TEACHER'S STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILL AT SMA 3 BAHASA PUTERA HARAPAN PURWOKERTO (PU HUA SCHOOL)

AN UNDERGRAUATE THESIS

Submited to Faculty of Education an Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto as the Requirement for Writing an Undergraduate Thesis

by

Yanyan Aida Rohman

(1917404075)

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

Here with I,

Name   : Yanyan Aida Rohman

Srudent Number/S.N : 1917404075

Grade   : Undergraduate

Faculty   : Tarbiyah and Teaching Training

Study Program   : English Education Study Program

Declare that the thesis i wrote with title "Teacher's Strategies To Improve Students' Speaking Skill at SMA 3 Bahasa Putera Harapan (Pu Hua School)" is truly my own work and is not plagiarism of someone else's thesis. I am fully aware that i have quoted some statments and ideas from several resources. All the material from other sources and references from work done by other people or instituation have been properly cited.

If later on my statment is not true, then i am willing to accept the applicable academic sanctions (revocatin of graduatin predicate and bachelor degree).

Purwokerto, 27 December 2023

I Who Declare

Yanyan Aida Rohman
S.N. 1917404075

i

PAGE OF APPROVAL

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 Faksimil (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

TEACHER'S STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILL

AT SMA 3 BAHASA PUTERA HARAPAN PURWOKERTO

(PU HUA SCHOOL)

Written by Yanyan Aida Rohman (Student Number 1917404046) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 10th January October 2023 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, 23rd January 2024

Approved by:

Examiner I/Head of Examiners/Supervisor

Khairunnisa Dwinalida, M.Pd.
NIP. 199211152019032034

Examiner II/Secretary,

Agus Husein As Sabiq, M.Pd.
NIP. 198708112020121006

The Main Examiner

Yulian Purnama, S.Pd., M.Hum.
NIP. 197607102008011030

Legalized by:
The Head of Education Department

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

.

ii

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 Faksimil (0281) 636553
www.uinsaizu.ac.id

OFFICIAL NOTE OF SUPERVISOR

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
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	: Yanyan Aida Rohman
Student Number	: 1917404075
Department	: Education
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training
Title	: **Teacher's Strategies to Improve Students' Speaking Skill at SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)**

    I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 1 January 2024
Supervisor,

Khairunnisa Dwinalida, M. Pd.
NIP. 199211152019032034

TEACHER'S STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILL AT SMA 3 BAHASA PUTERA HARAPAN PURWOKERTO (PU HUA SCHOOL)

YANYAN AIDA ROHMAN
S.N. 1917404075

ABSTRACT

The use of teacher's strategy in teaching speaking is important to improve students' communicative skills. This study aimed to know kinds of the teacher's strategies in teaching speaking and to describe the teacher's implementation of strategy in teaching speaking. The reason of this study is what kinds of strategies implemented by the teacher to improve students speaking skill and how the implementation the teacher strategies. A qualitative descriptive method was employed by the researcher for this study. The data collection techniques included observations, interviews, and documentations. The analysis technique consisted of data reduction, data display, and verification. The subject of this study is an English IELTS teacher in tenth grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). The object of this research is the teacher's strategies to improve the teaching speaking in tenth grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). The results of the study were group discussion, brainstorming, and interview. The research also found that the students confused to speak spontaneously, had lack of grammatical competence, anxiety, and shyness.

Keywords: **Teacher's strategies, Teaching Speaking, Speaking Skill.**

MOTTO

"The journey of a thousand miles begins with a single step"

Lao Tzu

"Learn, heal, and grow. This life is yours, don't waste it for people who are unable to see your worth"

Soulwanderer

"Ini jalanmu, dan milikmu sendiri, orang lain mungkin berjalan bersamamu, tapi tidak ada yang bisa menggantikanmu berjalan"

Jalaluddin Rumi

DEDICATION

I dedicated my undergraduate thesis to my meaningful person in my life process, that always gives prayer, support, and everything I need during my process.

Especially for my beloved family; mother (Mrs. Warjinah), father (Mr. Saeful Rohman), brother (Irfan Hilmy Rohman) and sister (Raisya Kania Rohman).

I am nothing, without your prayer, support and advice in my life.
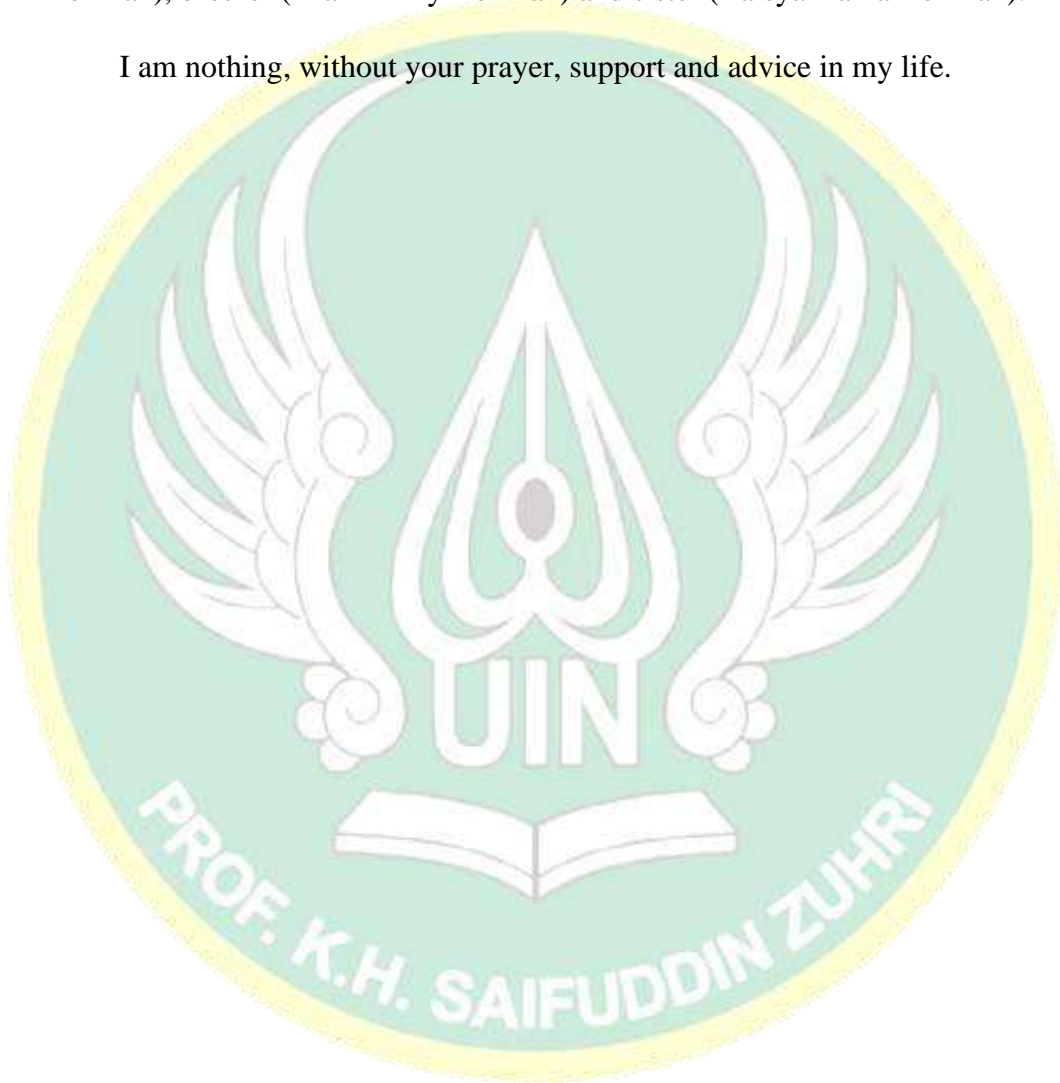
ACKNOWLEDGEMENTS

First of all, *alhamdulillah* price be to Allah SWT, who has been giving me mercy and blessing until I can complete the thesis well by the title Teacher's Strategies to Improve Students' Speaking Skill in SMA 3 Bahasa Putera Harapan (Pu Hua School).

This script is the thesis that has been proposed to Faculty of Education and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto, the writer has guidance, direction, motivation from many sides. Thus, in this chance the writer will convey the gratefulness and awards as high possible to honorable:

1. Prof. Dr. Fauzi, M. Ag., as the Dean of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, M.A., as the 1st Vice Dean, of the Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., as the 2nd Vice Dean, of the Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M.Ag., as the 3rd Vice Dean, of the Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., as head of *Tadris* department of Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M.Pd. as head of English Education Program of the Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
7. Khairunnisa Dwinalida, M.Pd., as the Thesis Supervisor who has given all best guidance to finished this thesis.

8. All the lecturers in Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto of knowledge, experience and motivation.

9. Mr. Sugiryo as the teacher of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) who has given me opportunity to observed his learning process.

10. My beloved parents (Bapa and Ibu), my brother and my sister, who always supported me in every condition, prayed for the best my process and always love myself in every situation.

11. K.H. Prof. Dr. Mohammad Roqib, M.Ag., as the leader of Islamic Boarding School for University Students, and his family who always give me prayed and motivation for my process in University and Pesma An Najah.

12. My beloved friends who always supported me to finish my thesis, accompany my process, and sharing life story to give color in my life, Haniatul Fikri, Faradila Rahmatika Tsani, and Finolia Nur Azizah.

13. All of my friends in Pesma An Najah, especially classmate of 2019, Aarjec 3rd floor, and class of BLK community, who always give me support in my thesis process.

14. Everyone who contributed and support me to finished my thesis.

15. I want to thank me. I want to thank for believing in me. I want to thank me for doing all this hard work, for having no days off, never quitting for just being me at all the times.
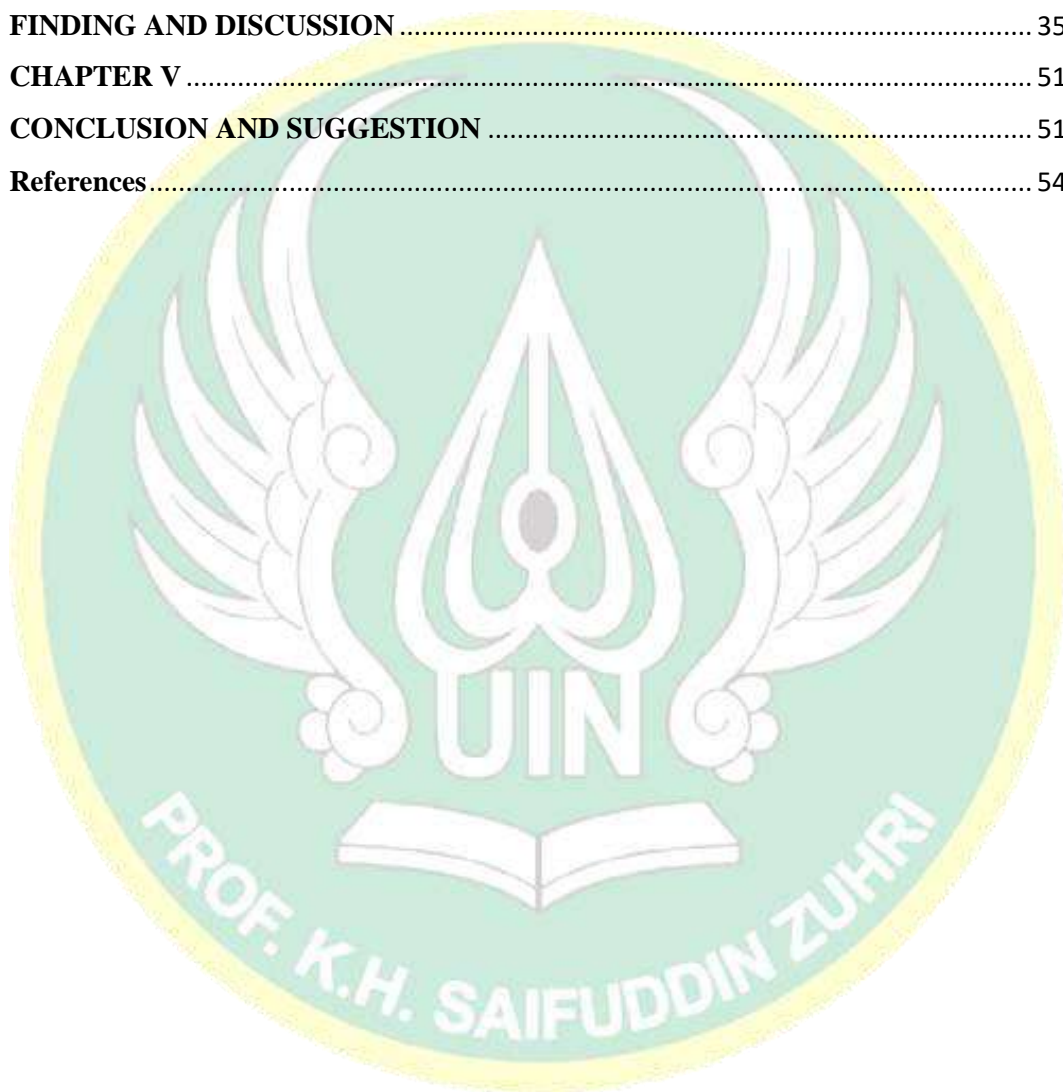
Purwokerto, 27 December 2023

Yanyan Aida Rohman
S.N. 1917404075

viii

TABLE OF CONTENT

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a way to express opinions, criticisms, opinions and feelings to others. The expected goal of speaking is to enable students to express the meaning in simple short conversation both transactionally and personally to interact with the immediate environment (Depdiknas, 2006). English learning aims to enable students to participate in a short conversation, ask and answer questions, find a way to express the idea, and collect information from others (Douglas, 2001).

According to Ur (1996), there are four factors that make learning speaking difficult. The first is inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited trying to say things in a foreign language in the classroom worried to making mistakes, fearful of criticism, losing face, or simply shy of the attention that speech attracts. The second is nothing to say. Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. The third is mother tongue use. In classes where all or a number of the learners share the same mother tongue, they may tend to use it, because it is easier and unnatural to speak to another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups, it can be difficult to get some classes particularly the less disciplined or motivated ones to keep speaking the target language. The fourth is low or uneven participation. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

In this regard, the difficulties of speaking are also faced by the students of the IELTS class in SMA 3 Bahasa Putera Harapan (Pu Hua School) during observation. The frequent difficulties in speaking noticed

during the process of teaching and learning took place were (1) doubt when the teacher asked for them spontaneously, (2) constrain of less grammatical speaking (3) error in speaking, and (4) shyness. These difficulties were supported by research findings by Taiqin (1995) about nonlanguage factors, that they had difficulty speaking because they were afraid of making errors in class, they had no idea how to speak, they were not confident and comfortable if they made mistakes, especially in grammar structure. Furthermore, Taiqin suggested we should have a stage called survival English oral communication.

To overcome the problems faced by students, teacher should find the strategies certainly, it is not an easy thing to do by the teacher. The teacher should find the appropriate strategy to apply in the classroom which suits the learners' level. There are strategies that could be used by the teacher but not all of the strategies could be used by the teacher and not all the strategies could be appropriate and suit the learners' level. Students have different abilities and also have some difficulties in using English. Therefore, the teacher may know the appropriate strategy to improve students' interest in learning English. The strategy of the teacher is important here in improving students' speaking ability. The teachers' strategy determined the students' results in the following lesson. In addition, teachers need to have various strategies in the teaching and learning process.

Those cases are, problematic it's consider that is it necessary to use the strategies to improve students' speaking skills. According to Kayi (2006), the kinds of strategies in teaching speaking there are discussion, brainstorming, role-play, simulation, storytelling, information gap, story completion, interview, reporting, playing cards, picture describing, and picture narrating. Those strategies belong to active learning aimed to be a big power for students to give more attention and ease the mastering the material in learning especially speaking skills.

Several previous studies that used the strategy in teaching speaking had a good impact on improving students' speaking abilities. For example,

Pramustia, Baso, and Samtidar (2022), at SMA Negeri 1 Gowa, the various strategies used by the teacher to improve students' speaking skills, such as traditional method, mini dictionary, and role play. Next, Noor (2022), in seventh-grade students of SMP N 2 Sampang, the implementation of the strategies used by the teacher can help students improve their speaking skills, particularly in areas such as vocabulary, and pronunciation. Then, Siti (2020), in the tenth-grade of SMA Al- Azhar Syifa Budi Solo, the use of the strategies can improve the students' ability to speak English, because they are always practicing and learning.

According to the information provided, several strategies were used by Mr. Sugiryo such as group discussion, brainstorming, and interview. The difference between observation with the literature review is the final score to get the IELTS standard in this school. This observation examines the problem sync strategies to provide a solution to solve the problem. Based on the explanation above, this research is interested in the teacher's strategies in teaching speaking. Therefore, this research also interested in taking the research which is entitled **"Teacher's Strategies to Improve Students' Speaking Skill at SMA 3 Bahasa Putera Harapan (Pu Hua School)"** to bridge the gap. It is hoped that this research can make a positive contribution.

B. **Operational Definition**

1. **Teaching Speaking**

According to Goh (2007), speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. It shows speaking crucial part that has to be mastered by communicate well with others, especially for the future in finding a job. By learning these skills students will be confident to communicate or to share their ideas with others and they can go abroad to continue their studies. The goal of teaching is to make sure that the students are competent to speak, therefore the language course is very important (Penny, 1991).

There are five speaking abilities; pronunciation, grammar, vocabulary, fluency, and comprehension. Comprehension is the understanding of a language as a way of communication wherever or additional individuals speak to every different. Students thought to even have the flexibility to control structure and to use applicable grammatical types in communication, vocabulary could be a part of speaking. Pronunciation is additionally a very important side of speaking skills. It emphasizes additional concerns however the sounds of the speaker were caught by the listener. Fluency is the ability to talk a language effectively, swimmingly and easily. (Sapna, Nadrun, Abd. Waris, 2021).

2. **Strategies inTeaching Speaking**

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives, and an outline of planed tactics, necessary to implement the strategies (Stine, 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, and providing appropriate stimulus for timely responses. So, teaching strategies are general plans for a lesson that include structure, student's behavior desires, and an overview of strategies required to achieve the intended outcomes in teaching and learning activities.

In teaching speaking, the teacher should encourage the students to speak the target language. It can be applied by giving motivations or keeping students to speak the target language, in this case, English. Some strategies that can teacher use in speaking classroom such as group work, are basing the activity on easy language, making a careful choice of topic and task to stimulate interest, giving some instruction or training in discussion skills, and keeping students speaking the target language (Penny, 1991).

C. Research Question

Based on the previous explanation, the question for this research is what kind of strategies are implemented by the teacher to improve students speaking skills?

D. Aims and Significant of the Study

1. Aims of the Study

The aims of the study are:

a. To find out what the kinds of teacher's strategies implemented by the teacher.

b. To describe the teacher's implementation of strategies in speaking class.

2. Significances of the Study

a. Theoretical Significance

The significances of this research are expected to give contributions both theoretically and practically. The result of this research can be used as a reference in the English teaching strategies which the use of appropriate teaching methods with the material, teachers, and students can achieve the mind object of teaching and learning. In addition, it is one of the important subjects in education.

b. Practical significances:

1) For the teacher

The result of this research is hopefully to use the strategies that can involved during the English learning process. On the other hand, it's to improve the strategies used in teaching and learning activities.

2) For the students

The researcher expected to reduce students' anxiety and to improve students' speaking skills and self-confidence.

3) For the other researchers

The result of this research can be a valuable reference to them which is related to this research and also can help the

researcher in developing the research about the English teaching strategies.

E. **Structure of Study**

The result of this research is presented in the following structure. These are five chapters that will be discussed in this research:

Chapter I describes an introduction that consists of the background of the problems, operational definition, objectives of the research, and significance of the research.

Chapter II provides the theory of teacher's strategies in teaching speaking in 10th grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) and reviews relevant studies.

Chapter III provides the research methodology that consist of a type of research, sources of data, technique of collecting data, and technique of analyzing data.

Chapter IV provides which is consists of a general description of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) in teaching speaking.

Chapter V is closing which consists of a conclusion, and suggestions related to the research.

The last past consists of reference, attachment, and researcher biography.
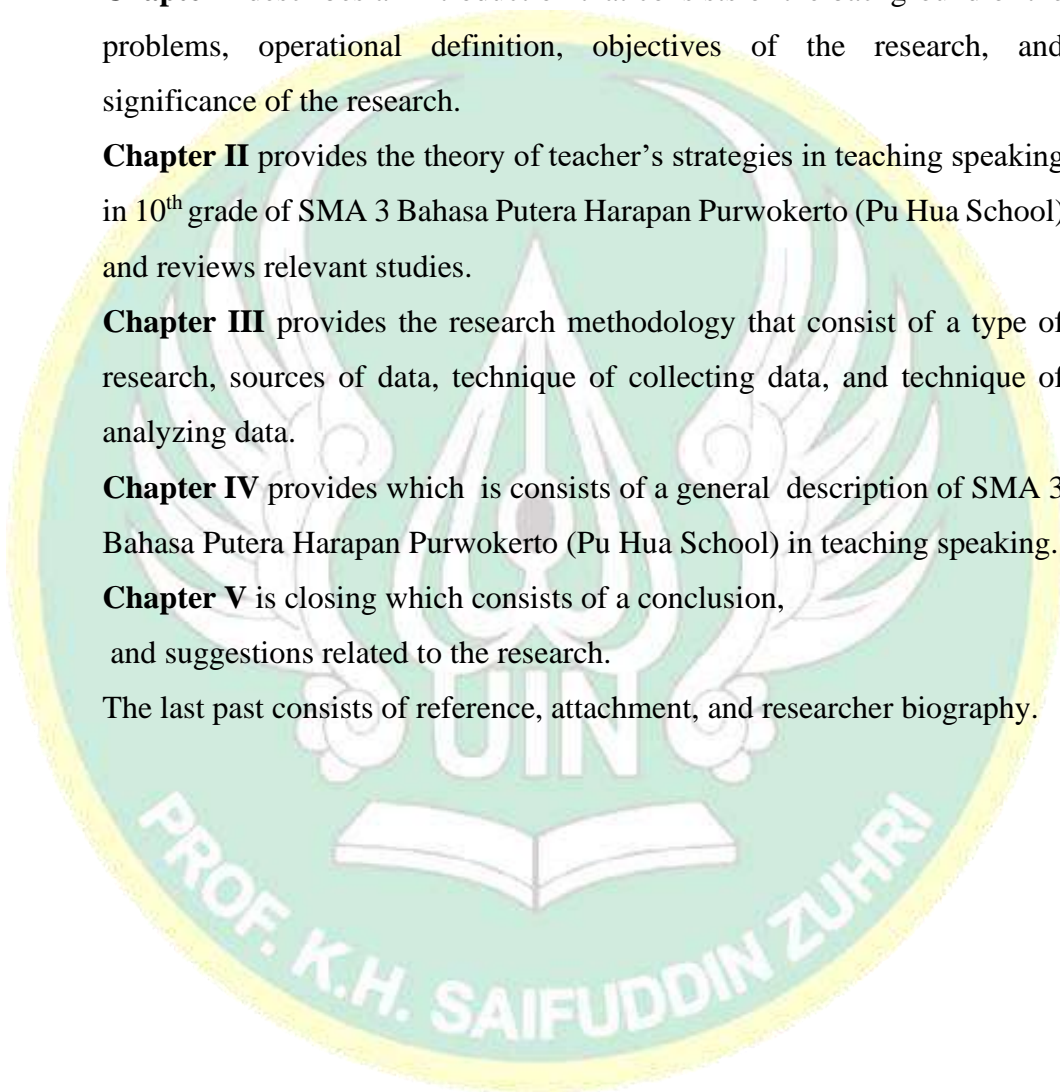
CHAPTER II
THEORITICAL REVIEW

A. Speaking Skill

    1. Definition of Speaking

        Speaking is an instrument of action. The speaker speaks for impact on the listener. They affirm things to change their knowledge status. They ask them questions so they can provide information. They ask for something so they do something for them (Herbert H. Clark and Eve V. Clark, 1997). Speaking is used for a variety of purposes, and every goal involves different skills. According to Richards and Willy A. Renandya said that speaking is one of the fundamentals of communication. The functions of spoken language are interactional and transactional because most of our daily communication remains interactional. When we engage in discussions, the goal may be to find out or express an opinion to persuade someone about something or to clarify information. In some situations, we use speaking or resolving interactions (Jack C Richard and Willy A. Renandya, 2002).

        According to William and Burden (2003), strategies used by teachers are a factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they have conducted in the class. When teacher teachers teach speaking in class, it is expected that the best teaching strategies would be the key to successful teaching. Students need control from the teacher in performing various learning processes because it can build a good learning situation.

        According to Rivers, people do not convey to the recipient the meaning wrapped in words but in our words, we evoke the associations and expectations of the recipient that will allow that person to form an interpretation of the meaning of our message. Nida maintains that receivers of the message often encode parallel

messages as they listen. They are choosing from alternatives the meaning they think the emitter is trying to convey. In this case, Nida and Rivers are shown by the fact that when the speaker pauses, listeners often supply what they consider to be the appropriate words (Wilga M, Rivers, 1981).

As an important role in English, speaking skills have some objectives for students, some are :

a. Students will extend their ability to speak fluently in a variety of situations for a variety of purposes and audiences.

b. Students will extend their ability to practice the behaviors of effective speakers.

c. Students will extend their ability to assess strengths in speaking and set goals for future growth (Angraeni, 2020).

2. **Components of speaking**

Language is an instrument that is used to communicate with other people, and one of the communicate with them is by speaking. Speaking has several components that should be understood on speaking ability. According to Harris (1997), there are some components of speaking:

a. Pronunciation

Pronunciation is the way certain sounds are produced, pronunciation stresses the way sounds are perceived by the listener.

b. Grammar

Grammar is a description of the structure of language how linguistics units such as words and phrases are combined to produce sentences in the language.

c. Vocabulary

Vocabulary is a set of lexemes, including single words, compound words, and idioms.

d. Fluency

Speaking fluency is the ability to express oneself intelligibly, reasonably, accurately, and without hesitation.

e. Comprehension

Comprehension is the process by which a person understands the meaning of written or spoken language.

3. Kinds of Speaking

In speaking, there are some types of speaking. Brown says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below, in Monologues, one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcasts, and the like. The hearer must process long stretches of speech without interruption; the stream of speech will go on whether or not the hearer comprehends (Douglas, 2001). While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high and language is one of the acceptable levels.

There are five basic types of speaking or oral production (Brown, 2004). They are:

a. Imitative

It is someone interested in what is labeled by pronunciation. They imitate a native speaker's pronunciation.

b. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple requests, comment, and like.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of maintaining social relationships. It is more complex than responsive.

e. Extensive

Extensive oral production includes speech, oral presentation, and storytelling, in which the opportunity for oral interactions from listeners is either highly limited or ruled out together. All of the components can show how far students' speaking proficiency is.

Based on the explanation above, students' speaking ability can be seen by their communication orally and their skill in spoken language activity directly.

In addition, Hasibuan (2007) states that language learners need to recognize that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary)
2) Functions (transaction and interaction)

In typical spoken interaction, two or more people talk to each other, share opinions, or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together (Louma, 2004).

3) Social, cultural and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

Speaking not just only speaking as we like, but making a framework to identify social and contextual aspects is needed.

4. **Problem in Speaking**

   a. Speech Production

   According to Thonbury, speech is produced utterance by utterance in response to the word by word, and utterance by utterance production or the person we are talking to (Thonbury, 2005). speech production is the essential thing in speaking English because it will explain the characteristics of the form of spoken language.

   The learners must know how the speakers differ from one another and different forms of speech in particular circumstances. They have to learn how speaking style influences the acquisition of the listener.

   b. Pronunciation

   Broughton says that pronunciation teaching deals with two interrelated skills: recognition or understanding the flow of speech, and production or fluency in the spoken language (Broughton, 2005). According to the researcher, pronunciation is the way how we say or express a word that can be understood by other people.

   The aim of pronunciation teaching is that the students can produce English speech that can be understood by others. Sometimes, the students consider that pronouncing a word in English is very difficult because they cannot pronounce it like a native speaker and not to daily language.

   c. Vocabulary

   According to Liu and Jackson, they claim that lack of vocabulary was regarded as a main obstacle to communication (Zhengdong, 2012). The vocabulary became a major reason why the students could not speak English clearly and appropriately.

As much as vocabularies that they have, it influence when they speak up.

d. Fluency

Matthews stated that fluency refers to speaking smoothly with as few hesitations and repetitions (Matthews, 1994). The conclude that fluency is the accuracy of speech, the rhythm, and the tempo to be understood by the listener easily. Fluency is very important because it can influence the emotion of the listener. For example, if the speaker speaks quickly, it makes the listener feel hard to understand the statements, but if the speaker speaks slowly, the listener feels bored to listening the speaker's statement. So, the use of fluency should be appropriate.

B. Teaching Speaking

Teaching speaking is not easy, because English is not a native language in Indonesia. People have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of the lessons. It means the opportunity to practice is not enough. So, here we need to help language learners gain speaking practice in the target language (Nunan, 2003).

To make it clearer, according to Nunan (2003), the purposes at least four principles for teaching speaking. Bellows are the description:

a. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuation, and other errors. Fluency is the smoothness of flow with sounds, syllables, words, and phrases joined to each other when speaking. The teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b. Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class, so we do not take up all the students' time could be talking. Pair work and group work activities can be used to increase the time of student's speaking practice and limit the teacher's talking.

c.   Planning speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teachers understand. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d.   Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

When we talk with someone outside the classroom, we usually do for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods or services.

Based on explained before, a good teacher plays an important role. The teacher has to know how to teach speaking easily and make the students interested to joining speaking activities.

C.   Teacher Strategies

Teachers' strategy is a sequence of activities prepared and arranged by teachers that include the application of methods and the usage of various resources or strengths in a study. The strategy is intended to attain a certain learning objective. The tactics are beneficial in both class and out-of-class scenarios for learning the skill in English. Teaching strategies are critical because they determine the success of the teaching process. A teacher's strategies should be intriguing and

capable of capturing the attention of students. Students can benefit from learning how to deal with unexpected materials by using contextual cues and assuming the meaning from the content (Linse & Nunan, 2005).

According to Brown (2007), there are some strategies in teaching speaking skill, including: (1) focusing on both fluency and accuracy, depending on your objectives, (2) providing intrinsically motivating strategies, (3) encouraging the use of authentic language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication and encouraging the development of speaking strategies. Whatever the strategy that will be used, the teacher should consider those principles. It is important to achieve the goal of learning.

There are some useful strategies in order to make their students speak better and feel more confident. According to Brown (2000), strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information. In the learning process, a teacher is someone who has many ideas and explore the experiences, they teach in the class and give any information and new knowledge for students. According to Banks (1991), teaching strategies are ways of presenting instructional materials or conducting instructional activities. Based on the explanation above, the researcher can conclude that teaching strategies are activities that have a big power to help students improve their speaking skills in the learning process. To realize successful teaching session, teacher nowadays are ought to refresh their strategies and innovation to fulfill the needs of students (Mualim et al., 2019).

1. **Kinds of Strategies for Teaching Speaking**

Various number of speaking teaching strategies is used in the classrooms for many circumstances. Among others, the strategies

for teaching speaking are cooperative activities, role-play, creative tasks, drilling, discussion, brainstorming, and storytelling. According to Newton and Nation (2009), cooperative activities can encourage the negotiation of language items. Role-plays are activities where students are asked to pretend to be in various social contexts and various social roles. Creative tasks resemble real-life tasks asserts that students develop their fluency best if it involves tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances.

a. Cooperative Activities

According to Brown (2001), cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material to what has been learned and experienced by students. The teachers prompts the students to participate in the activities, and students' speaking is emphasized. According to Brown (2001), people's perception of them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in groups, making dialogues, and rearranging steps of how to make something as a team.

b. Role-plays and Simulations

In applying role-plays strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Furthermore, according to Harmer (2001), the simulation and role-plays increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more

elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing, and so on.

c. Creative Tasks

According to Solcova (2011), creative tasks assert that students develop their fluency best if engage in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus on making the procedure of making pictures, art or other, so that the activity is to develop fluency. According to Brown (2001), it is based on a principle that teachers bear in mind what a student needs, from a language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

f. Drilling

Drilling, is simply a fine-tuning for articulation. According to Thornbury (2005), drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases or utterances in student's minds, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language.

d. Discussions

Group discussion is effective for speaking ability in large classrooms. Sometimes, the students are divided by the teacher into group work. This increases the sheer number of learners talking in a limited period and also lowers the inhibition of learners who are unwilling to speak in front of classroom. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be

rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas.

e. Brainstorming

Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far "out there" they may seem. According to Armstrong (2006), brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience. Therefore, brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas, development, and ending, including the characters and story settings. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

In addition, there are also some strategies used by the teacher in teaching learning process as referred to as teaching strategies. Teaching strategies is defined as the many ways activities that the teacher use in teaching learning process. According to Kayi (2006), there are activities to promote speaking, discussion, role play, simulations, information gap, brainstorming, storytelling,

interviews, story completion, reporting, playing cards, picture narrating, picture describing and find the difference.

a. Discussion

According to Kayi (2006), a discussion can be held following a content-based class for a variety of reasons. In their discussion groups, students may try to reach a conclusion, share thoughts about an event, or find solutions. The aim of the discussion activity must be established by the teacher prior to the discussion. As a result, the discussion points are pertinent to this objective, and students do not waste time conversing with one another about unimportant topics. Students, for example, can participate in agree/disagree conversations. The teacher can arrange groups of pupils, preferably 4 or 5, and present contentious lines such as "people learn best when they read vs people learn best when they travel". Then, for a set period of time, each group works on their topic and delivers their findings to the class. It is critical that speaking time be distributed evenly among group members. Finally, the class selects the winning group that best supported the notion. This game encourages critical thinking and speedy decision making, and students learn how to explain and justify themselves politely even when they disagree with others.

It is always preferable not to organize huge groups for efficient group discussions, because silent students may avoid contributing in large groups. Group members can be allocated by the teacher or determined by the students, but groups should be reorganized in every discussion activity so that students can work with a variety of people and learn to be open to new perspectives. Finally, regardless of the goal of the class or group discussion, students should always be encouraged to raise

questions, paraphrase ideas, express support, seek clarification, and so on.

b. Role play

According to Kayi (2006), one other way of getting students to speak is role play. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role play is playing a role activity, Goh (2007) states that it is an activity where students take part with the character of a person also the age, occupation, gander and so on. While Oxford English Dictionary defines role play as the changing of one's behavior to fulfill a social role. In this activity, students have their lines to read and memorize. Role play takes place between two or more people, who act out roles to explore a particular scenario that involves many students.

According to Huang (2008), there are six major steps in conducting role paly classroom activity:

1) Decided on the teaching materials. The teacher must decide which teaching material will be used for role play activities.

2) Select the situation, dialogues should be provided or crated by the students themselves.

3) Teach the dialogue for the plays. The teacher needs to teach vocabulary, sentences, and dialogue necessary for the role play situations.

4) Have students practice the role play. Students can practice in pairs or in small groups, after they have played their own roles a few times, have them exchanges roles.

5) Have students modify the situations and dialogue. Once student have finished and become familiar with an original

role play situation, they can modify situation and dialogue to create a variation the original role play.

6) Evaluate and check students' comprehension. Finally, the teacher shall evaluate the effectiveness of the vocabularies, sentences and dialogues.

c. Simulations

According to Kayi (2006), simulations are very similar to role play but what makes simulations different than role play is more complicated. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Simulation is an activity improving complex interaction between groups and individuals based on simulation or real life and experiences (Brown, 2001). In simulation, students can bring items to the class to create a realistic environment. Simulations are very similar to role play but what makes simulations different than rile plays that they are more elaborate.

From the definitions, it can be concluded that simulations is an oral activity situated in an imagery real life which the participants have roles, functions, duties, and responsibilities to participate actively in the interaction, solve the problems and make some decisions. Suggests simulations phrases as follows:

1) Overview

In this phase, the teacher introduces students to the simulation. The teacher has to prepare the situation for simulation parts and also make the assignment for students.

2) Training

Before beginning simulation activity, the teacher selects some student to come in front of the class. Then the

teacher assigns students' parts and uses them to illustrate how class members will be involved in the simulation activity.

3) Activity

This part is when the actual simulation activity takes place. During this time, teacher plays the roles discussion, coach and referee. At this phase, teacher may find it necessary to stop the action for a moment to help students think about their decisions and to explain the purpose of the activity.

4) Debriefing

This is a critical important part of any simulation activity. During debriefing, teacher leads a discussion to identify various actions that occurred during the activity.

d. Information gap

Students are supposed to work in pairs for this assignment. One student will have information that the other partner does not, and the partners will communicate it. Information gap activities can be used to solve a problem or collect information. Furthermore, each partner is crucial since the task cannot be performed if the partners do not offer the knowledge that the others require. These exercises are beneficial because everyone has the opportunity to speak in the target language extensively (Kayi, 2006).

According to Richard (2006), information gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not process. Information gap activity is an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing that

information because they have different information, there is a gap between them (Harmer, 2007).

Rohmatillah (2010), defined some procedures in teaching by using gap information activities as follows:

1) Teacher practices the articulation of vocabulary on the task sheet that will be discussed.

2) Teacher practices the articulation of vocabulary on the task sheet.

3) Teacher discussed the language function that will be used on the task.

4) Teacher practices the articulation of language function that was discussed.

5) Teacher divides students to couple task.

6) Teacher asks sheet to the A and B group.

7) Teacher asks students to dialogue.

8) Teacher observes and evaluate students' dialogue.

9) Teacher gives chance to students for asking.

10) Teacher gives reinforcement.

e. Brainstorming

Brainstorming as a technique used to generate a long list of diverse responses without making judgements about individual ideas. Shen then explains that brainstorming is a technique used in many different situations that call for a storm of ideas. It is important that students learn how to generate ideas without prejudgment. The object is to go back later and eliminate ideas that are not feasible. Anytime you used brainstorming, remind students to go for quantity, ingenuity, and creativity (Allman, 2000).

According to Kayi (2006), on a given topic, students can produce ideas in limited time. Depending on the context, either individual or group brainstorming is effective and learners

generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas, so students will be open to sharing new ideas.

From the definitions can concluded, if the students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

According to Kayi (2006), Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmate. Storytelling fosters creative thinking. It also helps student express ideas in the format the beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes in the opening. In this way, not only the teacher address students' speaking ability, but also get the attention of class. In other site, Safdarian (2003) defines storytelling is the way of the students to retell stories in a different word construction after being told the stories by the teacher.

Storytelling is the activity of telling stories and people where the person who does storytelling are called storytellers. The story is usually from ancient times, especially to explain natural events or to describe early history of a place or people. Samantary (2014), describes the procedures of storytelling as follows:

1) The teacher hangs different written stories with colorful papers on whiteboard.

2) The teacher asks the students to make groups of five.

3) The teacher asks every group to take a paper from the white board.

4) The teacher asks them to develop a story in 15 minutes.

5) The teacher asks them to retell their story based on the group discussion.

6) The teacher gives award to the group considered as the best group.

g. Interview

According to Hasriani (2019), interview is one of the teaching strategies that can increase students' speaking ability. The interview aims to gather students in a conversation and to encourage students to speak. Through interview strategies, someone's oral language would be trained because of the interaction between one person and another. This strategy will facilitate students to develop their speaking ability because they have pairs to talk or to discuss, so they will be motivated to speak and be active in speaking.

In other site, Kayi (2006), Students can conduct interviews with a variety of people on specific topics. It is a good idea for the teacher to present a rubric to students so that they know what type of questions to ask or what path to take, but students should prepare their own interview questions. Conducting interviews with people allows students to practice their public speaking skills outside of the classroom and helps them become more socialized. Following the interviews, each student can present his or her research to the class. Furthermore, students can interview one another and expose their partners to the class.

An interview is a type of communication that involves asking and answering questions. Because it stimulates the brain to think, interviews are a good tool for learning to speak. According to the study's findings, interviews are an effective method for learning to talk. Some students argued that the interview technique would improve the students' speaking skills. Furthermore, due of the engagement, someone could socialize with others using the interview technique. This strategy was also thought to boost students' speaking confidence.

h. Story Completion

According Kayi (2006), story completion is an activity which is very enjoyable for the whole class. Story completion is a good choice activity to push students to do oral communication. It means that the students can develop their idea and interaction with the other. Meanwhile, Lansky (1989), the kind of story completion those are structured doll play test, puppetry, thematic apperception (TAT) with a verbal description and dramatic production test. According to Patel (2008), completing is a good for conduction oral work. In this work, the teacher tells a story twice or thrice then asks students to repeat it again and again. Last, asks to tell the story in their own words.

Story completion is kind of technique for teaching speaking, students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. According to

Bassano and Christian (1992), report is give spoken of something that one has observed, heard, done, or investigated. In other site, reporting is providing information about serious wrong doing that you have become aware of at your place of study. The procedures of using reporting are before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class (Harmer, 2003).

b. Teachers' Roles

According to Thronbury (2015) there are 8 roles of teacher in teaching speaking:

1) Use the target language

Not only to deal with the subject matter but also to regulate the interaction in the classroom. You will be a model of how use interactional gambits in natural discourse.

2) Keep the number of display question

Teacher questions that aimed at getting learners to display their knowledge to display their knowledge, such as "what's the past of go?". the more genuine the request for information, the more natural discourse.

3) Build the topic at hand together with the students

Assume that whatever they say contributes the topic. Do not cut of arbitrary a student's utterance because you perceive it to be irrelevant. it might be very relevant to the student's perception of the topic.

4) Tollarate silences

Refrain from filling the faps between turns. This will put pressure on students to initiate turns.

5) Encourage students to sustain their speech

Beyond one or two sentences and to take longer turns; do not ask student's short utterances as springboard for your own lengthy turn.

6) Extend your exchanges with individual students

To include clarification of the speaker's intentions and negotiation of meanings; do not cut off too soon an exchange to pass on to another students.

7) Pay attention to the message of students' utterances

Rather than to the form in which they are cast. Keep your comments for later.

8) Make extensive use of natural feedback, rather than evaluate and judging every student utterance its delivery fine or good.

D. Review of Relevant Studies

Based on the sources related to the this study, there are several previous kinds researcher related to the topic of this research. The following were the comparison of the result of previous studies.

The first study entitled "The Teacher's Strategies in Teaching Speaking at the Eleventh Grade of State Senior High School Jambi" was written by Fairurrazi in 2020. The English teacher used four strategies in teaching speaking to the students at Elevent Grade Senior High School 4 Kota Jambi. They were picture strip story, structure and vocabulary practice, group discussion and role play. In role play, the teacher asked the students to do a drama between them. In picture strip story, the teacher asked the students to make a short text in describe the picture. In direct strategy or vocabulary practice, the teacher asked the student to translate the dialogue or text drama in the material. The difference of this research with the writer is the class for observation. The similarity is the result of the discussion as the strategy of teachers teaching and the method of research.

The second study is journal by Sapna Mulyanti, nadrun, Abd. Waris (2021) with the title is "Teachers Strategies in Teaching Speaking at High School". The subject of the research is the English teachers in SMAN 5 Palu. The purpose of the research is to find out the teachers' strategies in teaching speaking. The research used a descriptive method to analyze the data. The data research collected by carrying out an interview and questionnaire. The results of the research are the strategies includes role play, interview, describing pictures and storytelling. The difference between the research and the writer is the research collected and the similarity is brainstorming as the teacher's strategy to improve the speaking skill.

The third study is a journal by Hamzah Fanshuri (2019) the title is "The Teachers' Strategies in Teaching Speaking at MTs Annur Angkit". The research used the 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 Annur used recording & transcript, dialogues, discussion, class observation and casual chats. The teacher used the difference strategies because easy to practice and based on the textbook.

The fourth study by Widya Anggraeni, Wahibah, and Amir (2020) the title is "Teachers' Strategies in Teaching Speaking English at SMAN 1 Palopo". The research used observation, semi structured interview and reports. According to the findings of the study showed the teacher used the strategies includes discussion, role play, brainstorming, writing conversation, blogging, picture description, and learning assignment. The purpose of this study to analyze the teacher's strategies and to describe the teacher's implementation each strategy in teaching speaking. The similarity is the purpose of the research and the strategies includes discussion and brainstorming.

The fifth study by Rofiq Anwarudin (2023) the title is "Teacher's Technique in Teaching Speaking Skill for Tenth Grade at

SMP N Kembaran Banyumas". The purpose of the study to know the techniques that used by English teacher in teaching speaking. The technique of the result are interview, observation and documentation. The results of the research were teacher used two techniques, small group discussion and role play. The techniques used in asking and giving material and giving material and made learning easier. The difference is the grade for observation and the similarity are the technique of collecting data and group discussion as the teacher's strategy.

From the several previous studies, there are the difference and similarities from the one study and another. The difference between previous research and this research, in some strategies used by the teachers to teaching speaking. Meanwhile, there are the similarities between the result of the teacher's strategy specifically group discussion, brainstorming and interview. The different between the grade of the previous study between this research. the different of the technique of collecting the data, but there is the similarity also. The similarity by the purpose between the previous study and this research to find out the teachers' strategies in teaching speaking and the implementation of the teacher's study.
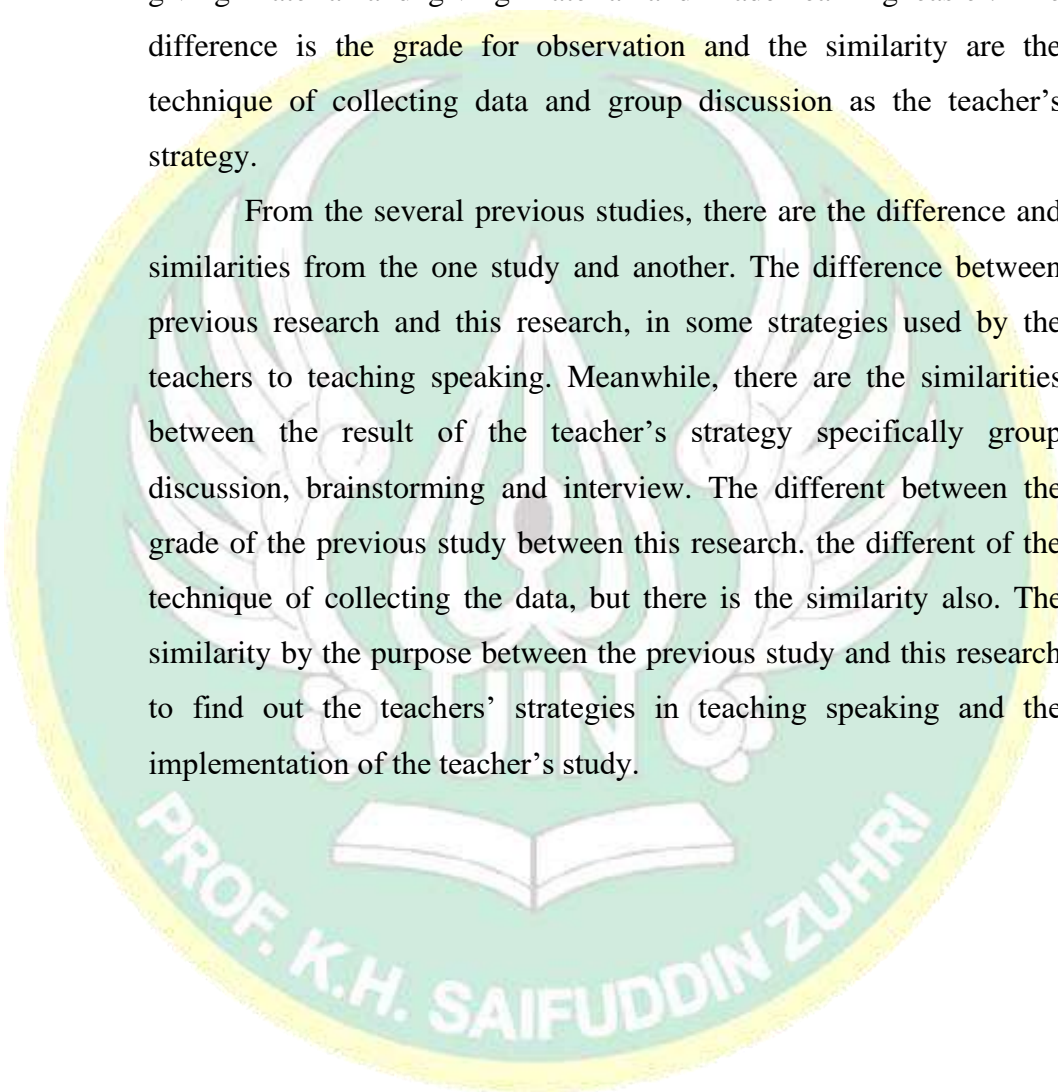
CHAPTER III
RESEARCH METHOD

A. Type of Research

The type of this research is field research conducted on the English teacher and the students at tenth SMA Nasional 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). This research used the qualitative approach to get the deepest data about strategy used by the teacher's in teaching speaking at tenth class SMA Nasional 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). According to Ari, qualitative research refers to the perspective of human's participants in indentifying the social phenomenon (Arikunto, 2008).

The descriptive qualitative method, it would like to describe strategies the teacher used to overcome the students' problems in teaching speaking at tenth class SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). Mack assumes that descriptive method is a description of the situation or phenomenon, this method used in research to choose the fixed answer by describing the situation, not search a something or making a prediction (Natasha, 2005).

B. Research Location

This study was taken place at SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) in Karangbawang Purwokerto Selatan. The reasons of prefer this school are those English is one of the compulsory language in this school and the curriculum use by pearson edexcel is brand name for academic, including GCSEs. There are two class at SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) in tenth grade, first class is IELTS program for students continue their studies from SMP 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) for study IELTS and second is standart class for students never studied in Pu Hua Junior High School before.

C. **Subject and Object Research**

1. Subject of the Research

The subject of this research has an important role in give interpreting outcomes. The subject in this study is English teacher in IELTS class of tenth grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). Pearson edexcel curriculum used in teaching English in tenth grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School).

2. Object of the Research

The research object is one of important in this research. The object of this research is the teacher's strategies use by teacher to overcome the teaching speaking in tenth grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School).

D. **Data Collection Techniques**

Data collection means selecting and choosing the subject for the research, ask for their permission, and gather information by observing or surveying their behaviour (John, David, 2018). According to Adams et al (2015) Observation, interview and document analysis will use to answer research question and establish specific objectives.

1. Observation

The study used non participatory observation, the data collection technique is carried out by observing, recording, and also studying the object of participant. The instruments used for observation were field notes, field noted were used to write everything that happened during the learning activity from the opening until closing. In this research, it was necessary to make observations at least four times at the research location of SMA 3 Bahasa Putera Harapan (Pu Hua School). The teacher as the subject of this observation. The reason of the observation to directly observe the use of strategies implemented by the teacher to support students to achieve a minimum IELTS score. The observation in this research

used to collect data of the teacher's strategies in teaching speaking at tenth grade SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School). This observation was carried out directly used a lesson plan and document photos. The main of this activity was to use strategies in teaching speaking. In this case, the data was obtained from four observation. In this case, the data was obtained from four observations.

To provide more detailed description, the data can be found in the table below:

Table 3.1 Observation Activity

No.	Date	Activity
1.	4 September 2023	Observation 1
2.	15 September 2023	Observation 2
3.	18 September 2023	Observation 3
4.	21 September 2023	Observation 4

2. Interview

In this study, semi structure interview used to get more the data and information related to the teacher strategies in improving students speaking skill. List of questions was prepared to ask during the interviews, which was conducted directly. Interview session was conducted with an English teacher and two students of tenth grade, who were randomly selected. The reason of teacher interview to investigated the teacher preparation before teach the students, problems of students, process the speaking learning and evaluation. The reason of student interview is to given the booster data before. Interview was conducted two meetings during September until October. Two interviews were conducted to gather data for this research.

Further information regarding the data can be found in the table provided below:

Table 3.2 Interview Activity

No.	Date	Activities
1.	26 September 2023	Interview 1
2.	26 October 2023	Interview 2

3. Document Analysis

In this study, documentation was collected from the teacher by taking lesson plan to complete the data, and score speaking it used to get more information about sync between teacher preparation with the real class activity. Score of students will use in this document to measure the students' speaking ability in improving speaking skill.

E. **Data Analyze Techniques**

After getting the data from observation, interview and content analysis, the next step is analyzing the data the researcher collect. This study use Miles and Huberman's theory framework for qualitative data analysis.

1. Data Reduction

Data reduction is summarizing, selecting and choosing the important data related to the observation needs. It focusing one data or things that are important and discarding unnecessary ones. The steps of the reducing data in this research were:

a. Collected the data through observation, interview and document in the field of research.

b. The research noted, selected and focused on the data that referring to the research's need or problems of the research.

c. The data from observation, interview and document analysis will be reduce the best theory teaching strategy in speaking class in tenth grade of SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School).

2. Data Display

        After reduce the data, the next step in analyzing data is display. The process of showing data can be done by charts, narrative, relation between categories, table and graphic though the researcher mastered in the data collected as the basic of taking appropriate conclusion. Description and table to show the data about teacher strategies in speaking. Code the data the research's need, it is designed to combine structured information in unified form.

3. Verification

        Conclusion is the last procedure of analyzing data of the research. The conclusion still tentative and still need to be completed. Meanwhile verification means examine the temporal conclusion for check the validity. The conclusion in this study will be used to answer the formulation of the problem that has been formulated since the beginning of this study. The research acquired the final conclusion as the answer of the research question.
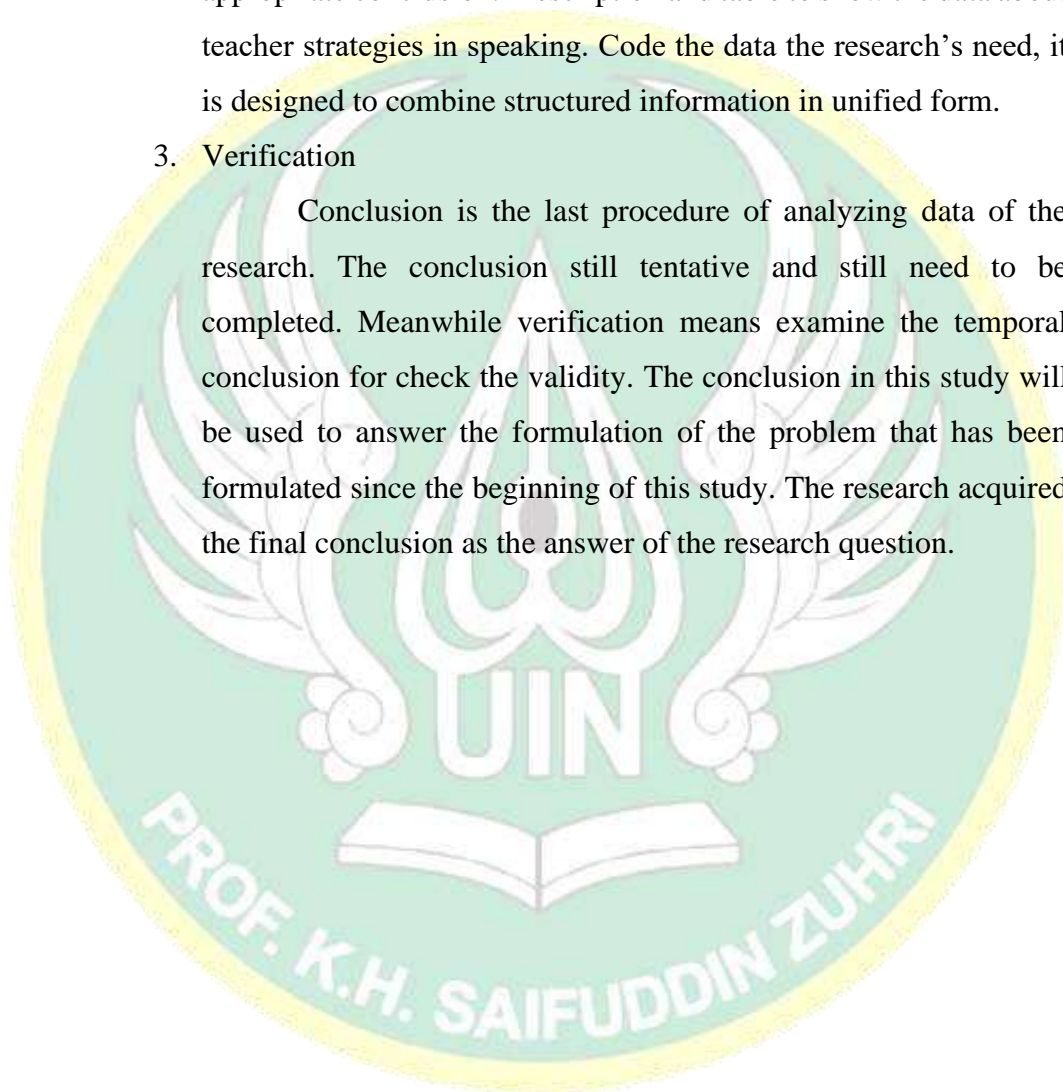
CHAPTER IV
FINDING AND DISCUSSION

Research data was obtained using interview, observation and documentation methods. Then the research results are analyzed by the researcher used qualitative techniques, which means the researcher will describe and interpret all the data collected to obtain a general and comprehensive. The outcome in this study presented in perspective of the question. In this chapter focused on presenting the findings and discussing about what kind of the strategies implemented used by the teacher in order to improve speaking skill?

A. The Teacher's Strategies in Teaching Speaking at SMA 3 Bahasa Putera Harapan (Pu Hua School)

Teaching speaking strategies is the ways teacher to students variously. The goal teaching speaking is the teacher should improve the students' communicative skill because students can express themselves and can learn how to use language. Students can require assistance in developing connection and explaining their knowledge and experiences to others. Therefore, teaching strategies in speaking skill are very important to overcome students' difficulties in speaking.

The strategies used by the teacher have to appropriate with the competencies because it must be able to increase the students' ability and English knowledge. The strategies should be able to make the students express their ideas, words and imagination. This condition increased the students' respond and make them more active especially on speaking class.

Based on the observation with Mr. Sugiryo August-September 2023 the English IELTS teacher in tenth grade that have been conducted. As for teaching speaking, the teacher used several strategies in order to help students speaking skill, especially to prepare IELTS standard. The observed to find the strategies were used by the teacher in improving speaking skill.

According to Kayi (2006), there are 9 strategies to improve students speaking skill:

Table 4.1 Theory Activity Speaking by Kayi

No.	Strategies	Yes	No
1.	Discussion	✓	
2.	Role Play		✓
3.	Simulations		✓
4.	Information Gap		✓
5.	Brainstorming	✓	
6.	Storytelling		✓
7.	Interview	✓	
8.	Story Completion		✓
9.	Reporting		✓

From the strategies, the result was observation and interview, the teacher used three strategies namely discussion, brainstorming and interview. The steps implemented by the teacher are follows:

1. Preparation

Preparation is about things that need to be prepared by the teacher before carrying out the learning process used group discussion strategy. During the observations, the researchers observed a lot about the preparations made by the teacher when they were about to start learning. The aspects observed that were noted included the preparedness of teacher for creating lesson plans, selecting appropriate media, preparing strategies that were suitable for implementation and creating materials for student assessments. The details are follows:

a. Lesson plan

The lesson plan activities are students reflect on learning activities that have been implemented by the teacher and students concluded the result of the meeting. In this research, before entering the classroom, teachers study a lesson plan that is already defined by the school so that learning in classroom is more conducive and optimal. In

the use of lesson plans, the teacher does not use it as a whole, there are some activities that are collaborated with the teacher's creativity by adjusting the class conditions.

> "If followed is good because it's obvious, if followed as a whole will definitely form a good quality too, but if applied as an overall it will be a long time so yes we'll modify it. Because if we modified it will definitely overcome student saturation. Actually, we can go straight to the practice because there's pre, missal pre-writing, pre-listening, so sometimes I take the core activity, later for the other activities I'm looking for the counterparts". (Based on teacher interview, on 29 September 2023)

b. Material

The subject matter prepared by the teacher is taken from IELTS textbooks. Furthermore, English coursebook is an essential source for determining the quality of language input and practice during English courses' teaching and learning process (As Sabiq & Muflihah. 2021).

c. Media

The teacher used LCD, whiteboard, laptop, paper for teaching in speaking class.

d. Strategy

In delivered the material, the teacher used strategies are group discussion, brainstorming and interview. This aims to create the students to speak and conveyed the opinion. The strategies chosen by adjusting the material presented.

2. Learning activities

Learning activities are physical and mental activities carried out by individuals in order to gain knowledge and abilities inside themselves. Learning activities will increase the effectiveness of learning. The teacher did more than only pass on knowledge and abilities. On the other hand, the teacher must be able to bring students to be involved in learning. Learning activities can be realized if students are actively involved in learning. Based on observation, there are three activities by teacher in teaching speaking skill, group discussion, brainstorming and interview.

a. Group Discussion

For a variety of reasons, discussions can take place following content-based lessons. In their discussion groups, students may attempt to reach a conclusion, share their perspectives on an incident, or identify a solution.

Prior to the discussion, the teacher must identify the purpose of the discussion activity. As a result, discussion points are pertinent to this purpose, and students do not waste time discussing extraneous topics. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion group (Kayi, 2006). Because silent students may avoid contributing in large groups, organizing large groups for successful group discussion is usually desirable. Finally, regardless of the aim of class or group discussions, students should be encouraged to ask questions, share ideas, express support, and seek clarification. In reality, one of the factors is students' perceptions.

Group discussion could work on the understudy's talking expertise. There are 3 reasons why used group discussion in improving speaking skill. first discussion was used to increase teacher student interaction and student verbal interaction in the classroom. Second, discussion was used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or process. Third, it was used to help students adopt more responsible and independent mode learning (Antoni, 2014).

Picture 1. Group Discussion Activity

According to picture on 4 September 2023 with the lesson objectives: to introduce useful language for giving opinions to practice answering personal, the teacher used discussion strategies in speaking class. They begin the class with the lesson objectives about introduce useful language for giving opinion. In pronouncing the giving opinion, the teacher gave the several example for them, with asking the students randomly. Based on the teacher's interview, he used this strategy because it was effective for students to practice English with other friends with some topic.

Based on observation, the learning process in tenth class IELTS SMA 3 Bahasa Putera Harapan (Pu Hua School), the teacher used discussion as the strategy to teaching speaking. The teacher prepared a paper with the different topic in every group. After the students arrived at the class, all students had set in their own chair. The teacher stating the topic about the lesson objectives: to introduce useful language for giving opinions to practice answering personal. After the students ready to join the class, the teacher made a several group from 4-5 students. The teacher wrote some ideas about art like a photograph, dancing, swimming, and other. The teacher reviewed the material to be taught. He chosen a student to answer the question related with the material.

The teacher repeated the material to make sure the students in understanding the point of the material. After finished the material, the teacher asked to students for make a circle according to each group. "Every group collect the information in every group member" the teacher gave them to 5-10 minutes to discussed which three courses they would like to take a part.

After several minutes, some groups had difficulty discussing the idea given by the teacher. "I'm sorry Mr. can you help to explain about this topic?" The teacher approached the ongoing discussion groups one by one to confirmed the activities they are carried out. Several students not understand with the instruction, so they ask to the teacher to give more information about the tasks. After discussing the topic and collected the information, the students wrote in their book. The students prepared the answering in their book.

After the time is up to finished the assignment, the students prepare to presentation. The teacher chose some groups to presentation about their ideas and opinion. "Please, who want to delivered the result of discussion?" After the students read the result of the discussion and answer the teacher question, the teacher gave the feedback for their result of the assignment. The teacher corrected the grammatical error made by the students also. To make sure the students understand with the material, the teacher asking the problem during the learning process, especially how to the students delivered and speak English. There should be at least five to ten minutes for teacher to discuss the group processing with the class.

Besides giving immediate feedback after the group present the result, the teacher should randomly examine students orally by calling on one student to present his group's work to the teacher to the entire class. After finish the learning process, the teacher gave evaluation on process of teaching learning. The teacher gave suggestions toward what should be improved. The last activity is closing by the motivation and

deliver the next material, and the teacher greeting to student before he out from the class.

Discussion is one way to help the students to be confidence to give and deliver their answer to their group. The students learn more carefully about their assumption when they share the opinion or some information. The students can recognize and investigate student's assumptions they also learn how to solve the problem and the solution of the problem or the topic. Discussion, also teach to take their speaking skill. With this strategy, the students are not just learned academically but perspective. Moreover, during the discussion of students, the intellectual agility in using language can be improved. Teacher can be seen the way students use the language to delivered their topic with their vocabulary in speaking skill during discussion process.

> "When discussions I asked the kids to find information to their friends, through discussion groups and each group consisted of 3-4 students. In his activities I give paper that contains topics that correspond to the lesson". (Based on teacher interview, on 29 September 2023)

> "I like when the teacher tells us to discuss, because we can exchange ideas and information with other topics, as well as train us to communicate with others using English". (Based on student interview, on 21 September 2023)

To strengthen the existing statements, according to Dinda, Vera and Venti (2020), discussion is an effective teacher's strategies in language activity that assists students in creating more interactive atmosphere, particularly while speaking. Learners in discussion groups have more opportunities to interact, question, and elaborate with peers than they would in a teacher-centered environment, which improves learning and understanding.

With the question such as, the students were enjoyed used group discussion activity to improve their speaking skill. The students had positive response when teacher use group discussion to improve

speaking skill. Students also acknowledged that group discussion is simple way and help their speaking skill by let the students deliver their ideas and response the used of group and can enjoy the class. Moreover, to support this strategy, teacher needed to help students and give feedback about their performance.

b. Brainstorming

Brainstorming is one of the strategies used to stimulate someone's creativity by unleashing new ideas and addressing problems in the class. According to Kayi (2006), on a given topic, students can produce ideas in limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas, so students will be open to sharing new ideas.

The Brainstorming Strategy was developed by Alex Osborn (1938), a manager at an American advertising, as a result of his frustration with meeting with established firms. Brainstorming refers to the use of one's brain to generate ideas for problem solving, as well as brainstorming sessions aimed at generating innovative solutions to challenges. Addition, (Allman, 2000) defines brainstorming as a strategy used to generate a long list of diverse responses without making judgements about individual ideas. Then explains that brainstorming is a technique used in many different situations that call for a storm of ideas.

Picture 2. Brainstorming Activity

According to the picture on 29 September 2023, in teaching speaking skill to students is not easy as if the students feel bored in learning therefor the solution is that the teacher need to be creative in finding a leaning strategy, such as brainstorming. Then, brainstorming can increase motivation. Brainstorming made to controlling the class condition and focusing the student in speaking class. The students were separated into groups of two to help them gain confidence in answering problems or questions on the white board. It encourages students to participate more actively in the teaching and learning process. They can discuss their ideas with one another. They can speak more freely and enjoy the teaching and learning process.

Based on observation, the learning process in tenth class IELTS SMA 3 Bahasa Putera Harapan (Pu Hua School), the teacher used brainstorming as the strategy to teaching speaking. The teacher used the strategy in opening activity before gave the material to student. The teacher implemented the strategy to build the students' motivation.

The teacher came into the classroom, before opened the class, he controlling the class because the students moved from other class. After the class under control, the teacher opened the class by greeting the

students "Good morning" and the students responded it by answering "I am a Puhua student, diligent, sincere humble perseverance, yes". As always, the teacher gave motivation was related with the material that will be learn. The lesson objectives to practice answering personal question.

The teacher gave the clue, about family, holiday, food, music and hobby. The teacher asked to students "What your favorite hobby? How about your music play list?" and other question to randomly students. The teacher asked to students to chosen two question to get the information to other students. The teacher gave 3 minutes for students to make a question for three clue they have chosen. After the time is up, the teacher appointed students randomly to pairs asking and giving information. The students who have got the question, appointed the other friend to did the same activity. Every student got the opportunity to this section.

Several students asking with their questions have modified before than the example of teacher questions. Many students asked more than two questions because they excited if about looking for information about other students. There are several students used *bahasa* to answer the question, because there some vocabularies that they have not mastered. The teacher gave an overview of how to answered the questions that discussed previously. The teacher also gave evaluation on process of brainstorming. The teacher delivered suggestions toward what should be improved. After done the brainstorming, the teacher delivered the material.

> "The kids are less controlled after the class, so before I get into the material, I give them brainstorming to focus and introduce the material to be discussed". (Based on teacher interview, on 29 September 2023)

"I'm tired of moving that class, so if Mr. G opens the class with a light question, it makes me more prepared to receive the material ". (Based on student interview, on 21 September 2023)

By providing more practice and explanation about how to apply brainstorming in speaking teaching and learning processes, and asking students to execute their ideas, the brainstorming technique can increase students' ability to speak. Students were able to express themselves more naturally and fluently. It encourages students to participate actively in the teaching and learning process. They can share their ideas by categorizing them: fluency, accuracy in grammar, vocabulary, pronunciation, and comprehension can be enhanced. The students were separated into groups of two, to help them gain confidence in answering problems or questions on the white board. It encourages students to participate more actively in the teaching and learning process. They can exchange ideas with one another, Hapri, Syamsul, and Fera (2021).

Several students interested to answer the teacher questions. They answer the questions with their opinion everything they know. It is possible to increase students practice in correct the students' pronunciation. It can also help error pronunciation's students. Then, the teacher discusses some pronunciation errors made by students, and correct them. This strategy can improve student's pronunciation.

Brainstorming strategy improved students' speaking ability, especially for manage the situation class and habituation in English communicating. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. It can make the improvement in some aspect, such as vocabulary and pronunciation.

c. Interview

According to Kayi (2006), Students can conduct interviews with a variety of people on specific topics. It is a good idea for the teacher to present a rubric to students so that they know what type of questions to ask or what path to take, but students should prepare their own interview

questions. Conducting interviews with people allows students to practice their public speaking skills outside of the classroom and helps them become more socialized.

In other side, Steward (2006) interview is an interactional communication process between two parties, at least one who has a predetermined and serious purpose that involve the asking and answering question. The definition encompasses a wide variety of an interview settings that require training, preparation, interpersonal skills, flexibility and willingness to face risk involved intimate person, to person interaction. Interviewing is learned, not an inherited skill and art, and perhaps the first hurdle to overcome is the assumption is that people do it well because they do it the often.

Picture 3. Interview Activity

According to the picture on 18 September 2023, not all of students speak fluently, there some people used *Bahasa*. There are three until five questions for every student to express the opinion. For an interview, there are two models between teacher and student or student with another student. This strategy helped to improve English speaking, because the teacher gave opportunity to students for free expression in every question. The teacher just gave the main topic and the students

can answer with many ideas. With interview or talks English made students felt enjoyed with the lesson.

Based on observation in 18 September 2023, the learning process in tenth class IELTS SMA 3 Bahasa Putera Harapan (Pu Hua School), the teacher used interview as the strategy to teaching speaking. The teacher used the strategy in main activity before gave the material to student. The teacher started the class by controlling class condition, Puhuas' greeting, giving motivation, and reviewing the last material in order the students remember the lesson.

Based on observation in tenth grade IELTS, the teacher used interview as strategy in teaching speaking. In the main activity, the teacher asked students to opened the books in part one. He used the projector to explained the material. The teacher delivered the material slowly to made the students understandable. Then, the teacher gave information around the culture in several countries. The students listen carefully about the information. There some students asked about anything they have not understand.

After the teacher explained the material, he asked to the students for moved forward one by one. The teacher chose the students randomly. The teacher gave a question for the students "What country do you like? What your favorite family celebrate? What do you do with you family in that day?" and other question. The teacher developed it more than one question to made the students give more they ideas. The question is about a favorite celebration for the students and activity on that day. The teacher tried to asked more for students that made the habit to speak English. The students tried to answer the question appropriate their knowledge.

Not all of students speak fluently, there some people used *Bahasa*. There are three until five questions for every student. There are two model for interview, between teacher and student or student with another student. The interview continued until the class time ended.

Teacher asked to students about the problem in delivered the idea. He gave appreciation, comments and evaluating for the students. The teacher reviewed the material to recall the material previously explained. Then the teacher closed the class by greeting the students.

Based on the result observation an interview with the teacher and students, interview was used by the teacher to strengthen communication skill because the students spoke English if the teacher gave the questions. So, to achieve the score in IELTS the teacher used interview as one of the strategies in improving speaking skill. Lesson plan used by the teacher to guidelines in learning process. The teacher's strategies help the students to improve their speaking ability. With the teacher motivation, there are students get the impacts to interested more speaking practice.

This research made some the finding and discussed about it. based on the observation, in the meeting teacher used the interview strategy in part one.

> "If that speech skill is using an interview strategy, it's still against itself. Well, the question is still simple, like yes no question, but in the implementation of the strategy we can add reason, example, point of view or anything else that can fish students to speak spontaneously.". (Based on teacher interview, on 21 September 2023)

> "The interview really helped me in improving communication using English. In the day-to-day, when no one invites me to communicate in English then I'll easily forget about daily activity and other simple questions.". (Based on student interview, on 21 September 2023)

3. Evaluation

For evaluation, the teacher the teacher gave assignment to students used worksheet or even taking from the IELTS textbooks. The teacher's preparation is very good, all of components required for

the learning process are ready by the teacher. Planning is actually necessary before the learning process implemented. This is done to ensure that the learning process is organized and guided in accordance with the learning objectives that must be met in unit of instruction. Everything is ready, the teacher should be able to engaging, interactive lessons that maximize learning objectives.

B. **The Problem Faced by the English Teacher in Teaching Speaking in Tenth Grade**

Based on result interview on 26th of October 2023, there are problem faced by English teacher when teacher apply the strategies in teaching speaking. The first problem is students felt less confidence in learning, but the students have a basic in English. Several students felt doubted when the teacher asked them to speaks spontaneously.

> "In fact, every child has a different ability to speak English, but nowadays technology is evolving so rapidly that they can use it in their learning processes. Yeah, actually, they already have basic yes, not really from scratch. I think they're poor, still hesitant about speaking spontaneously, so they still seem to think".

There are constrains of less grammatical speaking, they felt error to speak, this can be proven by student interview result "My difficulty in communicating in English is the choice of words, pronunciation and correct or not grammar. These difficulties were supported by Hariswan, Ismail and Nova (2022), the linguistic problems include vocabulary, fluency, grammar and pronunciation. The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participant, reading laziness, and shyness. To overcome that problem, the teacher should create communicative and fun activities as well as select appropriate topics in teaching. The students are motivated to speak because speaking is one of the difficult language skills for students. The teacher should give more

exercise for speaking, so that the students can present, produce and practice the language more.

The second problem is from the teacher. The teacher has problem to prepare the activity before in the class, he must study more and discussion with other teacher to realize the goals of IELTS score. The teacher also has problem to controlling the students when they after moving class to English class. The last time of lesson also difficult to handle the class, because the condition has not effectively. To overcome the problem, the teacher should make fun activity that make students enjoy to join English class. The students need more speak up and enjoy in class speaking. The teacher also gives more appreciation for the students, it makes students feel proud of themselves.
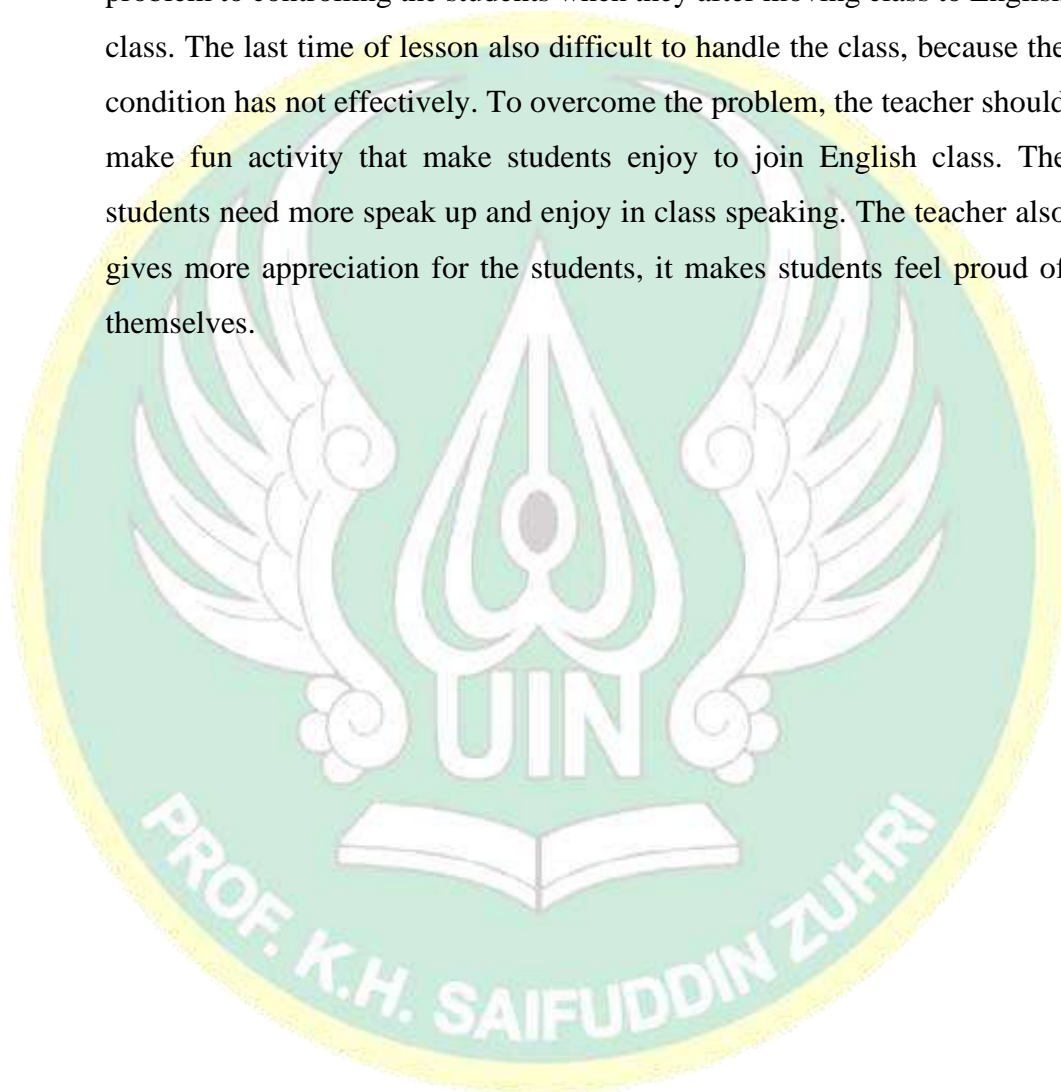
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter present the 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. Based on the result that were as follows:

A. Conclusion

In this research finding presented by the researcher above, some components are discussed in the research finding. The components consist of teaching strategies used by the teacher, the challenges faced by the teacher, the problem of speaking, and factors that influence using teaching strategies. The ways to collected the data used observation, interview and document.

Based on the research findings about the teacher's strategy in teaching speaking at SMA 3 Bahasa Putera Harapan (Pu Hua School), this study can be concluded the following findings and discussion: group discussion, brainstorming and interview as the teacher' strategy. The activities there are opening, main activity, and closing. Most of the students enthusiastic to join English class, because help them to improve speaking ability. The student's response toward these strategies very well. They like the strategy because made them enjoyed in learning process.

The result of observation that the teacher developed the strategy from the lesson plan. In another time, the teacher didn't follow the lesson plan because the class situation is impossible to implemented the lesson plan as a whole. But not give big impact for students and learning process, the teacher made a collaboration with his idea. According by teacher, lesson plan is good guidance to achieve the goals of IELTS standard. The teacher used some guidance from the lesson plan, in every English class activity. He can handle the class when the situation has not stabilized with the other activity.

The implementation of that strategies by the teacher is very appropriate for the students. Even though they still use mix of language, but they more

interests in speaking class. However, they have problems in speaking practice. The problems are doubted when the teacher asked them to speaks spontaneously, constrain of less grammatical speaking, they felt error to speak, and shyness. With the teacher's strategies, it can help the students easy to understand and more active in class, because the teacher motivated the students to speak up more in speaking class. Because the used of these strategies in teaching English can help students improve their speaking skills.

B. **Suggestion**

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

1. For the teacher

   As result this research, it is hoped the teacher to make fun activity it can be collaboration with the strategies before. The teacher should be creative combining several strategies to help students achieve learning goals, and stimulate students' motivation.

2. For the students

   Through this research, the students should be more practice in class or outing class, with friends or other people to get used to speak English.

3. For the researcher

   This research was found advantage and disadvantage. It is hoped the research will be useful when found the same problems or situation. The result of this research, expected to help the further research who are interested in conducting research on teacher strategy in speaking skill.

C. **Limitation of The Study**

   The study limitations of the thesis entitled "Teacher's Strategies to Improve Students' Speaking Skill at SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)", are as follows:

1. The research only took one teacher and one class of tenth grade at SMA Putera Harapan Purwokerto.

2. The research results cannot be generalized because there were only carried out in one class in SMA Putera Harapan Purwokerto.

3. The research conducted with one teacher in tenth grade at SMA Putera Harapan Purwokerto.

References

Abdalmaujod A. (2013). *Language Learning Strategies: A General Overview.* University of Anbar Ramadai. Iraq.

Akramah. (2019). *The Effect of Story Completion Technique of Student's Speaking at Tenth Grade of MAN 1 Jambi City*. IAI Sulthan Thaha Saifuddin.

Antoni. (2014). *Teaching Speaking Skill Through Small Group Discussion Technique at the Accounting Study Program.* Journal Education and Islamic Studies. UIN Sultan Syarif Kasim. Riau.

Arikunto, Suharsini.*(1992). Procedure Penelitian Suatu Penekatan Praktik.* Jakarta: PT Rinerka Kerja.

As Sabiq, A H., & Muflihah. (2021). *Content Analysis of an EAP Coursebook in an Islamic University.* Journal of English Teaching & Applied Linguistics, 3(1), 12-20.

Baba Angraeini. (2020). *Teachers Strategies in Speaking Skill of the Eight Grade Students of SMAN 8 Palopo*. Universitas IAIN Palopo. Palopo.

Bailey, K., & Nunan, D. (2005). Practical English language teaching speaking (McGraw-Hill (ed.))

Briendly. S. (1994). *Teaching English*. London.: Routledge.

Brown H.D., (1980). *Principles and Practices of Language Learning and Teaching.* Englewood Cliffs, NJ: Prentice Hall.

Brown H.D., (2000). *Principle of Language Learning and Teaching fourth edition.* San Fransisco : Longman.

Brown, H.D., (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy,* 2nd Edition. New York: Longman.

Brown, H.D., (2004). *Language Assesment Principle and Classroom Practice*. Sansfrasisco: Longman.

Burns A. (2022). *Concept for Teaching Speaking in the English Classroom. 1 March.*

Clark, L.H and Starr. L.S. 1981. Secondary and Middle School Teaching Methods. New York. McMillan Publisher Co. Inc.

Depdiknas. (2006). *Peraturan Mentri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standar Isi.* Jakarta: Depdiknas.

Desta. R. A. (2017). Think Pair Share Technique in Teaching Speaking Skill. 2, 38.

Dinda, Vera, & Venti. (2020). Improving Students Speaking Skill through Discussion Technique. STKIP Kusuma Negara. Indonesia.

Dwinalida, K., & Setiaji, S. (2022). *Students' Motivation and English Learning Achievement.* English Education, Linguistics, and Literature Journal, 1 (1), 1-9.

Fairurrozi. (2020). *The Teacher's Strategies in Teaching Speaking at the Elventh Grade of State Senior High School 4 Jambi.* Universitas of Sultan Thaha Saifuddin Jambi. Jambi.

Fanshuri, H. (2019). *The teacher's Strategies in Teaching Speaking at MTS Annur Tangkit.* Islamic University Sulthan Thah Saifuddin Jambi.

Fauzi. I. (2007) improving Student's Speaking Ability through Small Group Discussion. journal of ELT Research. pp. 130-138.

Fernanda, Y. (2020). *An Analyze of Student's Speaking Ability in Speaking Activity in the Classroom.* STKIP PGRI West Sumatera.

Handayani. (2019). *English Teachers Strategy in Speaking.* Universitas IAIN Ponorogo. Ponorogo.

Hapri, Syamsul, & Fera. (2021). The Use of Brainstorming Strategy to Improve Students' Speaking Ability. IAIN Bengkulu.

Harmer. J. (2003). *The Practice of English Language Teaching*, 3rd Ed. Harlow; England Pearson Education.

Harmer. J. (1989). *The Practice of Language,* New York: Longman.

Hariswan, Ismail, & Nova. (2022). *Speaking Performances and Problems Faced by English Major Students at University in South Sumatera.* Universitas Sriwijaya. Sumatera Selatan.

Hasriani. G. (2019). *Interview as Learning Technique in Speaking Subject: Students' Perspective.* Universitas Negeri Makassar.

Huang, I. Y. (2008). *Role Play for ESL/EFL Children in The English Classroom.*

Khadijah, Wahyuni, S. A. & Qamariah, H. (2020). *An Analysis of Teacher's Strategies in Teaching Speaking Skill to Visually Impairment Student at SMA Luar Biasa Banda Aceh in Academic Year 2019/2020.* Jurnal Ilmiah Mahasiswa Pendidikan.

Linse C.T., & Nunan D. (2005). *Practical English Language Teaching.* Singapore: McGraw Hill.

Miles. M.B. & Huberman. A.M. (1984). *Qualitative Data Analysis: A Source Book of New Methods.* California. SAGE Publication Inc.

Mualim, M., Ma'rufah, D. W., & Sartika, E. (2019). The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity. *Challenges in Technology and Literacy*, 4, 297-301.

Nadrun, Sapna, Waris. (2021). *Teacher's Strategies in Speaking Skill at High School.*

Nunan, David. (2003). *Practical English Language Teaching First Edition.* New York: The McGraw –Hill Companies.

O'Malley, J.M. and A. Chamot. (1990). *Strategies used by Second Language Learners Cambridge: CUP.*

Puja Prabawa. *Speaking Strategies Used by Indonesian Tertiary Students.* Journal of Education.

Pachler, N. and Renando, A. (2007). *A Practical Guide to Teaching Modern Foreign Language in Secondary School*. Routledge: New York.

Raiser, Robert A., & Walter (1996). *Instructional planning: A Guide for Teachers.* Florida: Florida State University.

Samantaray, P. (2014). *Use of Story Telling Method to Develop Spoken English Skill.* International Journal of Language and Linguistics, 1(1), 40-44.

Silviana D. A. (2022). *Teachers' Strategies to Increasing Student's Speaking Ability at Junior High School 1 Tembilahan.* Pekanbaru.

Taiqin, Dong. (1995). *"I can try it at least": A Strategy for Affective Inter-Class Oral Communication"*. English Teaching Forum.

Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Walkinshow, Lan Oanh, & Doughti Hoang. (2014). *Native and Non Native English Language Teacher*: Students Perception in Vietnam and Japan.

Widya Anggraeni, Wahibah, F. A. (2020). *Teacher's Strategies in Teaching Speaking English at SMAN 1 Palopo.* Journal of English Language Teaching and Learning.

Williams, M & Burden, R. (1997). Psychology for Language Teacher. Cambridge: Cambridge University Press.

APPENDICIES
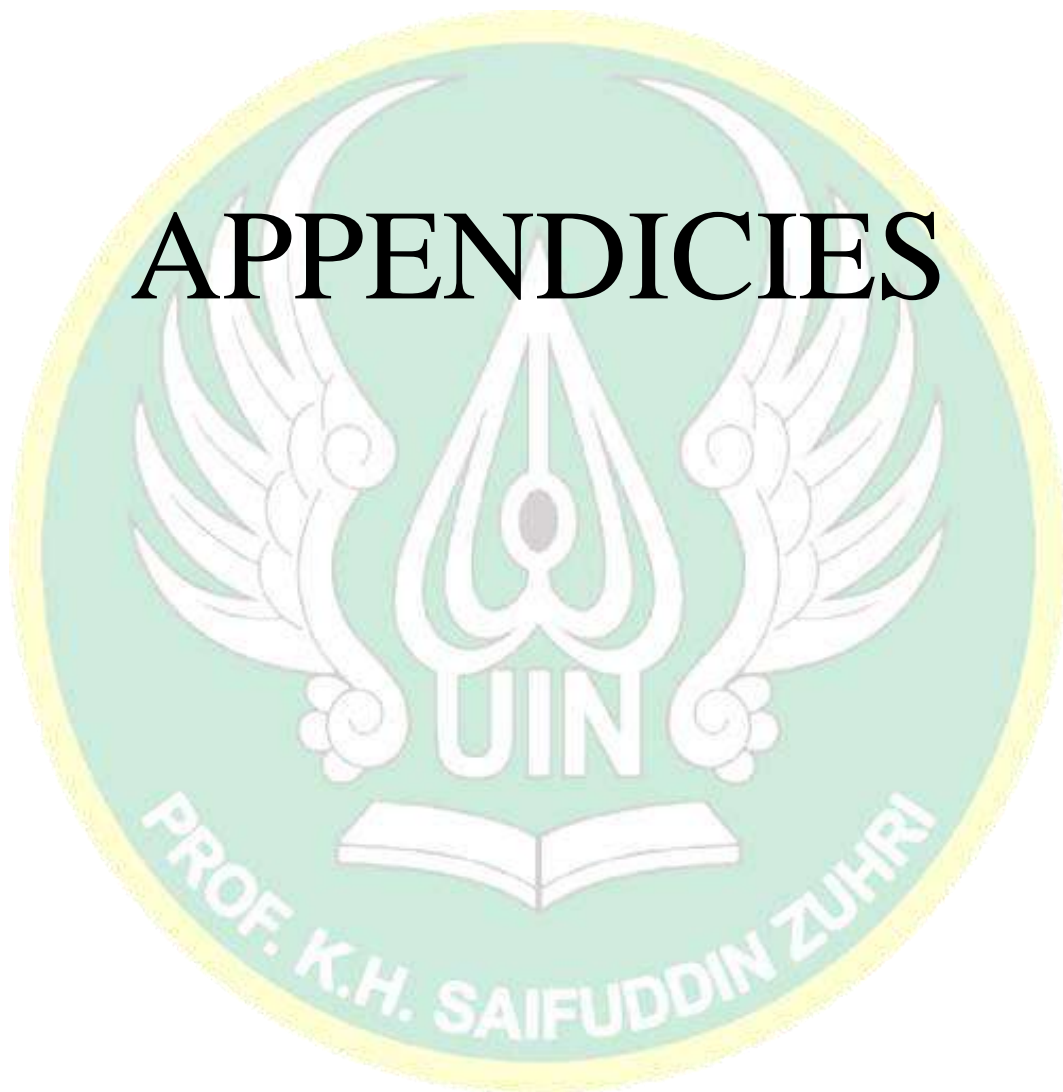
Appendix 1

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

17 Juli 2023

Nomor   : B.m.3776/Un.19/D.FTIK/PP.05.3/07/2023
Lamp.   : -
Hal   : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMA Nasional 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)
Kec. Karangbawang Purwokerto Selatan
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	: Yanyan Aida Rohman
2. NIM	: 1917404075
3. Semester	: 9 (Sembilan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Tipar 04/05, Rawalo, Banyumas
6. Judul	: Teacher's Strategies to Improve Students' Speaking Skill at SMA Nasional 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Teacher's Strategies to Improve Students' Speaking Skill at SMA Nasional 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)
2. Tempat / Lokasi	: SMA Nasional 3 Bahasa Putera Harapan
3. Tanggal Riset	: 18-07-2023 s/d 18-09-2023
4. Metode Penelitian	: Kualitatif

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

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. UIN Saifuddin Zuhri Purwokerto

Appendix 2

YAYASAN PUTERA HARAPAN BANYUMAS
SATUAN PENDIDIKAN KERJASAMA
SEKOLAH 3 BAHASA PUTERA HARAPAN
普华三语学校

Jalan S. Parman, Kompleks Stadion Mini, Purwokerto 53141, Hp. 081 554455 410, Telp. 0281 - 641926
Email: sekolah@puhua.sch.id Website: www.puhua.sch.id

No   : 109/EKS/SMA3BPH/XII/2023   Purwokerto, 20 Desember 2023
Lampiran : -
Perihal : Balasan Surat Perizinan Riset Individu

Kepada Yth.

Ketua Jurusan Tadris

di tempat

Dengan hormat,

Berdasarkan Surat Permohonan Ijin Riset Individu pada tanggal 17 Juli 2023 dengan nomor surat B.m.3776/Un.19/D.FTIK/PP.05.3/07/2023 dalam rangka proses pengumpulan data penyusunan skripsi, maka kami memberikan ijin kepada :

Nama   : Yanyan Aida Rohman

NIM   : 1917404075

Program Studi : Tadris Bahasa Inggris

Untuk melakukan riset individu di SMA Nasional 3 Bahasa Putera Harapan dengan objek riset "Teacher's Strategies to Improve Students' Speaking Skill at SMA Nasional 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)". Kami informasikan pula bahwa kegiatan pelaksanaan riset dilakukan sesuai dengan ketentuan sekolah dengan hasil kegiatan riset disampaikan pula kepada sekolah.

Demikian surat ini kami sampaikan. Atas kerjasamanya kami ucapkan terimakasih.

Hormat kami,
Kepala Sekolah

Arinta Dewi, S.Si.
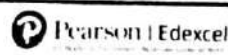
Appendix 3

Script of interview 1

Yanyan: mohon maaf menggangu waktunya Mr.

Teacher: okay it's never mind miss.

Yanyan: sebenarnya untuk strategi speaking itu sendiri ada berapa ya? Kareana yang selama ini saya pelajari itu seperti discussion.

Teacher: kalo untuk IELTS sendiri itu ada strateginya.

Yanyan: itu berbeda dari yang lain?

Teacher: iya, berbeda dengan yang lain. Kalo skill speaking itu sendiri ada tiga strategi seperti interview, nah itu kan yang kemaren part one itu dh masuk, tapi masih terhadap diri sendiri kalo misalnya kaya kemaren waktu kita praktek kan. Nah kan itu pertanyaanya masih simpe, sperti yes no question tap ikan dalam menerapkan strateginya kita dapat menambahkan reason, example, point of view, atau hal lain jadi kita semisal memberikan pertanyaan yang jawabannya sebenarnya cuma bisa satu kata tapi jadi memberikan banyak jawaban. Contoh misalnya seperti kemaren yang pertanyaan what is your favorite celebration? Kan jawabannya bisa Christmas aja, atau my favorite celebration is Christmas, but kan not only that, we can add more with because or bla bla bla bla or that's more example kan bisa. If the question is only one, with yes or no question you can answer more. Jadi selama ini di pertemuan sampai sekarang kita menggunakan interview.

Yanyan: berarti selama saya disini menggunakan interview ya pak?

Teacher: iya, kan masih di part one, jadi menggunakan strategi interview. Jadi biasanya ada monolog, kaya nanti siswa diberi kartu nanti mereka menjelaskan topik yang ada di kartu tersebut.

Yanyan: jadi intinya hamper sama cuma nanti fokusnya lebih ke per part nya ya Mr?

Teacher; iya betul. Berhubung kan ini baru pertama kali jadi saya juga masih belajar

Yanyan: jadi ini memang beda sama strategi sama kelas-kelas sebelumnya ya Mr?

Teacher: iya, kan jadi tujuannya macem-macem, tapi kalo dikelas in ikan tujuannya anak-anak bisa menjawab for fourth skill itu sendiri. Biasanya kan untuk urut-urutan skillnya yang pertama reading, writing, listening dan terakhir ada speaking.

Yanyan: baik Mr. mungkin cukup sekian dulu wawancaranya. Nanti kalo saya masih butuh data, bisa ditanyakan ya Mr?

Teacher: iya, mohon maaf ya Miss kalo waktunya terbatas, kebetulan kalo Bahasa inggris satu jam Pelajaran aja, jadi ya gabisa lama.

Yanyan: gapapa Mr, terimakasih banyak untuk hari ini.

Teacher: sama-sama Miss.
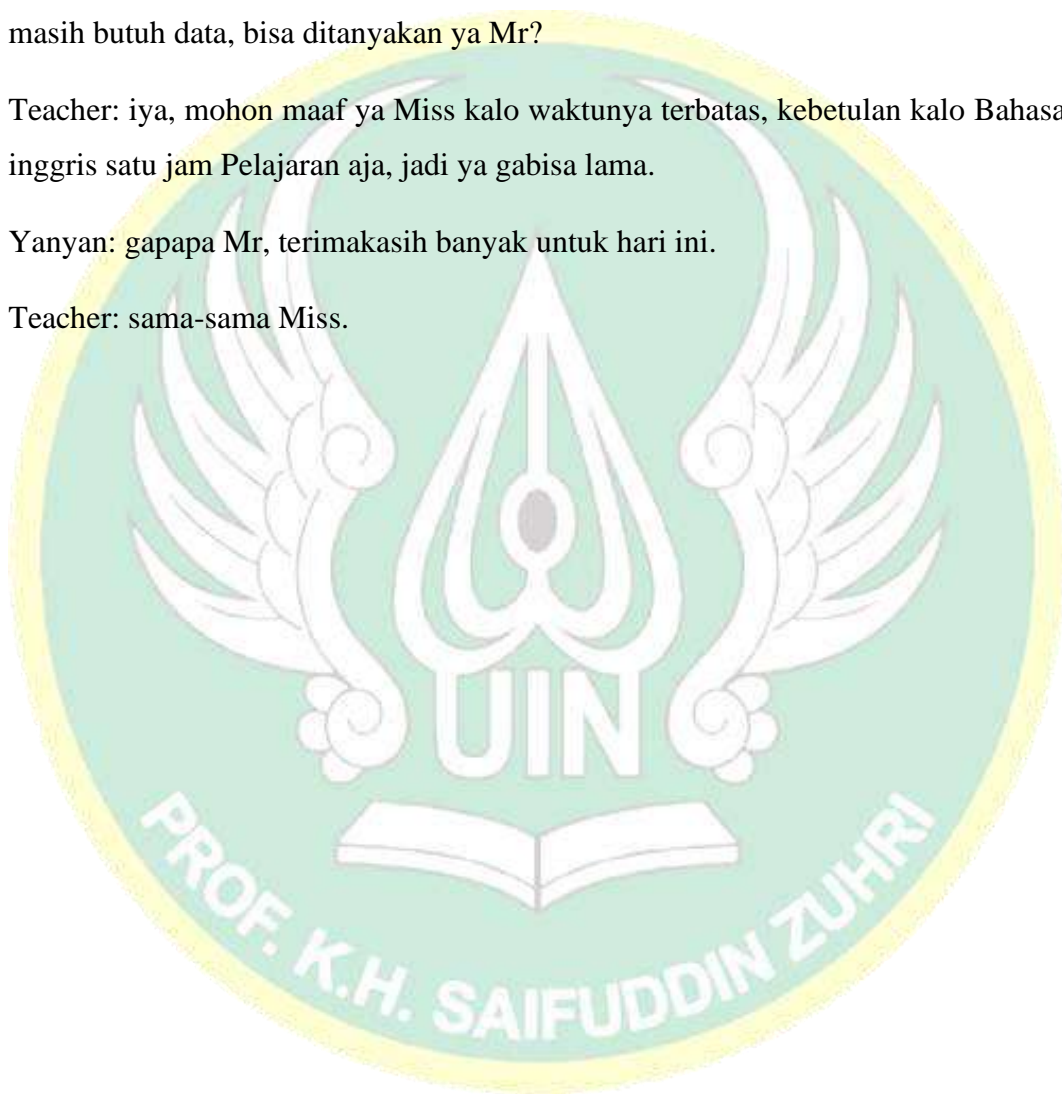
Script of Interview 2

Yanyan: mohon maaf ini Mr. kalo mengganggu waktunya. Mau tanya-tanya untuk kelengkapan data yang kemarin. Kemaren kan sudah sempet kita bahas tentang strategi-strategi yang sebelumnya itu, terus selama Mr. mengajar itu menggunakan media apa? Misal seperti kertas atau apa yang selama ini Mr. gunakan agar anak-anak lebih tertarik dalam mengikuti pembelajaran?

Teacher: ini berarti speakingnya ya?

Yanyan: iya Mr.

Teacher: ada si pernah saya meminta anak-anak untuk mencari informasi ke temen-temennya, melalui grup diskusi setiap grup terdiri dari 3-4 siswa, dalam kegiatannya saya memberi kertas yang berisi topic yang sesuai dengan materinya.

Yanyan: jadi kaya contoh mencari informasi ukuran sepatu?

Teacher: nah iya itu, kalo yang itu Miss pernah ikut ya?

Yanyan: iya pernah.

Teacher: iya seperti itu, biasanya mereka dibikinkan poin-poinnya, biasanya saya ajarkan beberapa tata cara untuk menanyakannya.

Yanyan: berarti untuk medianya berupa kertas berisikan poin-poin gitu ya Mr.

Teacher: iya berupa kartu, apa si Namanya ya? Seperti situation card atau apa si ya itu, ya untuk memancing pertanyaan.

Yanyan: terus selama Mr. mengajar ada ngga si kendalanya? Dalam mengimprove speakingnya mereka, mungkin yang katanya mereka kelas IELTS dimana anak-anaknya bukan dari sekolah Puhua, dari awal mereka masuk hingga saat ini, apa si kira-kira kesulitannya dalam menghadapai mereka.

Teacher: oh iya iya. Sebenernya kan setiap anak memiliki kemampuan dalam Bahasa inggris nya yang berbeda-beda, namun kan saat ini teknologi sudah

berkembang dengan pesat dimana mereka bisa menggunakannya dalam proses pembelajaran. Ya sebenernya mereka sudah punya basic ya, bukan yang benar-benar dari nol amat. Menurut saya ya mereka itu kurang pede, masih ragu-ragu kalo berbicara secara spontan, jadi masih kaya agak mikir-mikir begitu. Mungkin kareana belum terlalu terbiasa menjawab secara spontan ya. Ya kendalanya dalam penyusunan kalimat atau grammar structure nya masih lemah. Tapi ya setelah adanya interview seperti kemarin itu dengan beberapa poin-poin yang mereka jawab. Mereka lebih bisa mengungkapkannya. Kaya kemaren itu bagian pertanyaan favorite celebration kan sebenernya bisa aja menjawab dengan singkat, tapi saya berusaha biar anak itu bisa mengembangkan jawabannya. Sebenarnya anak-anak itu kan banyak yang bisa ya tapi masih terkendala aja sama structer nya itu. Banyak yang bisa nulis bagus tapi dalam menyampaikannya kadang masih tidak bagus.

Yanyan: jadi untuk penggunaan Bahasa inggris itu sendiri seperti apa Mr? kan disini sekolah 3 bahasa, untuk Bahasa inggris itu sendiri apakah menjadi bahsa keseharian?

Teacher: ya sebenernya kan ada di pelajaran, semisal pelajaran mandarin ya full menggunakan Bahasa mandarin, tapi kalo Bahasa inggris itu ada di bebrapa makul itu menggunakan bahsa ingggris.

Yanyan: berarti penyampainnya full menggunakan Bahasa inggris ya Mr?

Teacher: iya menggunakan bahsa Inggris, missal dari sains, computing, math English itself, economics and some lesson lainnya.

Yanyan: itu full menggunakan Bahasa inggris Mr?

Teacher: iya, tapi ya kadang mix gitu kan ada beberapa kosakata yang mungkin anak-anak masih bingung, misal aja ni Pelajaran math, kan nanti kalo mereka ngga paham ya dicampur menggunakan Bahasa Indonesia juga. Karean kan disini kita masih daerah yah, bukan berada di kota besar yang penggunaan bahasanya juga masih melokal, apalagi tida ada native speakernya langsung. Jadi kayanya kalo semuanya menggunakan full inggris juga susah ya.

Yanyan: menurut Mr. untuk penggunaan Bahasa inggris di kelas IELTS dan yang non IELTS itu terlihat signifikan ngga ya dalam hal berkomunikasinya.

Teacher: kalo menurut pengalaman saya si ada perbedaanya, karena yang non IELTS kan sebelumnya sudah mendapatkan materinya, jadi untuk berkomunkisai mereka sudah lancer, meskipun memang ada sebagian kecil dari mereka yang mungkin masih harus belajar lebih. Tapi untuk interview seperti kemarin itu rata-rata bisa menjawabnya.

Yanyan: bagaimana cara Mr. dalam memotivasi siswa agar lebih tertarik dalam mengikuti pembelajaran?

Teacher: ya dengan cara bertanya, terutama sebelum Pelajaran dimulai, biasanya menggunakan pertanyaan yang mudah, begitu juga kalo diluar kelas, menyapa siswanya dengan bertanya ya pastinya maenggunakan Bahasa inggris, Cuma kadang mereka menjawab ya semampunya aja. Kalo sedang menegur juga saya menggunakan Bahasa inggris, kita biasakan Bahasa sehari-harinya menggunakan Bahasa inggris, missal seperti what are you doing? Or where have you been? Dan otomatis mereka kan pastinya juga berusaha menjawab dengan Bahasa inggris juga. Apalagi yang suka Bahasa inggris pasti disitu mereka lebih semangat dalam menjawab pertanyaanya, dan bagi yang kurang suka pun mereka akan tertarik atau menyesuaikan keadaannya, jadi ya mereka berusaha menggunakan Bahasa inggris karena termotivasi. Ya mungkin dari cara seperti itu mereka sedikit demi sedikit akan terbiasa berkomunikasi menggunakan Bahasa inggris. Kalo di kelas si of course mereka menggunakan bahsa inggris, tapi kalo diluar kan kadang mereka tida terkontrol, penggunaan yang diluar kelas ya paling daily activity aja.

Yanyan: kalo untuk feedback nya terhadap anak-anak itu seperti apa Mr? kana tadi kita sudah berbicara mengenai motivasi.

Teacher: untuk anak-anak ya biasanya diawal pembelajaran itu kadang saya menyampaikan kepada mereka, "kalian itu harusnya bersyukur bisa sekolah disini karena bisa mendapatkan hal lebih yang mungkin tidak diberikan oleh sekolah lain, karena kan kalo disini benar-benar belajar bahsa inggris nya four skill yang secara

eksplisit". Jadi melatih mereka untuk mengeksplor juga pertanyaan-pertanyaan yang tadinya hanya satu namun bisa dikembangkan lagi. Ini isinya apa aja, give example, reason or other. Kadang kana nak-anak kalo ngga diajak ngobrol juga mereka nanti bawaanya males, kalo kek gitu kan kadang kita minta untuk anak-anak bisa mengaasih contoh apa.

Yanyan: mohon maaf Mr. kan sekolah ini menggunakan kurikulum Pearson, terus kemarin kan Mr. memberi saya lesson plan untuk kegiatan didalam kelasnya, itu dari sekolah mewajibkan menggunakan kurikulum tersebut atau guru bisa memodifikasinya?

Teacher: ya, kalo lesson plan dari sana kan digunakan untuk acaun ya, itu kalo diikuti memang bagus karena sudah textile, kalo diikuti secara keseluruhan pasti akan membentuk kualitas yang bagus juga, tapi kalo diterapkan secara keseluruhan itu pasti lama jadi ya kita modifikasi aja. Karena kalo kita modifikasi pasti bisa mengatasi kejenuhan siswa. Sebenernya bisa aja kita terrapin langsung ke practice nya karena didalamnya kan ada pre, missal pre-writing, pre-listening, jadi terkadang saya ambil bebrapa activity yang inti-intinya saja, nanti untuk kegiatan lainnya saya mencari selingannya. Apalagi kalo waktunya lagi dikejar, biasanya malah langsung ke tes nya, kan kadang ada tuh materi yang hamper sama sama yang sebelumnya atau strateginya sama gitu jadi langsung ngejar aja. Tapi ya ada beberapa poin yang saya masukkan biar materinya juga dapet. Pasti kan ada bedanya.

Yanyan: jadi untuk menerapkan lesson plan tersebut sebenernya waktunya terbatas ya Mr? jadi ngga semua yang ada di lesson plan bisa tersampaikan?

Teacher: iya sangat terbatas, karena yaitu tingkat daya tangkap mererka kan berbeda, mungkin kalo di negara second language meeka akan lebih cepat menangkapnya apabila menggunakkan kurikulum tersebut. Jadi siswa itu maunya diajarin lebih banyak.

Yanyan: jadi disini guru juga dituntut untuk bisa kreatif dalam membangun suasana kelas agar siswa tidak bosan dan tetap focus ya Mr?

Teacher: iya harusnya si seperti itu tapi kadang anak-anak terkendala macem-macem ya, jadi kadang kitanya yang mengikuti mereka. Sebenernya kalo kita bisa mengikuti lesson plan itu bagus ya. Terutama di bagian opening itu pengaruh ya, nanati kan kegiatan selanjutnya itu mengikuti si openingnya.

Yanyan: jadi opening itu sangat berpengaruh terhadap suasana kelas ya Mr?

Teacher: iya, kan kalo openingnya aja udh bosenin otomatis kegiatan selanjutnya juga kurang focus. Jadi untuk openingnya biasanya saya kasih pertanyaan sesuai sama bahasan yang akan dipelajari. Sebenernya kalo IELTS langsung ke strateginya juga gapapa, tap ikan nanti siswa kadang bingung, jadi ya kita kasih dulu sedikit brainstorming yang mengacu pada kegiatan inti.

Yanyan: kan tadi Mr menggunakan mix kegiatan ya antara lesson plan dengan kreasi Mr. sendiri, itu berpengaruh atau berdampak bagi siswanya ngga ya Mr?

Teacher: menurut saya ya ada si, seperti mengurutkan no. sepatu itu bagus bagi ssiswa dalam menangkap apa yang akan saya jelaskan, jadi mereka praktek terlebih dahulu sebelum belajar, hal itu kan akan membuat siswa jadi mudah dalam memahami materinya. Sebenernya bagus aja si ya, asal kita mau mencari metode-metode lainnya kan kita yang tau materi dan kondisi siswanya, apalagi kalo sudah di jam akhir itu pasti siswa udah kecapean jadi ya memang harus dibikin opening yang lebih menarik lagi. Jadi harus kita yang menyesuaikan mereka di berbagai kondisi. At least saya gabisa ngajarin kalo saya tidak pelajari terlebih dahulu, apalagi sebuah pertanyaan yang saya harus tahu jawaban, keywords dan alasan dari jawaban tersebut. Kalo saya cuma baca jawabannya doang tanpa tahu alasannya kan takutnya nanti anak-anak menanyakan, jadi saya harus tahu terlebih dahulu. Jadi kalo semisal anak-anak diminta untuk melakukan praktek mereka harus belajar juga penerapan materinya, bukan sekedar menjawab dengan Bahasa mereka, misal harus ditentukan terlebih dahulu adjective atau katanya.

Yanyan: mohon maaf Mr. untuk kurikulum dan lesson plan yang digunakan di sekolah sendiri itu pernah dibedah atau tidak ya? Kan biasanya kalo sebelum tahun ajaran baru itu ada bedah kurikulum dan lesson plan.

Teacher: kebetulan ini saya baru pakai IELTS, kalo IELTS itu belum pernah dibedah karena guru yang sebelumnya memang single fighter ya, jadi ya kadang-kadang kita hanya membedahnya berdua saja bukan yang satu sekolah. Biasanya kita diskusikan dengan materi yang sudah tersedia sampai habis berapa jadi bedahnya itu per section atau modul. Biasanya kit acari tehniknya gimana si, kan buku itu benda mati yang tidak bisa kita tanyai jadi walaupun sudah ada lesson plan tap ikan pada realitanya kita yang lebih tahu seperti apa kondisi siswa di kelas. Jadi selama ini kita tidak mengikuti lesson plan secara sempurna tentunya akan lama sekali jika kita menerapkannya dalam real life.

Yanyan: kalo untuk evaluasinya sendiri itu sepert apa Mr? kan terkadang ada siswa yang mungkin belum memenuhi standar yang sudah ditentukan oleh sekolah.

Teacher: kalo untuk cara khususnya sendiri itu belum ada ya, paling kalo mereka tidak sesauai dengan standar yang ada, mereka akan mengikuti remidial dengan cara dimintai belajar terlebih dahulu di aplikasi yang sudah dibuat oleh sekolah dimana semua materinya lengkap ada didalamnya. Setelah itu mereka mengikuti remidial yanag didadakan oleh guru.ada alagi Miss?

Yanayan: mungkin cukup sekian dulu Mr. terimakasih atas waktunya.

Teacher: sama-sama Miss. Mohon maaf saya tinggal dulu karena mau ada rapat

Yanyan: siap Mr.

Appendix 4

RESEARCH DOCUMENTATIONS

Picture of Observations

Picture of Interviews

Appendix 5

IELTS SPEAKING BAND DESCRIPTORS

Grade 10 S, M, A

NO	NAME	Fluency and coherence	Lexical resource	Gramatical range and accuracy
1	Amanda Azalia Putri	6	6	6
2	Andre Setiawan	8	8	8
3	Benedicta Clara Stacia	6	6	7
4	Caroline Donna Melinda Agushar	8	8	7
5	Christalya Jeane Wibowo	8	7	8
6	Delisya Estherella Saputra	9	8	9
7	Erfan Eden Donata	8	7	7
8	Evangelin Sierra Wibowo	7	7	7
9	Felisya Audrey Swann	8	8	7
10	Grace Nathania Aliko	7	7	7
11	Gwen Olivia	7	7	7
12	Janson Averill Tjhai	6	7	6
13	Jayden Pirngadi Liem	8	7	8
14	Jeanny Christie Wijaya	8	8	8
15	Jessica Fiona Chandra	8	8	7
16	Jessica Irene Kusnadi	8	8	7
17	Kevin Henz Edy Wahono	8	8	7
18	Luke Eliezerian Mulyono	9	8	9
19	Malha Mahiroh Magda Fortuna A	7	7	7
20	Michelle Charisse Lynelle Gunadi	8	7	8
21	Monica Ratna Tyas Ratri	8	7	7
22	Nathania Putri Nareswari	9	8	7
23	Nelson Jonathan Halim	7	8	6
24	Nicholas Xinclair Setiono	9	8	8
25	Okta Viana Ramadani	8	7	8
26	Renatta Sidney DeeLove	8	7	8
27	Sharon Aline Rosiana	7	7	7
28	Stanley Ivano Hartono	8	7	8
29	Steven Cahyono	6	6	6
30	Sydney Hinata Wu	8	8	8
31	Zinia Kalilla Priyono	8	8	7

PTS1
14-Sep-23

Pronunciation	Average Score
6	7
8	9
7	7.5
7	8.5
7	8.5
9	9.75
7	8.25
7	8
8	8.75
7	8
7	8
7	7.5
7	8.5
8	9
7	8.5
8	8.75
8	8.75
9	9.75
7	8
8	8.75
7	8.25
8	9
6	7.75
8	9.25
7	8.5
8	8.75
7	8
8	8.75
7	7.25
8	9
8	8.75

IELTS SPEAKING BAND DESCRIPTORS

Grade 10 S, M, A

NO	NAME	Fluency and coherence	Lexical resource	Gramatical range and accuracy
1	Amanda Azalia Putri	8	7.8	8
2	Andre Setiawan	8.6	8.8	8.8
3	Benedicta Clara Stacia	8.6	8.8	8.2
4	Caroline Donna Melinda Agushar	8.6	8.6	8.5
5	Christalya Jeane Wibowo	8.5	8.5	8.8
6	Delisya Estherella Saputra	8.8	8.2	8.5
7	Erfan Eden Donata	8.6	8.8	8.5
8	Evangelin Sierra Wibowo	8.6	8.4	8.5
9	Felisya Audrey Swann	8.6	8.8	8.5
10	Grace Nathania Aliko	8.5	8.4	8.5
11	Gwen Olivia	8.2	8.4	8
12	Janson Averill Tjhai	8	7.8	8
13	Jayden Pirngadi Liem	8.5	8.8	8.6
14	Jeanny Christie Wijaya	8.5	8.4	8
15	Jessica Fiona Chandra	8.5	7.8	8.2
16	Jessica Irene Kusnadi	8.5	8.6	8.5
17	Kevin Henz Edy Wahono	8.5	8.5	8.8
18	Luke Eliezerian Mulyono	8.5	8.5	8.7
19	Malha Mahiroh Magda Fortuna A	7.9	8.2	8
20	Michelle Charisse Lynelle Gunadi	8.8	8.5	8.8
21	Monica Ratna Tyas Ratri	8.4	8.6	8.2
22	Nathania Putri Nareswari	8.8	8.5	8.8
23	Nelson Jonathan Halim	8.2	8	7.8
24	Nicholas Xinclair Setiono	8	7.8	8.2
25	Okta Viana Ramadani	8.5	8.5	8.6
26	Renatta Sidney DeeLove	8.9	8.8	8.8
27	Sharon Aline Rosiana	8	8.2	8.4
28	Stanley Ivano Hartono	8	8.5	8.5
29	Steven Cahyono	7.8	8.5	7.8
30	Sydney Hinata Wu	8.5	8.6	8.8
31	Zinia Kalilla Priyono	8.8	8	8.4

SPEAKING 1

Pronunciation	Average Score
8	8.0
8.2	8.6
8.5	8.5
8.5	8.6
8.5	8.6
8.7	8.6
8	8.5
8.2	8.4
8.8	8.7
8	8.4
8	8.2
8	8.0
8.5	8.6
8.6	8.4
8.2	8.2
8.5	8.5
8.7	8.6
8.8	8.6
7.8	8.0
9	8.8
8.5	8.4
9	8.8
8	8.0
8	8.0
8.8	8.6
8.8	8.8
8	8.2
8.5	8.4
7.8	8.0
8.5	8.6
8.4	8.4

Appendix 6

Speaking p. 13
Lesson objectives: to practise answering personal
questions for Part 1 of the Speaking Paper; to
introduce
the concept of lexical resource

Divide students into pairs and tell them they have 1
minute
Monitor and check they are forming the questions
correctly.
4b Divide students into pairs for the test task and set a
time
limit. Get students to record their answers if possible.

When doing Speaking tasks, encourage students to record
their answers on their mobile phones or other device if
possible. Students can then use these recordings in the
task
analysis sections and/or listen to them after class to
analyse
their performance.

(30 seconds each) to find out as much information about
their partner as they can by asking questions. When the
1 minute is up, ask students to change partners and repeat.
They can ask the same questions or different ones. Repeat
this one more time so each student has spoken to three
classmates. As feedback, ask students what topics they
asked about (e.g. family, hobbies, studies/work, favourite
food/music). You could also ask a few students to share
any interesting things they found out about their classmates.
1a Students could discuss the question in pairs, small groups
or as a whole class. Make a list of their ideas on the board.
1b Ask students to tick the topics in Exercise 1a they hear
the speakers talk about and to note down any additional
topics they discuss. Play the recording and check answers
with the class.

The students talk about their studies. They also talk about
their
homes/accommodation, travelling to class and their
interests/
free-time activities.

2a Before listening, ask students what kind of words
they
should listen for (*wh-* question words or auxiliary

verbs,
e.g. *do*). During feedback, ask students what other
question words they know.

1 Do **2** Where **3** How **4** Who **5** Do **6** What

2b Ask students to listen again and notice how the speakers
pronounce *do you*. Model the pronunciation and then drill
the phrase.

Do you is weak and pronounced as one word: /dʒʊ/ or /dʒə/.

2c Drill the questions in Exercise 2a with the whole class and
then divide students into pairs to practise asking them
with the correct pronunciation.

3a Check the meaning of the adjectives and drill their
pronunciation. Refer students to audio script 1.3 on page
210 and ask them to complete the exercise individually.
Adjectives to describe their course: hard, interesting, boring
Adjectives to describe their accommodation: small, comfortable,
great, convenient, expensive

Adjectives to describe meeting people: easy, difficult

3b Before students begin, you could model an exchange with
a stronger student. Remind students to focus on their
pronunciation in the questions and to use the adjectives in
Exercise 3a in their answers.

4a Give students 3–4 minutes to write some questions.

5 Students should discuss the questions in the same pairs.
If they recorded their answers, get students to listen to
them, to help analyse their performance. As feedback, ask
some students to share their answers with the class.

Speaking p. 22

Lesson objectives: to introduce useful language
for giving opinions; to practise answering personal
questions for Part 1 of the Speaking Paper

Write *non-academic classes/courses* on the board. Elicit
some ideas from students (e.g. art/painting, martial arts,
knitting, photography, swimming, cooking, learning an
instrument, dancing) and write them on the board. Divide
students into pairs and give them 3–4 minutes to discuss
which three courses they would like to take part in and
why. When the time is up, ask a few pairs to share their
ideas with the class.

1a Students could do this activity in pairs or small groups.

During feedback, elicit adjectives from different students and write them on the board.
1b Give students a minute to read the questions, then play the recording. Check answers with the class.
1 He is talking about his studies/his course. **2** B

23

Teacher's notes Module 1

1c Ask students to complete this exercise individually. If possible, project the audio script onto the board during feedback, and highlight the answers. Ask students if they can add any new adjectives to the list.

exciting, new, great, hard, difficult, easy, interesting.	**2** The library isn't open today. **3** My family lives near the university.

2a Play the recording again for students to complete the sentences and then get them to compare answers in pairs

before class feedback. For weaker students, you may need to play the recording twice.	**6** I usually go to the library in the afternoon. **7** My tutor doesn't speak Chinese. **8** The buildings on campus aren't very modern.

1 I think **2** in my opinion **3** I don't think **4** I believe
5 To be honest

2b Students could do this exercise individually or in pairs.

Again, if possible, project the audio script onto the board during feedback, highlighting the answers.	**4** My friend is always late to lectures because she always gets up late. **5** I sometimes use the sports facilities before lectures; they are always too busy later in the day.
because, one of the reasons why, as	

2c Give students 2–3 minutes to complete the exercise

individually, then check answers with the class.	**6** don't eat **7** rarely sleep **8** don't have to **9** doesn't matter **10** are **5a 2** I can understand other people's problems. **3** She can't cook (well). **4** I can't tell people what to do.
Giving opinions: I think, in my opinion, I don't think, I believe, To be honest Giving reasons for opinions: because, one of the reasons why, as	

2d Go through the example with the class. Divide students

into pairs and give them 3–4 minutes to discuss their opinions. Remind them to give reasons. Monitor to check they are using the phrases from Exercise 2c. **3** Before students start this activity, refer them to the Test strategies on page 182, and answer any questions they may have. You could follow this by going through the exercises in Expert speaking on page 194, which give students extra practice in Part 1 of the Speaking Paper. Divide students into pairs for the test task and give them	**6** I can help my friends with their computer problems. **5b 1** language skills **2** people skills **3** practical skills **4** management skills **5** writing skills **6** IT skills **6 1** carrying out **2** writing **3** take **4** doing **5** complete **6** give **7** prepare **8** get **9** do **10** fail

a minute to read the questions in the box and think
about their answers. Then give them 3–4 minutes to ask
and answer the questions, and get them to record their
answers if possible.

4 In the same pairs, students analyse their performance. If
they recorded their answers, they should listen to them
to help them answer the questions. You could also briefly
discuss these questions with the whole class.
Student's Resource Book > Speaking page 15
MyEnglishLab > 1b Speaking

Speaking p. 38	**5** In the same pairs, students listen to their recordings or review their notes and analyse their performance.

**Lesson objectives: to review useful language for
adding information and giving reasons and examples;
to practise expanding answers in Speaking Part 1**

Divide students into pairs and ask them to tell each other
about a festival in their country foreigners would enjoy.
They should describe the festival and explain why they think
it would be interesting for foreigners. You could write some
prompts on the board such as *food, music, costumes, history.*
Set a time limit of 5 minutes and then ask a few pairs to
report back to the class.

1 Give pairs 2–3 minutes to make their lists and then ask
a
useful vocabulary on the board and get students to
record
it in their notebooks.

few students to share their ideas with the class. Write any

2a Ask students to predict what they might hear in
answer to
the questions and write their ideas on the board. Play the
recording and elicit the answers, then refer students to
the
ideas on the board to confirm or reject their predictions.
A 2 B 3 C 1
2b Play the recording. Students should take notes while
listening and then compare them in pairs. Depending on
the level of your class, you may need to play the
recording
more than once.

Student A says his family get on well and gives details about what
they do. He also says he prefers having celebrations at home.

Student B gives examples of family celebrations and says what
her
family does and why she likes these celebrations.

Student C gives an example of a festival and says what she likes and doesn't like about it. She also says what type of celebrations she prefers.

2c Get students to review the audio script individually and then compare their answers in pairs. If possible, project the audio script onto the board during feedback, and highlight the answers.

Student A: like, so, but, because

Student B: such as, and, that's why

Student C: for instance, as, and, but, because

3a Before students begin, you could give them an example for question 1: choose a festival and write some of your ideas for each bullet point on the board. Then divide students into pairs to think about their own answers.

3b Put students in new pairs for this exercise. Remind them to give reasons and add extra information in their answers.

4 Before students do the test task, refer them to the Test strategies on page 182. Spend a few minutes going over the key points with them. You could follow this by going through the exercises in Expert speaking on page 197. Then divide students into pairs for the test task. They should record their answers if possible. Alternatively, the

student asking the questions should try to make notes on

their partner's performance.

Appendix 7

ACADEMIC

SERTIFICATE

Appendix 8

PLAGIARISME

CHECKER

Appendix 9

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Yanyan Aaida Rohman

NIM : 1917404075

Semester : 9 (Sembilan)

Jurusan/Prodi : FTIK/TBI

Angkatan Tahun: 2019

Judul Skripsi : Teacher's Strategies to Improve Students' Speaking Skill at SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School).

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Dibuat di: Purwokerto

Tanggal : 27 Desember 2023

Mengetahui,
Koordinator Prodi TBI

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

Dosen Pembimbing

Khairunnisa Dwinalida, M. Pd.
NIP. 199211152019032034

Appendix 10

BLANGKO BIMBINGAN SKRIPSI

Nama : Yanyan Aida Rohman
No. Induk : 1917404075
Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris
Pembimbing : Khairunnisa Dwinalida, M.Pd.
Nama Judul : Teacher's Strategies To Improve Students' Speaking Skill at SMA Bahasa Putera Harapan Purwokerto (Pu Hua School)

No.	Hari / Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa
1.	jum'at/1-9-23	Gambaran observasi		
2.	kamis/7-9-23	Observasi		
3.	selasa/19-9-23	Instrumen wawancara		
4.	selasa/26-9-23	wawancara		
5.	kamis/12-10-23	Penulisan Bab 4		
6.	jum'at/3-11-23	Bab 4		
7.	kamis/30-11-23	Abstrak dan kepenulisan		
8.	kamis/14-12-23	Bab 1-5		
9.				
10.				
11.				
12.				

Dibuat di : Purwokerto
Pada tanggal : 1 September 2023
Dosen Pembimbing,

Khairunnisa Dwinalida, M.Pd.
NIP 199211152019032034

Appendix 11

CURRICULUM VITAE

A. Profile

Name   : Yanyan Aida Rohman

Student Number : 1917404075

Place/Date of Birth : Banyumas, 24 March 2002

Address   : Tipar, RT 04 RW 05, Rawalo, Banyumas

B. Formal Education

1. MIMA NU Tipar   2013
2. MTs Al-Ikhsan Beji   2016
3. MA An-Nawawi Berjan Purworejo   2019
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2023

C. Organization Experience

1. OSIS MTs Al-Ikhsan Beji
2. Bantara MA An-Nawawi
3. Pengurus Putri Pesma An Najah

Purwokerto, 27 December 2023

YANYAN AIDA ROHMAN

S.N. 1917404075