al (1995), teaching means the terms of what teachers do: that is, in terms of the actions and behaviors that teachers carry out in the classroom and the effects of these on learners.

According Faizal, Asnawi and Fitrisia (2019) the ability to communicate with others is referred to as speaking. Speaking is the act of uttering something as a representation of another person's thought or feeling. Speaking is a productive skill in which the speaker creates something through utterance in order to communicate their meaning and intention to the listener. So that way, speaking is essential for daily communication among people in order to change information. Speaking has become the most important aspect of people's daily lives, particularly in terms of interaction and communication. Through utterances, people are able to express what they see, feel, and think (Sartika, 2014).

According to Brown (2004), "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally." Speaking has recently been an issue in the real of teaching English as a Second Language. Some researchers have examined the challenge of

learning to speak across Asia, Africa, the Middle East, and even Europe. Speaking is described as an activity or ability to express itself in various situations or activities to speak the action or situation with the right words and also the ability to communicate or to express the sequence of ideas smoothly (Ladouse,1991 as cited in Nasriyanti, 2019)

This research can conclude from the definitions of some experts that teaching speaking is teaching conducted by a teacher forgiving instruction and information to a person to communicate. According to Sartika (2014), speaking is a productive skill, teaching it should give students the opportunity to produce something by giving them more practice speaking in the target language. For this reason, in teaching speaking it is necessary to have a clear understanding of the students.

B. Principle of Teaching Speaking

In teaching and learning process, the teacher and the students give some contribution to achieve success of teaching and learning process. The teacher must use the principles for designing speaking techniques. According to Douglas Brown (2000) gives some principles of teaching and designing speaking skill such as :

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy and fluency.

    Make sure your tasks have a linguistic (language-based) objective, and seize the opportunity to help students to perceive and use the building blocks of language.

2. Provide intrinsically motivating techniques.

    Appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy help them to see how the activity will benefit them.

3. Encourage the use of authentic language in meaningful contexts.

Its takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a store house of teacher resource materials, it can be done.

4. Provide appropriate feedback and correction.

It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment

5. Capitalize on the natural link between speaking and listening.

The two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7. Encourage the development of speaking strategies for accomplishing oral communicative purposes such as :

   a. asking for clarification (what?)
   b. asking someone to repeat something (pardon me?)
   c. using fillers (uh, I mean) to get time to process
   d. using conversation maintenance cues (uh-huh, right, yeah, OK, Hmm)
   e. getting someone's attention (hey, say, so)
   f. paraphrasing for structures one can't produce
   g. appealing for assistance from the interlocutor
   h. using formulaic expressions
   i. using mime and non-verbal expressions

C. Teachers' Strategy in Teaching Speaking

According to Republic of Indonesia Law No. 14 Dewan Perwakilan Rakyat Indonesia (2005), teachers are professional educators when their first duty is to educate, teach, target, train, assess, and evaluate young students in formal

education and explain sub-chapters. An educator is a professional who plans and controls the teaching and learning process. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domains (Arian, 2020).

Strategy is defined as ways consisting of some actions or plans which are designed to achieve a specific objective (Steiner, 1979; Mintzberg, 1994; Bogdan & Biklen, 1992; Denscombe 2010, a cited in Ma'rufah, 2017). According to Harmer (2007), a strategy is an action that a teacher takes to achieve one or more of her teaching-learning goals. Specific activities that are expressed in the classroom that are consistent with the strategy and according to the approach are referred to as strategies.

According to O'Malley 1985 cited in Brown (2007)there were three main types of strategies :

1. Metacognitive strategies

    In information-processing theory, metacognitive refers to a "executive" function, or strategies that involve planning for learning, thinking about the learning process as it occurs, monitoring one's production or comprehension, and evaluating learning after an activity is completed.

2. Cognitive Strategies

    Cognitive strategies are more limited in scope and involve more direct manipulation of the learning material itself.

3. Socioaffective Strategies

    Socioaffective strategies are concerned with socializing and interacting with others.

    Teachers' strategies for improving students' speaking skills are important for overcoming students' speaking difficulties. English teachers should improve effective teaching and learning strategies for the English

language in order to increase students' interest in the subjects (Dwinalida & Setiaji, 2020). The goal of teaching speaking is to provide students with the ability to express in the target language in order to cope with basic interactive skills (Brown, 2000). Teachers can use a variety of strategies to make teaching speaking skills more effective. Teaching strategy is defined as the various methods or approaches used by teachers in the teaching-learning process

Meanwhile, Thornbury (2005) divided teaching speaking strategies into three categories: awareness raising activities, appropriation activities, and towards autonomy.

1. Awareness raising activities

Activities aimed at assisting learners in uncovering these gaps will be referred to as awareness activities rather than simply presentation activities, because the former allows learners to discover and fill their own knowledge gaps. There are three processes of paying attention: attention, noticing, and understanding. Teaching speaking strategies that can be used include using recording and transcripts, using live listening and noticing-gap activities.

2. Appropriation activities

The activity of appropriation is talk about practiced control. Controlled practice is the repeated practice of language items under conditions where the possibility of making mistakes is minimized. Teaching speaking strategy that can be used include drilling and chants, writing tasks, reading aloud, dialogues, communicative tasks,and task repetition.

3. Towards autonomy

Toward autonomy is the condition in which English-speaking teaching strategies are extended in order to help students develop their autonomy. Teaching speaking strategy that can be used include presentation and talks, stories, jokes and anecdotes, drama, role play and simulation, discussion and debates, conversation and chat, and outside class speaking.

According to Thornbury (2005) theory, the strategies that can be used to encourage second language learners to speak are as follows:

1. Recordings and Transcripts

This strategy is used to raise students' awareness of the characteristics of spoken language. The strategy is carried out by performing a monologue or a multiparty conversation. Students will learn about speaking activities and discourse management by participating in this activity. For the example: The teacher provided a transcript of one topic that was appropriate for recording. When the recording is played, students listen and speak in imitation of the native speaker.

2. Live Listening

This strategy is also used to raise learners' awareness of spoken language features. Direct listening allows students to be more involved in learning activities with the teacher. Live listening has the advantage of allowing the learner to interact by asking questions, clarifying details, and requesting repetition. For the Example: The teacher presented a topic to the students, who then paid attention by asking questions, providing criticism, or arguing about the topic.

3. Noticing-Gap-Activities

This strategy is used to get students to get important messages about their current level of proficiency by paying attention to their own output and comparing to each other's. In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information.

When learning to speak, learners may benefit from "trying" and then observing a skilled practitioner perform the same task. For the example:

Students divide into groups, each groups have the same topic and then explain the content of the topic and compare it to the other groups.

4. Drilling and Chants

Drilling and chants are appropriation strategies. Drilling is a strategy for improving pronunciation by imitating and repeating words, phrases, and even wholes. Drilling is a linguistic technique used to introduce new language items to your students by asking them to repeat the model given by the teacher. It is used after teaching new vocabulary, grammar points, and sentence structures. Students provide the act of repeating something that has been said or written by repeating it. So, after students have listened to the dialogue, the teacher can isolate specific phrases or utterances and ask them to repeat them. The effect of repeating it will undoubtedly make it stand out more. Drilling, like "fixing your tongue," can help you gain articulatory control over your language. Chants, on the other hand, is a more enjoyable form of practice that mimics repetition and the chunking nature of drilling. For the example: Students imitate and memorize certain words. Following that, the students repeated the words. The Technique are:

a. Imitating words, phrases, and whole utterances

b. Repeating words, phrases, and whole utterances

c. Memorize certain words

d. Mimic repetition

e. Focus on accuracy

5. Writing Tasks

Writing can help you learn new things and find a language to speak. This can help to ease the transition from learning to actual use. In face-to-face interactions, learners typically rely on a very limited repertoire of rote expressions. As a result, one important function of speaking in class is to assist students in broadening the range of these features. Dictation, paper

conversations, computer-mediated chats, and rewrites are all forms of activity. For the example: students write a story that teacher told to them. After that, they retell story orally.

6. Dialogues Practicing

Dialogue practice has a long history in language teaching, which is not surprising given that language is fundamentally dialogic in its use, and with a little ingenuity, any grammatical structure or lexical area can be utilized to work into dialogue. Dialogue exercises can also help to shift the emphasis away from teacher-led classroom interactions. Setting up a pair in a large, fixed-furnished classroom is not an insurmountable management challenge. For the example: students pair up with their friend and practice the dialogue on topics the teacher has been given to them.

7. Task Repetition

The contextual factors that make speaking easy or difficult, and which therefore have a knock-on effect in terms of fluency. This strategy is also affecting not only the fluency but the accuracy and complexity of the learners production. With the advent of task-based learning, it's found that by manipulating the conditions of speaking tasks such as:

a) Giving learners unlimited time when performing a task increases their accuracy, but at the expense of their fluency.
b) Allowing time for pre-task planning enhances fluency, and this is manifested in a faster speech rate and fewer silent pauses.
c) Likewise, pre-task planning has a positive effect on the complexity of the language that is produced, as manifested by more complex syntax and lexis, about ten minutes planning time seems to be optimal.
d) Repeating a task shows gains in accuracy (including pronunciation), fluency, and complexity.

8. Presentation and Talks

Whether learners must give presentations or real-life talks or not, the experience of standing in front of their peers and speaking for a continuous turn is excellent preparation for real-life speaking. This is especially the case if they also must answer questions. For the example: teacher asks students to present about one topic and then other students will ask something

9. Stories, Jokes and Anecdotes

Storytelling is a universal function of language and a key component of casual conversation. Story telling is when students are asked to tell a story using a series of pictures. Students are stimulated to tell a story and interact with their audience. Learners can not only practice the essential skill of storytelling through their stories, but they can also get to know one another: we are our stories. Narration has always been a popular method for having students recount folk tales, amusing or dramatic incidents based on a series of pictures. The importance of encouraging students to tell their own stories has been recognized, and coursebooks now routinely include personalized narrating tasks, whether monologic or dialogic. The example: the teacher asked the students to read a fairy tale, then he asked them to retell orally about the stories they have read.

10. Drama, Role-play, and Simulation

Speaking activities with a drama component, in which students take an imaginative leap outside of the classroom, serve as a useful springboard for real-life language use. Role play is an effective method for getting students to imagine they are someone else and act the part (Shi, 2006). Role play is any speaking activity in which one acts as someone else and must put themselves in an imaginary situation (Budden, 2006). The role-playing technique is an excellent activity for practicing public speaking in the relatively safe environment of the classroom (Nunan, 2003). According to Cameron (2001),

role play activities can provide good opportunities to practice language in a real situation.

Situations that learners are likely to encounter when using English in the real world can be simulated, and a wider range of registers than is normally available in classroom talk can be practiced. Students "simulate" a real-life interaction as if they are actually experiencing it (Sartika, 2014). Simulation and role play can be used to improve general oral fluency or to prepare students for specific situations (Harmer, 2001: 274 cited in Sartika, 2014). Role-playing is used in the classroom to create dramatic situations, or to partially re-label objects and people in space in order to prepare for imaginative role play (New-Mark di Fuziati, 2005:127 cited in Sartika, 2014).

According to Fleming & Stevens (2014) Drama-based techniques such as: monologues; back-to-back alter-ego dialogues; hot-seating of pupils (or teacher) in role, mock trials; role-play, perhaps with assigned characteristics or 'status numbers'; deliberately inappropriate role-play such as aggressively conducting an interview.

The role play steps are:

a. The teacher prepare the scenario will be presented, asking some of the students to learn about that scenario quickly before beginning the lesson.

b. The teacher divided the students consist of some groups.

c. Giving explanation about the competence will be reached, asking one students in each group to action the scenario was prepared.

d. For the students in each group do observe that scenario, after the students finished performing so the teacher will give one framework to the students to give some note or comments on paperwork.

e. Each group must be showed the result of the scenario.

f. The teacher will give some addition comments.

g. Evaluation

h. Closing.

11. Discussion and Debates

The best classroom discussions are those that spontaneously arise in the English-speaking class, either because of the students' personal experiences that they report in the classroom or because of a text or topic in the textbook that sparks some debate. It is becoming increasingly important for teachers to be able to create situations in which discussion and debate can be formed in a more formal manner for teaching English speaking. For the example: The teacher gives students a topic and then divides the students into groups. Teachers then asked students to debate the pros and cons of the topic content.

The steps of discussion are:

Before the teacher giving the lesson, the teacher asks some of students try to speak up about their own story based on their experience such as narrative, recount, or descriptive story whatever and anything the story what they want to share tom others. The other students give suggestion, opinion, and question in order to them can based that topic.

The steps of debate are:

a. The teacher divided consist of two groups, pro and contra

b. The teacher gives instruction to the students' firs and they will read the material's debate.

c. After the students reading finished all the material's debate, then the teacher asks one of the students in pro's group to speak, while the contra's group must be given respond to comment.

d. The teacher writes the main idea from the students speaks during they do debate in class.

e. The teacher gives addition concept or an idea to solve the difficult problem.

f. The teacher asks the students to make some result of the material and try concludes from what someone said. This is good strategy to make effective class with debate.

12. Conversation and Chat Classroom

Classroom conversations and casual conversations have evolved over time. Useful conversations and chats in English as a second language class. Conversation and chat work best in traditional grammar-focused classes. For the example: Teacher asked students to have some practice with their friends.

13. Outside-class Speaking

Learners can improve their speaking ability with the ease of the transition from classroom to the outside world, the teacher can use the strategy as a task to do outside class. For the example: The teacher invites and accompanies students to leave the classroom. He asked the students to look around them. Then he asks students to speak about what they have observed about their surroundings.

D. Review of Relevant Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the results comparison of previous research studies.

The first study is a journal by Yulia Enggar Wigati Wibowo, Syafrizal, and Syafryadin (2020) the title is "An Analysis of English Teachers' Strategies in Teaching Reading Comprehension". That research used a mixed-method research design. According to the findings of the study, the most common strategies used by teachers in teaching reading were questioning generating (27 %), encouraging the use of dictionaries (25 %), and question answering (23 %). This indicated that teachers used only a few ways to teach reading comprehension. The difference of that journal between the writer is the skill that be used, that research focus on reading

comprehension, the writer focuses on teaching speaking. The differences are the data collection technique and the data that the writer used, qualitative research which are observation, interview, and documentation. Meanwhile, the journals data collection only focuses on observation checklist that used mixed-method research design, which that journal conducts in senior high school and the writer does in junior high school focus on 7th grade. The similarity between that journal with the writer is that be used the teachers' strategy.

The second study is a thesis by by Widya Anggraeni, Wahibah, dan Amir Faqihuddin Assafary (2020) the title is "Teachers' Strategies in Teaching Speaking English at SMAN 1 Palopo". That research used observation checklist, semi structured interviews and reports to get the data. According to the findings of the study, The result of this study showed that teacher used include discussion, role play, brainstorming, writing, conversation, blogging, picture description and learning assignment. The difference of that journal between the writer is the object and purpose. The writer's object at the SMP N 2 Sampang, that journal at SMAN 1 Palopo. The writer's purpose to analyze the teacher's strategies and to describe the teacher's implementation each strategy in teaching speaking. The similarity between that journal with the writer is that be used the teachers' strategy in teaching speaking.

The third study is Journal by Khaira Maulidar, Sofyan A, dan Gani Iskandar Abdul Samad (2019) the title is " Teacher's Strategies in Teaching Speaking for Cadets ". The collecting data of this research are observation, interviews, and questionnaires as the research instrument. The results of this research describe that the teachers used five strategies in teaching speaking for cadets in BP2IP Malahayati Aceh, namely: role play, drilling, games, describing a picture, and discussion group. This research also showed that students' responses toward the strategies were positive. The difference between the journals with the writer research is the object that is used which is the journal in Cadets, meanwhile and the

writer object in Junior high school. Also has a different purpose, the writer's purpose to analyze the teacher's strategy in teaching speaking and to describe teacher implementation each strategy in teaching speaking. Meanwhile, the purpose of this thesis is to identify the strategies used in teaching speaking and the difficulties encountered by the teacher during the teaching process. The similarity of that journals with the writer is the teacher's strategy in teaching speaking.

The fourth study is a journal by Gendis Nadira Dwiningtiyas, Dedi Sofyan, dan Hilda Puspita (2020) the title is " Teacher's Strategies in Teaching Reading Comprehension". That research used descriptive qualitative. According to the findings of the study, the result revealed that the strategies used by the teacher The strategies were brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The difference of that journal between the writer is the skill that be used. That research used Reading comprehension and the writer used Speaking. The writer's purpose to analyze the teacher's strategies and to describe the teacher's implementation each strategy in teaching speaking. The similarity between that journal with the writer is that be used the teachers' strategy.

The fifth study is a journal Hamzah Fanshuri (2019) the title is "The Teachers' Strategies in Teaching Speaking at MTs Annur Tangkit". This used qualitative research. Based on the research findings, the teacher's strategy in teaching speaking is the most teacher teaching strategy used in teaching speaking at MTs An Nur Tangkit Using Recording & transcripts, dialogues, discussions, class conversations, and casual chats. The teacher used that technique because it is based on the handbook and easy to practice. The difference between that thesis with this research is the object of that research. That thesis was in several classes in MTs

Annur tangkit. Meanwhile, this research more focus in 7th grade junior high school. The similarity of that thesis with the writer's research is the skill that used speaking skill.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, this research present about the type of research, source of data, the technique of data collection, and the technique of data analysis.

A. Type of the research

In this part explains about how the data was collected by this research. This research used field research and descriptive qualitative. Field research to get the deepest data about strategy used by the teacher's in teaching speaking at the 7ᵗʰ grade students of SMPN 2 Sampang. This is used descriptive qualitative method. It's means this research does not need to use a statistic formula to collect the data. This research analyzes the teachers' strategies and to describe the teacher's implementation each strategies in teaching speaking at the 7ᵗʰ grade students of SMPN 2 Sampang. The data collection procedure in this study includes three strategies. That are observation, interviews, and documentation.

B. Time and location of the Research

The research took place at SMP Negeri 2 Sampang Cilacap which located at Jl. Merdeka No. 81, Paketingan, Kecamatan Sampang, in the regency of Cilacap. Province Central Java. The institution was chosen because that teacher used some interesting teaching speaking strategies, which helped students understand English better. Then, most of the students taught by the teacher got good grades.

C. Research Subjects and Object

1. Subjects

   The subjects of this research:

   a) An English teacher of seventh grade Junior High School 2 Sampang.

   b) The 7ᵗʰ grade students of Junior High School 02 Sampang.

2. Object

The object of the research is the implementation of each strategy in teaching speaking that teacher used.

D. The Technique of data collection

This research used three techniques, observation, interview, and documentation.

1. Observation

This method is aimed to record the teacher's and students' activities in the classroom, especially the process of teachers' strategy in teaching speaking skill at 7th grades students in SMP N 2 Sampang. The observer directly observed the teacher's strategy for teaching English while conducting the observation. The researchers used non-participant observation to collect the data, acting as a passive participant. It means the researchers do not join their activity only record the activity in the class.

For a month, the observation took place in all class around eight meetings. Classroom observation, which was the most widely used instrument in collecting data about all types of classroom verbal and nonverbal behavior, have been used to collect data on the teacher's strategy in teaching English. The observation was divided into three parts: before, during, and after the activity.

2. Interview

The content of the interview for the teacher is about what are the strategies used by English teacher in teaching speaking and how does the teacher's implement each strategy in teaching speaking at the 7th grade of SMP N 02 Sampang. Then, the writer conducted face-to-face interview with English teacher in this research to gather information for this study. This suggests several research-related questions. To gather information, the writer conducted an in-depth interview with an English teacher. This research recorded data from interviews using a mobile phone as an instrument.

3. Documentation

The documentation identifies roles that can be used to investigate the study form of education administration. Documentation that can be used are lesson plan. The lesson plan should be used as a guide before beginning the learning activity. In the lesson plan, the teacher used "*Bright and English Course Book for SMP/MTs Grade VII*" in teaching and learning activities.

E. The Technique of data analysis

1. Data Reduction

Data reduction is a process in which data is sharply sorted, focused, discarded, and organized so that a conclusion can be drawn and verified. This research selects, focuses, simplifies, abstracts, and transforms data from written up field notes or transcriptions in data reduction. Data reduction refers to reduce unnecessary sentences in collecting interview data. Then, the result of the interviews was selected that related to the strategy. After the data was reduce. This research was only analyze the data related to strategy based on the theory.

2. Data Display

Display the data means describing the data in the form of description or narration. By displaying the data, this research easy to understand and analyze what was happening with the data presented. This research explains of the objectives: to analyze the teacher's strategies for teaching speaking and to describe each strategies were implemented by the teacher.

3. Verification

Verification is the last data in data analysis process. The information was cross-checked with data collected from reduction, description, and reflection of data presented in the field. After all stages were completed successfully, conclusions were drawn, which included the teacher's strategy in teaching speaking at seventh grade students at SMPN 2 Sampang.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the authors present the finding and discussion of the research about teacher strategies in teaching speaking at SMP N 2 Sampang. The findings were obtained from the results of observation, interview and continued with discussions. This study involved an English teacher and class VII students of SMP N 2 Sampang. Observations in this study were carried out for 8 meetings on August 18 to September 20. At the time of observation, researcher entered the class according to the teacher's schedule to find out the process of the teacher's strategy in teaching speaking. This study used the additional information through interview English teachers at SMP N 2 Sampang. These instruments' data are discussed in the finding and discussion section below.

A. **The Strategy Used by the Teacher in Teaching Speaking at the 7ᵗʰ grade Sampang.**

The results of the research were collected through the observation sheet. The observation was done in eight meeting in the classroom that held on 18 August till 20 September 2022. This research observed the teacher to find out what strategies were used by the teacher in improving students' speaking skills. The results of this research observation, the teachers used various strategies. There were some strategies found by this research used by the teacher in teaching speaking.

Findings based on the table below:

Table 1. teacher strategies according to Thornbury (2005)

No	Strategies Teaching Speaking	Y	N
1.	Recordings and Transcripts	-	√
2.	Live Listening This strategy	-	√

3.	Noticing-Gap-Activities	-	√
4.	Drilling and Chants	√	-
5.	Writing Tasks Writing	-	√
6.	Dialogues Practicing dialogues	√	-
7.	Task Repetition	-	√
8.	Presentation and Talks	-	√
9.	Stories, Jokes and Anecdotes Storytelling	-	√
10.	Drama, Role-play, and Simulation	-	√
11.	Discussion and Debates	-	√
12.	Conversation and Chat Classroom	-	√
13.	Outside-class Speaking	-	√

Based on the table above, there were 13 strategies in teaching speaking. The result was collected used observation sheet, the teacher always used three strategies namely drilling, role play and dialogue. The topic was same in each meeting. Here, the researcher attached the excerpt from the teacher.

Excerpt 1

> Based on interview Teacher said: *"I have used the recording and transcript strategy, but students have a lot of difficulties. Because the audio that is presented to students uses full English dialogue, students still cannot listen to the audio and must repeat it many times, which takes quite a lot of time. On average, students still cannot listen to audio in full English. I choose other methods that are suitable for students, such as drilling, role play, and sometimes I insert dialogues in learning so that students can be more active in speaking English."*

Based on the interview, teacher once used recordings and transcripts when teaching speaking. When the teacher explained with this strategy found students difficulties in teaching speaking. From these difficulties the teacher chooses some

strategies that more suitable for students in teaching speaking. This research found some strategies to solve the difficulties.

1. Drilling

Firstly, according to Thornbury (2005) drilling appropriation strategies. Drilling is a strategy for improving pronunciation by imitating and repeating words, phrases, and even wholes. Drilling is a linguistic technique used to introduce new language items to your students by asking them to repeat the model give n by the teacher this strategy used to imitation and repetition of words, phrases, and even entire speeches in learning namely drilling and chants. In this strategy, the teacher used drilling and chants for teaching speaking always used by the teacher when the teacher was writing and explaining about the material of numbers, the name of the days, and months. Then students asked to imitate according to the instructions of the teacher.

Picture 1. The use of drilling strategies for explaining the topic in teaching speaking

According to Picture 1 students are doing drilling strategies with the teacher in speaking class. They begin to imitate and repeat the material of the numbers. In pronouncing numbers students are taught how to imitate with accurate pronunciation. Then continued with material that mentions about the

days and months in English with meaning in Indonesia. Repeat together as directed by the teacher. Based on the teacher's interview, she frequently used this strategy because it was simple for students to understand. In addition, students become more active in the speaking class.

2. Dialogue Practicing

Secondly, dialogue practicing to teaching speaking. Dialogue practicing has a long history in language teaching, which is not surprising given that language is fundamentally dialogue in its use and that, with a little creativity, any grammatical structure or lexical area can be used to work into dialogue (Thornbury, 2005). Through dialogue practicing can improve students in interaction. Usually, the teacher asked students to practice dialogue. That is used with the topic of the implementation of the vaccine. Then, the students memorized the dialogue for a few minutes according to the teacher's instructions. After memorizing the dialogue, students practice it in front of the class and pair up with their friends.

Excerpt 2

Teacher interview: *"I look for topics that I believe are dear to the students' hearts and that they have researched in relation to the topic I've chosen. So, earlier in class, I always used the theme of vaccines; that already covered all the material I taught."*

Based on the interview in excerpt 1, teacher once used recordings and transcripts when teaching speaking. When the teacher explained with this strategy found students difficulties in teaching speaking. From these difficulties the teacher chooses some strategies that more suitable for students in teaching speaking.

Based on the explanation above, teacher was said found students difficulties because the audio given to students was complete in English

because the students still undirectly interpret when the audio was playing. So, students found the difficulties to used recordings and transcripts strategy. While, in SMP N 2 Sampang the a few of students have low ability in speaking. Therefore, the English teacher at 7th grade of SMP N 2 Sampang did not used this strategy because it was difficult for students to accepted. Based on previous research, there are teachers who used this strategy and it was only effective for a few students who are familiar with it.

So, teacher used both strategies based on the table above because the strategies were simple and easy to understand. Students enjoy and actively used these three strategies in learning speaking. Even though the class was not using full English, used both strategies can improve their speaking

B. **The Teacher's Implementation each Strategies in Teaching Speaking at the 7th grade of SMPN 2 Sampang.**

This section discusses the implementation used of the teacher's strategy in teaching speaking. According to the teaching plan, the allocation of one hour at SMP N 2 Sampang is generally 40 minutes. This data was obtained from the results of class observations and interviews.

a) Drilling

In this section, this research explains about the implementation of drilling more clearly. According to Thornbury (2005) theory, drilling is a strategy for improving pronunciation by imitating and repeating words, phrases, and even wholes. Drilling has some advantages over other teaching methods, such as reading comprehension and vocabulary building. Here the technique of drilling and chant;

Table 2. Technique of drilling strategy Thornbury (2005)

	Technique	YES	NO
Drilling	Imitating words, phrases, and whole utterances	√	-
	Repeating words, phrases, and whole utterances	√	-
	Memorize certain words	-	√
	Mimic repetition	-	√
	Focus on accuracy	√	-

According to Thornbury (2005) drilling and chant strategy, there are several techniques, namely: first is imitating words, phrases, and whole utterances, second is repeating words, phrases, and whole utterances, third is memorize certain words, four is mimic repetition, five is focus on accuracy. From these strategies, the teacher only employs three techniques: Imitating words, phrases, and whole utterances, repeating words, phrases, and whole utterances, and Focus on accuracy.

This researcher has explained briefly in the chapter before. So, this research made some the finding and discuss about it. Based on the observation, in all the meeting the teacher used strategy to improve speaking skill always applied the drilling strategy. According table above, in implementing of drilling strategy had some technique. Here is the excerpt of interview with the teacher about implementing this strategy.

Excerpt 3

Based on the teachers interview: "*The drilling strategy is implemented by teaching students how to properly speak," which is then repeated until the child can accurately imitate. Following that, students are informed as to whether the material they are studying is the concept for what. Well, the concept of the material being studied is the concept of role play and uses a theme that I have prepared, for example,*

vaccination. where the teacher divides the class into two groups, those who are vaccine officers and those who are patients. After that, I gave dialogues to be practiced by students.

According to excerpt and the technique above, In the first technique, namely imitating words, phrases, and whole utterances, in this technique the teacher teaches students to imitate the teacher's words according to the topics taught to students in class. The topics or materials used in this study are the name of days, numbers, and months. Here students imitate all the words of the teacher.

After the technique is done, students are asked to repeat the material together in class. Such as; repeating the material related to the name of the day, students mention the names of the days in order from Monday to Sunday. Like mentioning the names of the months, students are also asked by the teacher to name them in order. Then, the name of number students asked to count for example from one to fifty. Everything the students mentioned was randomly repeated by the teacher randomly, by mentioning in English vocabulary and its translation, and there the students began to imitate and repeat the words they were learning.

Students were asked to write down all the material in their respective books while imitating and repeating. Students are not required to memorize anything in this class. Because they have indirectly memorized by repeating using previous technique. As a result, in the final technique, they had to drill words precisely. It is possible to increase students practice in correct pronunciation using this accurate pronunciation. It can also help students understand that the writing and pronunciation of English vocabulary can be different at the times. When student have errors in pronunciation. Then, the teacher discusses some pronunciation errors made by students, and correct them. This strategy can improve students' pronunciation. During observations,

especially when correcting students' pronunciation errors, students carefully listen to the correct pronunciation and attempt to automatically imitate it. This research found there were activities in which students repeated the teacher model as quickly and accurately as they could. As a result, students are expected to accurately imitate and repeat.

Based on explanation above can be conclude, the teacher begins to write the materials on the whiteboard and explains the materials then asked students about the date and month of the birth one by one. Therefore, students imitate what the teacher say its accurately. After all the material has been written and the teacher done asked the teacher, she starts to drill word by word its accurately. The teacher reads and pronounces it correctly while imitate by students. Through drilling the teacher can challenge the students to be easier with certain vocabulary and they can isolate certain phrases or utterance through ask students to imitate.

Another example of drilling strategy used in class by the teacher was the teacher always drill the material last meeting or vocabulary that has been learned in the previous meeting. Therefore, students can remember the vocabulary that has been learned before.

According to Thornbury (2005) theory, drilling is a strategy for improving pronunciation by imitating and repeating words, phrases, and even wholes. Drilling has some advantages over other teaching methods, such as reading comprehension and vocabulary building. The definition and the findings of the researchers are the same. Even though in learning did not use full English. According to the teacher's interview, she commonly used this strategy because students easier to understand. Furthermore, students become more active in the speaking class.

b) **Dialogue Practicing**

According to Thornbury (2005) dialogue practice has a long history in language teaching, which is not surprising given that language is fundamentally dialogic in its use, and with a little ingenuity, any grammatical structure or lexical area can be utilized to work into dialogue. Dialogue exercises can also help to shift the emphasis away from teacher-led classroom interactions

Table 3 Technique of Dialogue practicing

	Technique	YES	NO
Dialogue Practicing	Students pair up with their friend	√	-
	Students practice the dialogue on topics given by the teacher	√	-

According to dialogue practicing Thornbury (2005), there are two technique namely: students pair up with their friend and students practice the dialogue on topics given by the teacher. The teacher used all technique of dialogue practicing strategy.

In the dialogue according to the first technique this is an additional strategy. according to the first technique where in teaching speaking, the teacher always divides students into pairs with other students. The teacher divides students the class based on student attendance. There are two types of students: those who become vaccine officers and those who become vaccine patients.

Firstly, the teacher prepares the topic of the dialogue practicing. Then, teacher explain to students how to pronounce, interpret, and fill in the blank of the dialogue. Teacher gives example of the dialogue practicing.

Picture 2 Teacher explanation the dialogue practicing.

Excerpt 5

Teacher: "because students still cannot have a dialogue. So I prepared the dialogue and then exemplified. like what to ask and what to answer. After that, students are given time to practice first, in accordance with orders. like there are students who oversee being patients and vaccine workers. Then they pair up with their friends. After working in pairs, students practice the dialogue and write down the results of the dialogue. Finally, the student confirms to the teacher the results of the dialogue."

According to the excerpt, the teacher gives dialogue to the students because most of the students are still unable to have a dialogue. So, the teacher gives an example of a dialogue which is then filled in by the students who are empty.

Table 4. Dialogue practicing material

Nurse: Good Morning

Patient: Good Morning

Nurse: What is your name?

Patient: My name is …

Nurse: How old are you?

Patient: I am … years old

Nurse: When were you born?

Patient: I was born …

Nurse: What is your phone number?

Patient: My number is …

After the activity was carried out, students were asked to write in their respective books. students were asked to practice the dialogue in pairs for 10 minutes. The final step is for students to come forward to practice the dialogue. Then, the teacher checking their answers and have a group discussion about the material and sentence pronunciation. During the discussion, the teacher guided the students' pronunciations, vocabulary, and grammar.

Picture 3. Student writes in their respective book

Picture 4 . Students do dialogue practicing

Shortly, through this strategy that the teacher used, students are more active in learning speaking in class. Then, this strategy considered to be able to help student learning. It can also reduce students' anxiety and fear of learning because it allows them to have fun while learning. Therefore, the strategy can inspire them to learn more about public speaking.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter includes conclusion and suggestion. The conclusion is relevant to the findings and discussions. The Suggestion contains several notes which are very important in the teacher's strategy for teaching English Speaking.

A. Conclusion

According to the research findings about the teacher's strategy in teaching speaking, this research can be concluded based on the following findings and discussion: There are two strategies that are used by the teacher: drilling and dialogue practice.

Firstly, drilling implementation strategies include students imitating, repeating, and focusing on accuracy related to the material. In the first technique, namely imitating words, phrases, and whole utterances, in this technique the teacher teaches students to imitate the teacher's words according to the topics taught to students in class. The topics or materials used in this study are the name of days, numbers, and months. Here students imitate all the words from the teacher. After that, students are asked to repeat the material together in class. Such as; repeating the material related to the topic. Then, the teacher discusses some pronunciation errors made by students, and correct them. This strategy can improve students' pronunciation. As a result, students are expected to accurately imitate and repeat.

Secondly, practicing dialogues implementation strategies there are two techniques namely: students pair up with their friend and students practice the dialogue on topics given by the teacher. The teacher used all technique of dialogue practicing strategy. Practicing dialogues used the topic of vaccine. The teacher divides the class into two groups: vaccine workers and patients. Then the teacher gives a dialogue and practices it.

The implementation of that strategies used by the teacher is very appropriate for students at 7th grade of junior high school. Even though they still use a mix of languages, students are more active in speaking up in class. however, they are very confident in speaking up and are not afraid to make some mistaken. When students have problems, the teacher corrects their mistakes. That strategies can help students easy to understand and more active in class, because the teacher motivated the students to speak up more in teaching English speaking. Because the used of these strategies in teaching English can help students improve their speaking skills, particularly in areas such as vocabulary, and pronunciation.

B. Suggestion

Based on the findings and discussions of data analysis, the strategy has an impact on many aspects, including the teacher, school, and students. For more information, consider the following:

1) For the teacher:

The teacher suggested to be an active speaker to the students and use more spoken English. This means that students can be familiar with English. Others suggested teachers should be creative by combining several strategies to help students achieve learning goals, stimulate students' motivation to collaborate in speaking activities, and encourage research with more appropriate strategies to teach speaking skills.

2) For the students:

Student should be any alternative in improving speaking and can apply the strategies given by the teacher to improve English speaking skills.

3) For further researchers:

This research can be expanded by further researchers who are interested in conducting research on teacher strategies in English language skills. Further research could be conducted by looking for advantages and disadvantages in the

teacher's strategies in teaching speaking used by teachers. Hopefully, this research will be useful.

C. Limitation of The Study

This research has achieved its objectives, there are some limitations. Time is limited at the time of observation. The researcher conducted research with one teacher in grade 7th grade SMP N 2 Sampang in eight meetings with the same material of speaking. The researcher decides to interviewed the teacher to add more some information related to this research.

BLIBIOGRAPHY

Ahmad Rohani. (2004). *Pengelolaan Pengajaran*. Jakarta: PT Asdi Mahasatya.

Arian, J. (2020). *An Analysis The Teacher Strategy In Teaching Reading*.

Asnawi, F. R. M., & Fitrisia, dan D. (2019). Teachers' Strategies in Teaching Speaking Skill to Junior High School Students. *English Education Journal*, *June 2021*, 1–18.

Brown, H. D. (2007). Princples of Language Learning and Teaching. In *Encyclopedia of the Sciences of Learning* (Fifth Edit).

Budden, J. (2006). Role Play. The article of British Council: BBC. Accessed on October 24th, 2022 from http://www.teachingenglish.org.uk/articles/roleplay.

Cameron, L. (2001). Teaching Language to Young Learners. Cambridge: Cambridge University Press.

Dewan Perwakilan Rakyat Indonesia. (2005). Undang-Undang (UU) tentang guru dan dosen nomor 14. *Dewan Perwakilan Rakyat Indonesia*,

Fanshuri, H. (2019). *The Teachers' Strattegies In Teaching Speaking At MTs Annur Tangkit* (Vol. 8, Issue 5). Islamic University Suthan Thaha Saifuddin Jambi.

Fleming, M., & Stevens, D. (2014). English teaching in the secondary school: Linking theory and practice, second edition. In *English Teaching in the Secondary School: Linking Theory and Practice, Second Edition*. https://doi.org/10.4324/9781315065144

Harmer, J. (2007). How to Teach English, Seventh Impression. London: Longman

H.Douglas Brown. (2000). Teaching by Princples An Interactive Approach to Language Pedagogy. In *Teaching by Principles An Interactive Approach to Language Pedagogy* (Second Edi).

Khaira Maulidar, Sofyan A. Gani, I. A. (2019). Teacher's Strategies in Teaching Speaking for Cadets. *English Education Journal*, *June 2021*, 1–18.

Khairunnisa Dwinalida & sholeh setiaji. (2020). Journal of English Pedagogy and

Applied Linguistics. *Journal of English Pedagogy and Applied Linguistics*, *1*(1), 15–26.

Kleinsasser, R. C., Richards, J. C., & Lockhart, C. (1995). Reflective Teaching in Second Language Classrooms. In *The Modern Language Journal* (Vol. 79, Issue 1). https://doi.org/10.2307/329404

Ma'rufah, D. W. (2017). *Teacher's Strategies In Promoting Students Questioning In EFL Classrooms Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu 1* (Issue 2013).

Nasriyanti. (2019). *Strategy Of Classroom Management In Speaking Class*. Universitas Islam Negeri Ar-Raniry Banda Aceh.

Sartika, E. (2014). *The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in The First Grade Students of SMA N 3 Salatiga in The Academic Year of 2013/2014*.

Shi, Z. (2006). Communicative Approach in English Teaching. May 30, 2006. Retrieved on September 4, 2022 from http://www.xyuan.net/zola/ReadNews.

Sofyan, D., Nadira, G., Gendis, D., & Puspita, H. (2020). Teachers' Strategies in Teaching Reading Comprehension Related. *JALL (Journal of Applied Linguistics and Literacy*, *4*(2), 67. https://jurnal.unigal.ac.id/index.php/jall/index

Thornbury, S. (2005). *How to teach speaking*.Person Education

Watkins, P. (2005). *Learning to Teach English*. Delta Publishing.

Widya Anggraeni, Wahibah, A. F. A. (2020). Teachers' Strategies in Teaching Speaking English at SMAN 1 Palopo. *Journal of English Language Teaching and Learning*, *9*(4), 733–739.

Yulia wibowo, Syafrizal, D., & Syafryadin. (2020). An Analysis on English Teacher Strategies in Teaching Reading Comprehension. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *1*(3), 353–361. https://doi.org/10.52690/jadila.v1i3.125

APPENDIXES

Appendixes 1. Surat Observasi Pendahuluan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.1202/Un.19/D.FTIK/PP.05.3/06/2022	17 Juni 2022
Lamp.	: -	
Hal	: Permohonan Ijin Observasi Pendahuluan	

Kepada
Yth. Kepala SMP NEGERI 2 SAMPANG
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama   : Noor Fazira OD
2. NIM   : 1817404033
3. Semester   : 8 (Delapan)
4. Jurusan / Prodi   : Tadris Bahasa Inggris
5. Tahun Akademik   : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek   : Guru dan Siswa
2. Tempat / Lokasi   : Jl. Merdeka No. 81, Paketingan, Kec. Sampang, Kab. Cilacap Prov. Jawa Tengah
3. Tanggal Observasi : 20-06-2022 s.d 27-06-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendixes 2. Surat Keterangan Telah Melakukan Observasi

PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 SAMPANG
Jalan Merdeka No.81 Paketingan ☎ 08112600802 Sampang CILACAP
Kode Pos 53273

SURAT KETERANGAN
Nomor : 420/233/S.77/15

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sampang, Kecamatan Sampang Kabupaten Cilacap, menerangkan sebenarnya bahwa:

Nama	: Noor Fazira O.D
NIM	: 1817404033
Semester	: 8 (Delapan)
Jurusan/ Prodi	: Tadris Bahasa Inggris
Tahun Akademik	: 2021/2022

Yang bersangkutan telah melakukan observasi pendahuluan dalam rangka penyusunan skripsi di SMP Negeri 2 Sampang pada tanggal 20 Juni 2022.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan seperlunya.

Sampang, 1 Juli 2022
Kepala Sekolah,

SUKAMTO, S.Pd.,M.Pd.
NIP. 19710212 199802 1 003

Appendixes 3. Surat Ijin Riset Individu

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.1528/Un.19/D.FTIK/PP.05.3/08/2022	11 Agustus 2022
Lamp.	: -	
Hal	: **Permohonan Ijin Riset Individu**	

Kepada
Yth. Kepala SMP Negeri 2 Sampang
Kec. Sampang
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Noor Fazira Oktavianti Danang
2. NIM	: 1817404033
3. Semester	: 9 (Sembilan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Jalan Jendral Sudirman rt 01/ rw 07 kroya cilacap jawa tengah, Kroya Kroya
6. Judul	: Teacher's Strategy in Teaching Speaking at 7th Grade of SMP Negeri 2 Sampang

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek	: Guru Bahasa Inggris dan Siswa kelas VII
2. Tempat / Lokasi	: SMP Negeri 2 Sampang
3. Tanggal Riset	: 12-08-2022 s/d 12-10-2022
4. Metode Penelitian	: Metode Penelitian Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendixes 4. Surat Keterangan Melakukan Riset Individu

PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 SAMPANG
Jalan Merdeka No. 81 Paketingan Kab. Cilacap Telp 08112600802
E-mail : smpnegeri2sampang.tip@gmail.com Website : http://smpn2sampang-cilacap.sch.id
C I L A C A P

Kode Pos 53272

SURAT KETERANGAN

Nomor : 420 / 362 /S 77/15

Yang bertanda tangan dibawah ini kepala SMP Negeri 2 Sampang:

Nama	: EDY SUKAMTO, S.Pd., M.Pd.
NIP	: 19710212 199802 1 003
Pangkat / Golongan	: Pembina Tk 1/ IVb
Jabatan	: Kepala SMP Negeri 2 Sampang
Alamat	: Jl Merdeka No. 81 Paketingan, Kec. Sampang

Sehubungan dengan telah dilaksanakan penelitian untuk penyusunan skripsi bagi mahasiswa jurusan Tadris Bahasa Inggris Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto Fakultas Ilmu Tarbiyah dan Ilmu Keguruan:

Nama	: Noor Fazira Oktavianti Danang
NIM	: 1817404013
Prodi	: Tadris Bahasa Inggris
Judul Penelitian	: Teachers Strategies in Teaching Speaking at The Seventh Grade Students of SMP Negeri 2 Sampang, Cilacap
Waktu Pelaksamaan	: 18 Agustus 2022 – 20 September 2022

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat digunakan sebagaimana mestinya.

Sampang, 27 September 2022
Kepala Sekolah

EDY SUKAMTO, S.Pd., M.Pd.
19710212 199802 1 003

Appendixes 5. Check List Instrument Strategies Teaching Speaking

Nama   **: Noor Fazira Oktavianti Danang**

Nim   **: 1817404033**

Title   **: Teacher's Strategies In Teaching Speaking at The Seventh Grade Students of SMP N 2 Sampang Cilacap Regency**

No	Strategies Teaching Speaking	Y	N
1.	Recordings and Transcripts	-	√
2.	Live Listening This strategy	-	√
3.	Noticing-Gap-Activities	-	√
4.	Drilling and Chants	√	-
5.	Writing Tasks Writing	-	√
6.	Practicing dialogues	√	-
7.	Task Repetition	-	√
8.	Presentation and Talks	-	√
9.	Stories, Jokes and Anecdotes Storytelling	-	√
10.	Drama, Role-play, and Simulation	-	√
11.	Discussion and Debates	-	√
12.	Conversation and Chat Classroom	-	√
13.	Outside-class Speaking	-	√

Appendixes 6. Check List Instrument Strategies Teaching Speaking

Nama : **Noor Fazira Oktavianti Danang**
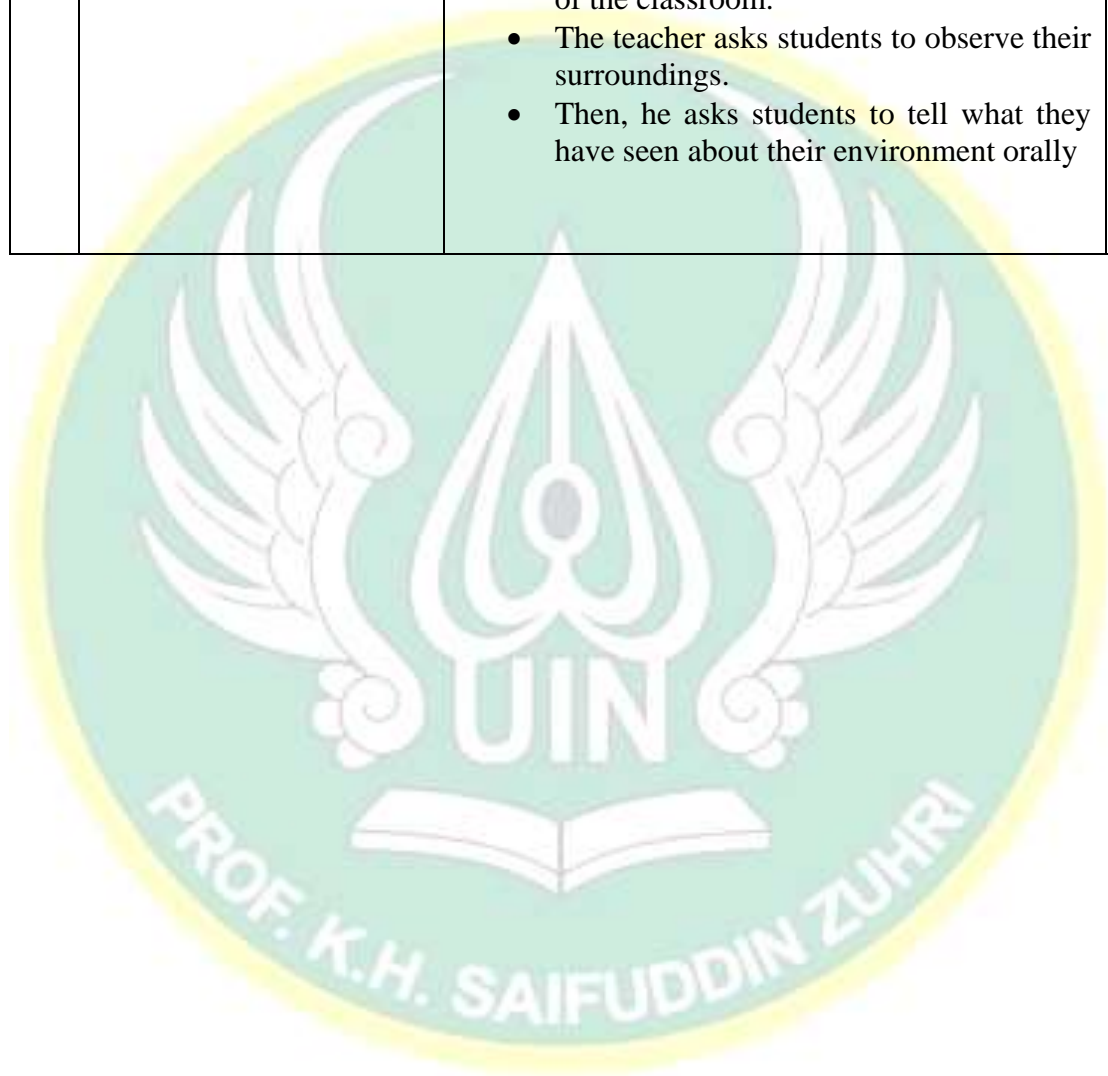
Nim　 : **1817404033**

Judul : **TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE SEVENTH　GRADE STUDENTS OF SMP N 2 SAMPANG, CILACAP**

No	Strategies Teaching Speaking	Technique	Y	N
1.	Recordings and Transcripts	• Teachers use transcripts, • Provide a transcript of one topic that corresponds to the recording • Students listen and speak based on transcripts imitating native speakers from recordings.	- - -	√ √ √
2.	Live Listening This strategy	• The teacher tell about a topic, • Then students pay attention, • Ask questions, • Give criticism or arguments based on the topic.	- - - -	√ √ √ √
3.	Noticing-Gap-Activities	• students make groups, • each group has the same topic, • then they tell about the content of the topic and compare it with other groups.	- - -	√ √ √
4.	Drilling and Chants	• Imitating words, phrases, and whole utterances • Repeating words, phrases, and whole utterances • Memorize certain words • Mimic repetition • Focus on accuracy	√ √ - - √	- - √ √ -
5.	Writing Tasks Writing	• The teacher tells a story, then the students write it on paper,	-	√

No.	Technique	Description		
		• After that they retell the story orally.	-	√
6.	Dialogues Practicing dialogues	• Students get paired with their friends, • They practice the dialogue on the topic given by the teacher	√ √	- -
7.	Task Repetition	• Repeating materials	-	√
8.	Presentation and Talks	• The teacher asks students to present about a topic then other students will ask questions.	- -	√ √
9.	Stories, Jokes and Anecdotes Storytelling	• The teacher asks the students to read a fairy tale, • then she asks them to retell orally about the story they read	- -	√ √
10.	Drama, Role-play, and Simulation	• The teacher asks students to make a drama script, • Then they have to present it in front of the class • The teacher prepares the scenario will be presented • The teacher divided the students consist of some groups • Giving explanation about the competence will be reached • For the students in each group do observe that scenario • Each group must be showed the result of the scenario • The teacher will give some addition comments • Evaluation • Closing	- - - - - - - - - -	√ √ √ √ √ √ √ √ √ √
11.	Discussion and Debates	• The teacher gives the students a topic, then the teacher divides the students into several groups. • After that the students were asked by the teacher to argue about the pros and cons of the content of the topic.	- -	√ √

12.	Conversation and Chat Classroom	• The teacher asks students to practice with their friends.	-	√
13.	Outside-class Speaking	• The teacher accompanies the students out of the classroom.	-	√
		• The teacher asks students to observe their surroundings.	-	√
		• Then, he asks students to tell what they have seen about their environment orally	-	√

APPENDIXES 7. TRANSCRIPT OF INTERVIEW TEACHER

Interviewer Name : **Noor Fazira Oktavianti Danang**

Interview Date : **22-01-2022**

Respondent : **The Teacher**

Situation : **Pre-Observation**

Interviewer : Apakah Ibu bersedia menjadi narasumber untuk penelitian saya?

Teacher : Baik, saya bersedia menjadi narasumber

Interviewer : Ibu berapa lama mengajar di SMP N 2 Sampang?

Teacher : Saya sudah jalan 3 tahun mengajar di sekolah ini

Interviewer : Kalau boleh tau, Ibu mengajar di kelas berapa ya bu?

Teacher : Mengajar di kelas 8 untuk ajaran ini. Tapi pada ajaran baru kemungkinan akan di pindahkan ke kelas 7 dengan kurikulum yang baru.

Interviewer : Oh begitu, Saya ingin bertanya mengenai metode bahasa inggris yang ibu terapkan di sekolah SMP N 2 Sampang, Apakah ibu berkenan?

Teacher : Iya boleh, silahkan.

Interviewer : terkait pembelajaran speaking yang ibu gunakan itu apa saja ya metodenya?

Teacher : Untuk pembelajaran speaking saya pakai drilling mba, karena disini masih dasar banget anaknya dan belum cukup percaya diri, kadang saya selipi role play juga.

Interviewer : Untuk contoh dari drilling yang ibu terapkan itu bagaiman ya bu?

Teacher : Mulai dari pembiasaan setiap opening sampai absen itu harus menjawab dengan bahasa inggris, terus di sela-sela pelajaran ada drilling vocab, anak-anak menirukan yang aku baca setelah itu ada role play membaca dialog yang ada di buku.

Interviewer : apakah selalu membaca dialog yang ada di buku?

Teacher : O, tidak terkadang saya menggunkan dialog yang saya bikin dan di tulis di papan tulis.

Interviewer : Okay baik Bu, terimakasih untuk informasinya

Teacher : Sama-sama mba.

APPENDIXES 8. TRANSCRIPT OF INTERVIEW TEACHER

Interviewer Name   : Noor Fazira Oktavianti Danang

Interview Date   : 24-08-2022

Respondent   : The Teacher

Situation   : Observation

Interviewer   : Apakah Ibu menggunakan Strategy Recordings and Transcripts, Using Live Listening This strategy, Noticing-Gap-Activities, Drilling and Chants, Writing Task, Dialogues Practicing dialogues, Task Repetition, Stories, Jokes and Anecdotes Storytelling, Drama, Role-play, and Simulation, Discussion and Debates, Outside-Class Speaking?

Teacher   : Unttuk speaking, Saya pernah menggunakan strategi recording dan transcript tetapi siswa banyak mengalami kesulitan. Karena audio yang di sajikan kepada siswa full menggunakan dialog bahasa inggris jadi siswa masih belum bisa mendengarkan audio tersebut dan harus di ulang-ulang berkali-kali dan itu cukup memakan banyak waktu. Rata-rata siswa masih belum bisa mendengarkan audio full English. Kalaupun recording full dari guruplay, dan jika ada dialog harus di tulis kembali di papan tulis. Jadi, Saya memilih

Interviewer   : Kenapa menggunakan role play dengan tema vaksinasi?

Teacher   : Mencari yang sudah di pelajari dan dekat dengan siswa. Kalau vaksinkan semua siswa sudah pernah vaksin dan mencakup semua materinya yang dipelajari.

metode yang lain yang cocok untuk siswa seperti drilling, role play dan terkadang saya sisipkan dialog dalam pembelajaran supaya siswa bisa lebih aktif dalam speaking in english

Interviewer :   Bagaimana   cara implementasi 2 strategi yang sudah ibu pilih tersebut?

Teacher   : cara implementasi dari strategi drilling and chant yaitu siswa diajarkan cara berbicara yang benar seperti apa. kemudian diulang-ulang sampai anak bisa menirukan dengan akurat. setelah itu di beri penjelasan kepada siswa kalau materi yang mereka pelajari itu konsepnya untuk apa. nah, konsep dari materi yang di pelajari itu konsepnya untuk role play dan menggunakan tema yang sudah saya persiapkan contohnya vaksinasi. dimana guru membagi siswa menjadi 2 kategori yaitu ada yang menjadi petugas vaksin dan ada yang menjadi pasien. setelah itu saya memberikan dialog untuk di praktekan oleh siswa.

Interviewer : Oh begitu, Kenapa ibu tidak meminta siswa membuat dialog?

Teacher   : karena, siswa masih belum bisa membuat dialog. Jadi saya menyiapkan dialog kemudian mencontohkan. Seperti apa yang harus di tanya, dan apa yang harus di jawab. Setelah itu siswa diberi waktu untuk

latihan dulu sesuai dengan perintah. Seperti ada siswa yang bertugas menjadi pasien dan petugas vaksin. Kemudian, mereka berpasang-pasangan dengan temannya. Setelah berpasangan siswa mempraktekan dialog dan menulis hasil dari dialog tersebut. Terakhir siswa konfirmasi kepada guru tentang hasil yang dari dialog tersebut.

Interviewer : Kenapa saat bermain peran harus bareng-bareng, bersamaan sekelas? Kan itu jadi tidak terkontrol.

Teacher : oh, kalua itu saya melihat durasi. Melihat waktunya yang terbatas jadi kadang saya memilih berlatih bersama-sama.Gitu si.

Interviewer : jadi karena keterbatasan durasi ya bu. Menurut ibu keunggulan dan kelemahan dari strategi yang ibu gunakan selama ini itu apa saja?

Teacher : oke, untuk keunggulannya dulu yaa, drilling menurut saya keunggulannya itu saya mencontohkan langsung, anak mendengarkan langsung dan mempraktikan. Kemudian di ulang-ulang. Kalau menurut saya yang berulang-ulang kemungkinan besar anak jadi lebih nyantol daripada mendengarkan penjelasan saya, trus ga praktek gitu kan kayaknya ingatnya cumin

sebentar, nah kalua dengan drilling menurut saya anak ingatnya lebih lama. Lanjut untuk role-play kan bermain peran, scenario drama. Setelah saya terpakan jadi lebih nyata, anak terlibat langsung dan dapat mengetahui dari yang mereka pelajari untuk apa. Manfaatnya untuk kehidupan sehari-hari. Contohnya kenapa kok ngobrolnya atau dialog prakteknya menggunakan ini. Obrolanya di gunakan untuk apa. Seperti anak bisa berimajinasi menjadi peran lain sesuai dengan topik yang di pelajari.

Interviewer : baik bu, bagaimana terkait kelemahan yang ibu alami menggunakan strategi tersebut?

Teacher : kelemahan untuk drilling ya, drilling itu kan bareng-bareng satu kelas ya. Walaupun ada yang maju kedepan. Tapi Ketika bareng-bareng saya ga bisa control satu per satu mana yang bener-bener bisa mana yang cumin mulutnya gerak/umik-umik saja ga ada suaranya. Jadi guru ga bisa memastikan mana yang bener-bener bisa mana yang hanya bunyi pas di dekati oleh guru. Lanjut untuk role-play hampir sama, ada yang bener-bener anak mempraktikan ada yang Cuma ketawa-ketawa doang. Bercanda dan main-main saja. Maka dari itu, saya suka awasin mereka.

APPENDIXES 9. MODUL AJAR

MODUL AJAR 1

Penyusun   : Maslahah, S.Pd.

Kompetensi awal/Prasyarat : Murid dapat menyapa dan berkenalan dalam Bahasa Inggris

Profil Pelajar Pancasila   : Mandiri & Berkebhinaan Global

Sarana dan prasarana   : LCD Projector, speaker

Target Peserta Didik   : Kelas 7/Fase D

Model Pembelajaran   : Text-Based Approach

Jumlah Jam   : 6 JP (3x pertemuan)

A. Tujuan Pembelajaran   :

7.1 Menggunakan bahasa Inggris untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam rangka menyapa dan berpamitan. (*greetings, leave-takings)*.

7.2 Menggunakan bahasa Inggris untuk berinteraksi memperkenalkan diri dan orang lain dalam situasi formal dan informal.

7.3 Menggunakan bahasa Inggris untuk berinteraksi dalam berbagai macam konteks familiar yang formal dan informal di lingkungan sekolah.

7.3.1 Menggunakan bahasa Inggris untuk bertukar informasi mengenai angka.

7.3.2 Menggunakan bahasa Inggris untuk bertukar informasi mengenai hari, tanggal, bulan, tahun

B. Kegiatan Pembelajaran

PERTEMUAN 1

- Pendahuluan

1. Guru mengecek kesiapan siswa untuk belajar, baik secara fisik maupun psikologis.

2. Guru memberikan pertanyaan pemantik, di antaranya:

   - Mengapa kita perlu menyapa orang lain saat bertemu?

- Apa yang kira-kira terjadi bila kita tidak menyapa orang yang kita kenal saat bertemu?

3. Guru memberikan Asesmen Diagnostik Kognitif (Instrumen terlampir).
4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan Peserta didik selama pembelajaran dan asesmennya.

Kegiatan Inti:	Asesmen
Building Knowledge of the Field 1. Siswa mengamati gambar-gambar situasi yang ditayangkan oleh guru. 2. Siswa menebak situasi (pagi, siang, malam) yang ditayangkan oleh guru. 3. Siswa menyimak contoh ungkapan greetings dan leave-takings dari video di YouTube https://youtu.be/_cX8egDEptU	-
Modelling of Text 1. Siswa mengamati dialog sederhana tentang greetings dan leave-takings yang ditayangkan/ diperagakan oleh guru. https://youtu.be/_cX8egDEptU (menit ke 2.20) 2. Siswa berdiskusi untuk melengkapi dialog guna menguatkan pemahaman mereka terhadap ungkapan dan respon greetings dan leave-takings.	Formatif
Joint Construction of Text 1. Siswa merespon ungkapan greetings dan leave-takings dari guru.	Formatif

2. Siswa bergantian merespon ungkapan greetings dan leave-takings dari teman.	
3. Siswa berpasangan berlatih menggunakan kalimat greetings dan leave-takings dalam konteks situasi yang tepat.	
4. Siswa mendapat balikan dari guru.	
Individual Construction of Text	
1. Siswa bekerja berpasangan menyusun dialog greetings and leave-takings dan merekamnya dalam bentuk rekaman video atau voice note atau rekaman audio yang lain. Siswa dapat juga membuatnya dalam bentuk animasi.	Sumatif

Kegiatan Penutup	1. Siswa membuat simpulan pembelajaran hari itu.
	2. Siswa melakukan refleksi pembelajaran.
	3. Guru memberikan penugasan, yaitu menugaskan peserta didik menyusun dialog secara berpasangan.
	4. Guru menyampaikan rencana pembelajaran selanjutnya.
	5. Guru menutup kelas.

Asesmen Formatif:

1. Diagnostik dilaksanakan di awal pembelajaran. (Instrumen terlampir)

2. Melengkapi dialog. (Instrumen terlampir)

3. Merespon ungkapan guru. (Instrumen terlampir)

Asesmen Sumatif:

Siswa bekerja berpasangan menyusun dialog. (Instrumen terlampir)

PERTEMUAN 2

- Pendahuluan

1. Guru mengecek kesiapan siswa untuk belajar, baik secara fisik maupun psikologis.
2. Guru memberikan pertanyaan pemantik:
   - Do you know her name? (Sambil menunjuk salah satu siswa perempuan.)
   (Jika jawaban untuk pertanyaan di atas adalah 'tidak tahu', maka guru melanjutkan dengan pertanyaan berikut:
   - Do you want to know more about her? Siswa akan menjawab 'Yes' atau 'No'. Guru bisa melanjutkan ke 'Let's learn to know each other.')
   (Jika jawaban untuk pertanyaan di atas adalah 'yes', maka guru bisa menunjuk siswa lain, dan bertanya dengan pertanyaan yg sama. Lazimnya karena ini pertemuan ke dua, kemungkina siswa belum mengenal banyak teman sekelas).
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan Peserta didik selama pembelajaran dan asesmennya.

• Kegiatan Inti:	Asesmen
Building Knowledge of the Field 1. Siswa mengamati video tentang perkenalan. https://youtu.be/e1YmLx6F3po 2. Siswa mengidentifikasi ungkapan yang digunakan di video tersebut untuk memperkenalkan diri dan orang lain. 3. Siswa mendiskusikan hasil temuan mereka secara klasikal. 4. Siswa melengkapi dialog rumpang tentang perkenalan diri. (Bright hal. 7, acitivity 10)	-

Modelling of Text 1. Siswa mengamati contoh monolog perkenalan diri. (Bright hal. 7, activity 11). 2. Siswa mengamati video pembelajaran https://youtu.be/dWqehvwC0-4 3. Siswa memasangkan ekspresi yang biasa digunakan dalam perkenalan dengan responnya. (Bright hal. 8, activity 12) 4. Siswa berlatih melakukan perkenalan diri dan orang lain berdasarkan teks dialog yang ada dengan pengucapan yang baik dan benar. (Bright hal. 8-9, acitivity 14)	Formatif
Joint Construction of Text 1. Siswa berlatih melakukan perkenalan diri dan orang dengan cara mengganti informasi yang ada dialog yang disediakan dengan informasi *real* tentang dirinya atau orang lain. 2. Siswa mendapat balikan dari guru.	Formatif
Individual Construction of Text 1. Siswa bekerja berkelompok terdiri dari 3 (tiga) orang dan menyusun teks memperkenalkan dirinya dan orang lain. (Bright hal 16, activity 30) 2. Siswa mempraktikkan dialog yang telah mereka susun. Mereka dapat merekamnya, atau melakukan secara langsung di depan kelas.	Sumatif

Kegiatan Penutup	1. Siswa membuat simpulan pembelajaran hari itu.. 2. Siswa melakukan refleksi pembelajaran.

	3. Guru memberikan penugasan, yaitu meminta siswa menyimak penyebutan angka, hari, dan bulan dalam bahasa Inggris di buku Bright, hal 12-13, activity 20, 21, 23, 24). 4. Guru menyampaikan rencana pembelajaran selanjutnya. 5. Guru menutup kelas.

Asesmen Formatif:

1. Melengkapi dialog, memasangkan ungkapan dengan respon. (Instrumen terlampir)

2. Mempraktikkan dialog dengan ucapan yang benar.

Asesmen Sumatif:

Siswa bekerja bertiga menyusun dan mempraktikkan dialog. (Instrumen terlampir)

PERTEMUAN 3

- Pendahuluan

  1. Guru mengecek kesiapan siswa untuk belajar, baik secara fisik maupun psikologis.

  2. Guru memberikan pertanyaan pemantik, di antaranya:

     - Do you know how to say numbers in English?
     - Do you know about the name of days and months in English?
     - Do you know how to say dates in English?

  3. Guru memberikan Asesmen Diagnostik Kognitif (Instrumen terlampir).

  4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

  5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan Peserta didik selama pembelajaran dan asesmennya.

- Kegiatan Inti:	Asesmen

Building Knowledge of the Field 1. Siswa mendengarkan rekaman tentang penyebutan angka dalam Bahasa Inggris. 2. Siswa mendengarkan rekaman tentang penyebutan *ordinal numbers*. 3. Siswa menyimak video contoh hari dan bulan dalam bahasa Inggris di YouTube https://www.youtube.com/watch?v=L_rzvbkwYFw	-
Modelling of Text 1. Siswa mendengarkan rekaman tentang hari dan bulan dalam bahasa Inggris dan mengulangi pengucapannya. 2. Siswa berdiskusi untuk melengkapi teka-teki tentang nama hari untuk menguatkan pemahaman mereka terhadap nama hari dalam bahasa Inggris.	Formatif
Joint Construction of Text 1. Siswa menyebutkan dan menanyakan nama hari dan nama bulan dalam konteks *role-play*. 2. Siswa berusaha menyebutkan dan menanyakan nama hari dan nama bulan dalam tanya jawab tentang hari ulang tahun. 3. Siswa mendapat balikan dari guru.	Formatif
Individual Construction of Text Siswa menyusun biodata diri dengan menggunakan nama hari dan bulan yang sudah dipelajari.	Sumatif

Kegiatan Penutup	1. Siswa membuat simpulan pembelajaran hari itu. 2. Siswa melakukan refleksi pembelajaran.

	3. Guru memberikan penugasan, yaitu mengerjakan Activity 27 dan 28.
	4. Guru menyampaikan rencana pembelajaran selanjutnya.
	5. Guru menutup kelas.

Asesmen Formatif:

1. Diagnostik dilaksanakan di awal pembelajaran. (Instrumen terlampir)

2. Melengkapi teka-teki. (Instrumen terlampir)

3. Merespon pertanyaan. (Instrumen terlampir)

Asesmen Sumatif:

Siswa bekerja secara individu menyusun biodata diri. (Instrumen terlampir)

C. Rencana Asesmen

- Asesmen Diagnostik Kognitif:
    1. Apa yang kamu katakan untuk menyapa orang lain?
    2. Apa bahasa Inggrisnya selamat pagi?
    3. Apa bahasa Inggrisnya selamat sore?
    4. Apa bahasa Inggrisnya siswa?
    5. Apa bahasa Inggrisnya guru?
    6. Apa bahasa Inggrisnya teman sekelas?
    7. Do you know numbers in English? Mention the numbers you know.
    8. Do you know days in English? Mention the days you know.
    9. Do you know months in English? Mention the months you know.
    10. What is your hobby? Say that in English.

Catatan: Pertanyaan dapat disampaikan dalam bahasa Inggris tergantung kemampuan awal siswa. Contoh pertanyaan:

- What do you say if you meet someone between 00.00 – 12.00
- What do you say if you meet someone between 12:00 – 18:00
- What do you say if you meet someone between 18.00 – 24.00

- What do you say when you leave someone in the evening or before going to bed.

- Peserta didik mengerjakan tugas terstruktur, yaitu **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17 – 20.

D. Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

E. Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- ✓ *What will you say to greet someone in the morning, afternoon, evening and at night?*
- ✓ *What do you say to introduce yourself to others?*
- ✓ *What do you say to introduce other to other people?*
- ✓ *Can you identify cardinal and ordinal numbers in English?*
- ✓ *Can you identify days and months in English?*
- ✓ *Can you fill in forms with your personal identity?*
- ✓ *Can you write short paragraph about your personal identity?*

Refleksi Guru
- ✓ *Does the teaching and learning process run as planned?*
- ✓ *Do the students participate in class activities?*
- ✓ *Do students have any difficulties in understanding some parts of the materials?*

F. Lampiran

- **Lembar Aktivitas**
Silakan kerjakan **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17-20.

- **Bahan Bacaan Guru dan Peserta Didik**

Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 11 – 20.
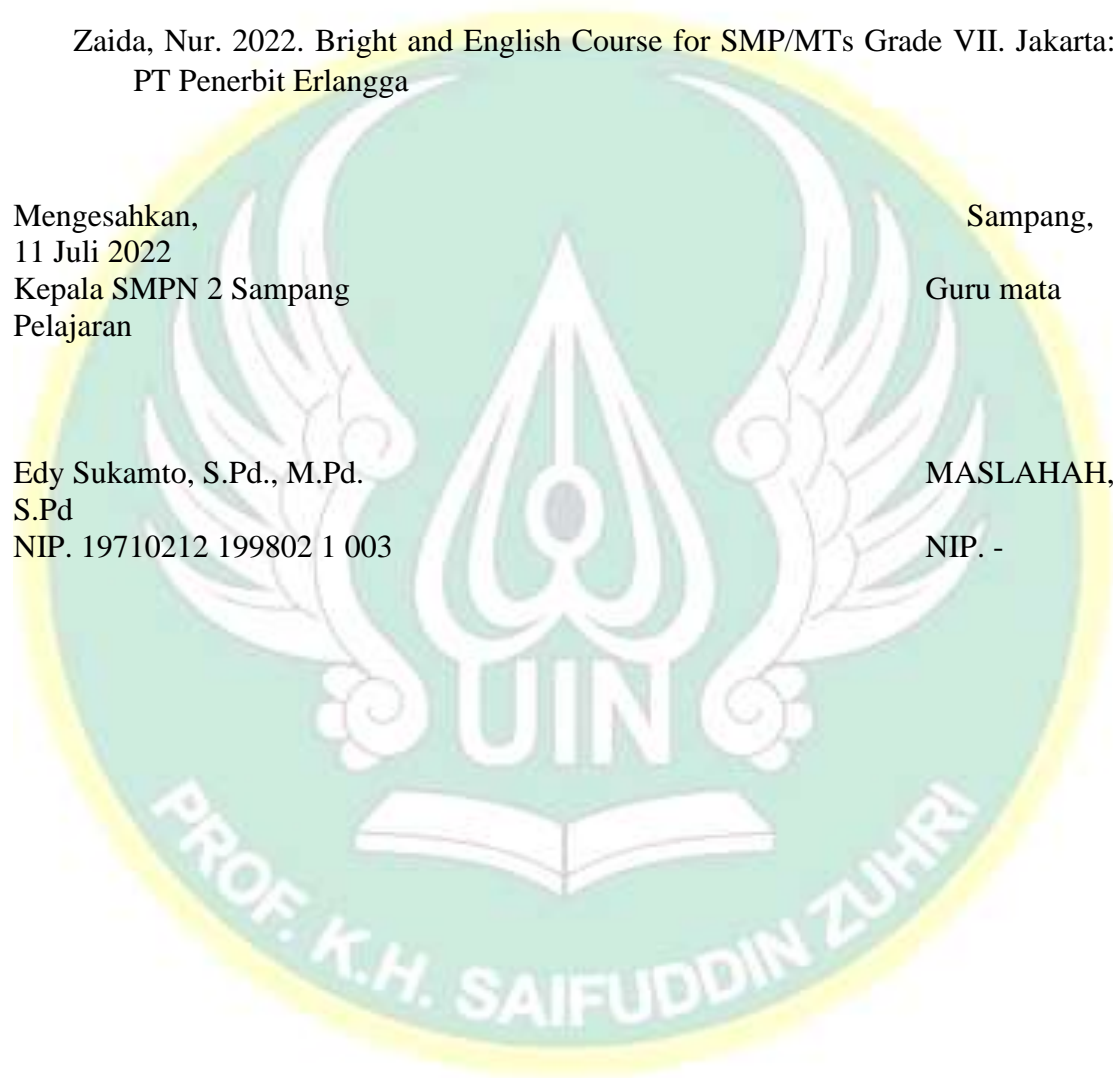
- **Daftar Pustaka**

Zaida, Nur. 2022. Bright and English Course for SMP/MTs Grade VII. Jakarta: PT Penerbit Erlangga

Mengesahkan,   Sampang, 11 Juli 2022
Kepala SMPN 2 Sampang   Guru mata Pelajaran

Edy Sukamto, S.Pd., M.Pd.   MASLAHAH, S.Pd
NIP. 19710212 199802 1 003   NIP. -

Learning activities

Curriculum Vitae

A. Personal Detail

    1. Name   : Noor Fazira Oktavianti Danang

    2. Students Number   : 1817404033

    3. Place, Date of Birth   : Cilacap, 09th October 1999

    4. Address   : Jl. Semeru RT 01/ RW 07 Kroya, Cilacap, Central Java
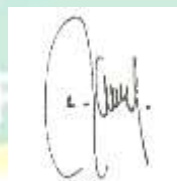
B. Educational Background

    1. Formal Education

       a. SD Negeri 2 Kroya

       b. SMP Negeri 3 Kroya

       c. SMA Negeri 1 Baturraden

    2. Non-Formal

       a. Fajar English Course Pare – Kediri

C. Organization experiences

    1. Co Div. Usaha Dana World Clean-Up Day Banyumas 2019

    2. Bendahara 1 World Clean-Up Day Banyumas 2020/2021

Purwokerto, 28th October 2022

Noor Fazira Oktavianti Danang

S.N. 1817404033