

**TEACHERS' STRATEGIES IN TEACHING SPEAKING AT 8TH GRADE OF
SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO**



THESIS

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ABSTRACT

Strategy in teaching speaking is a way or treatment that teachers provide to help students to master their speaking skill and to raise students' communicative competence in a foreign language. The purpose of this research was to find out what the strategies that the teacher applied in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto in consort with the reasons of applied the strategies. Furthermore, there were several strategies that mostly used by the teacher which showed the attainment of the strategies that the researcher applied. There were also students' perceptions towards teachers' strategies in teaching speaking as the suggestion for the teachers' strategies.

The research method used is qualitative descriptive method. The researcher subjects are English teachers of 8th grade and the students of class 8E and 8J SMP Al Irsyad Al Islamiyyah Purwokerto. The object of this research is the teachers' strategies in teaching speaking. The data collection technique of this research was triangulation which consisting of interview, observation and documentation. The technique of data analysis used in this research was data reduction, data display, and verification/conclusion drawing.

The research findings are the various strategies that teacher used in teaching speaking: storytelling, role play, discussion, games, brainstorming, video-blog, memorizing vocabularies, and presentation. Those strategies are appropriate for applied in teaching speaking, raised students' enthusiasm in conducted speaking, and increase students' speaking skill. These points became the reasons of the teachers applied those strategies. The last, several strategies: storytelling, discussion, memorizing vocabularies, games and brainstorming were the strategies that teacher mostly used in teaching speaking.

Keywords: Teacher strategies, Speaking skills.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

The basic function of language is for communication in human life. It becomes a tool to convey messages to others. A human can express their ideas, mind, and opinions through language. Language becomes a way to interpret anything and achieve human needs. It caused language becomes an important thing that can't be separated in human life and becomes a basic thing that should be mastered by human because as human needs to communicate and interact with others as a social creature.

Humans use many languages to communicate with each other based on their culture. One of them is English. English is very important as the media of communication in several activities, such as teaching and learning activities, international conferences, and particular conversations with foreigners. The ability to communicate in English is prominent because English used as an international language that the major of countries around the world use English to communicate with other humans around the world. It shows that English is one of the important languages of communication.

Those things that caused English to become subject in the school around the world included Indonesia as an English foreign language. Students should master English subjects in order can speak English. It also becomes one of the efforts in increasing the ability to speak English for Indonesian. Therefore, mastering English is very important for Indonesian people in order to improve their competitiveness nowadays.

In English, there are four language skills that should be mastered by students. The well-known four language skills are listening, speaking, reading, and writing. There are four language skills: listening, reading, speaking, and writing.¹ It means that speaking is one of the language skills that must be reached by students in learning English to improve students' ability in speaking English. Speaking is one of four major English skills taught at junior high schools

Speaking also becomes a way to express ideas, opinions, criticisms, and feelings to others. The expected goal of speaking is to enable students to express the meaning in simple short spoken conversation both transactionally and personally to interact with the immediate environment.² The aims of English learning are 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.³ It can conclude that speaking skills are an important thing that should be mastered by students.

Nevertheless, there are many problems with mastering speaking skill. It is come from students, the teaching process, also the teacher. The problem related to speaking mastery is teacher strategies in teaching and learning processes especially in teaching speaking English. Teachers' strategies become the problems related to the teaching and learning process. Teacher strategies also related to and influences students' moods and emotions. Emotions affect learning in the most fundamental way because they are the foundations of the learning strategy and technique.⁴

¹ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: Pearson Education, 2001), p. 232.

² Depdiknas, *Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standar Isi*, (Jakarta: Dediknas, 2006), P. 133.

³ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 113.

⁴ Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, 1991), p. 73., cited in Anggiyana Mustachim, *Students' Anxiety in Learning English(A Case Study at 8th Grade of SMPN 09 Tangerang)*, A Thesis, (Jakarta: 2014).

One of the emotional states that make such a process difficult was anxiety such as tension and worry. It will impede students' ability to perform successfully in a foreign language classroom. Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry.⁵ Some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process especially in speaking English and don't focus on the teaching and learning process.⁶

According to the explanations above, the teachers' role is very important to provide a good understanding of speaking English using strategies. Besides, teacher strategies are expected to increase students' confidence, motivation and minimize anxiety. *At-Thariqah Ahammu Mina-l-maddah* means that method is more important than material.⁷ It can conclude that any material submitted if using the correct method, students will receive the material well.

There are many kinds of teacher's strategies related to speaking skill which can be manifested as discussion, role-play, simulations, games, and so on, is kinds of strategies that can teachers use in teaching speaking. The kinds of strategies in teaching speaking are discussion, role-play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, and picture describing. Those strategies belong to active learning aimed to be a big power for students to

⁵ Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, Inc., 2000), p. 151.

⁶ Horwitz, E. K., et.al., "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. 70, No. 2, (1996), p. 125.

⁷ Imam Zarkasyi, "Ath-Thariqah Ahammu Minal Maddah", cited in Achmad Padi, "Ath-Thariqah Ahammu Minal Maddah dalam Prespektif KH. Hasyim Asy'aridan Operasionalisasi dalam Pembelajaran di STT Raden Wijaya Mojokerto", *Journal of Islamic Religious Instruction*, Vol. 2, No. 1, (2018), p. 99.

give more attention and ease in mastering the material in the learning especially speaking skills.⁸

Based on the prior observation with Mrs. Warianti and Mr. Aprilian Ade Putra as English teacher in SMP Al Irsyad Al Islamiyyah Purwokerto directly, the teacher mentioned and explained the strategies which teacher used to teach the students in the speaking class, most of it was teaching with games for fun and active learning. Those facts cause the researcher interesting to search what are teacher's strategies used in SMP Al Isyad Al Islamiyyah as one of the favorite schools in Purwokerto in teaching speaking English.

The researcher chose this topic (Teacher's strategies in teaching speaking) because many students feel anxious, nervous, worried even fear to speak English beside to found out the teacher's strategies in teaching speaking skill at SMP Al Irsyad Al Islamiyyah Purwokerto. As a result, the researcher would explore teacher strategies in teaching speaking skill. It is aimed to be a reference in facing students' in speaking classrooms especially in speaking English.

B. Operational Definition

1. Teaching English

Teaching is an activity transferring knowledge by the teacher to the students. It is aimed to help students understand something important that will give the benefits. Teaching is work of helping people learn "worthwhile things," which, as they pointed out, adds an explicitly moral dimension.⁹ Teaching also can define as an activity of guiding and giving instruction related to knowledge. Teaching is guiding and facilitating learning, enable the learners to learn, and setting the condition for

⁸ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, Voll. XII, No. 11, (2006), <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>, aces on December 7, 2019.

⁹ Ball, D.L. and Forzani, F. M., "The Work of Teaching and the Challenge for Teacher Education", *Journal of Teacher Education*, Vol. 60, No. 5, (2009), p. 497.

learning.¹⁰ It can conclude that teaching is an activity transferring knowledge by guiding in giving instruction aimed to make students understand the knowledge, in this case, English.

2. Strategies of Teaching Speaking

As an important skill that must be mastered by students, students need to get a unique way or strategy to develop their speaking. All the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred as a 'speakers' of that language as if speaking included all other kinds of knowing: and many if not most foreign language learners are primarily interested in learning to speak.¹¹ It can conclude that students need some strategies aimed to attain successful teaching speaking or speaking activity.

There are many kinds of teachers' strategies related to speaking skills. Discussion, role play, simulations, games, and so on, were kinds of strategies that can teachers use in teaching speaking. The kinds of strategies in teaching speaking are discussion, role-play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, and picture describing.¹²

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 teachers use in speaking classrooms such as group

¹⁰ Thomas Gordon & Noel Burch, *T.E.T., teacher effectiveness training*, (New York: P. H. Widyan, 1974), p. 465.

¹¹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), p. 120.

¹² Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, *Voll. XII, No. 11*, (2006), http://iteslj.org/Articles/Kayi-Teaching_Speaking.html, aces on December 7, 2019.

works, base the activity on easy language, making a careful choice of topic and task to stimulate interest, giving some instructions or training in discussion skills, keeping students speaking the target language.¹³

C. Research Question

The research is conducted to answer the following questions:

1. What are the teachers' strategies in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto?
2. What strategy mostly used by the teacher in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto?
3. Why do the teachers choose its strategies in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto?

D. Objectives and Significances of The Research

1. Objectives of this research
 - a. To find out teacher's strategies in teaching speaking in the classroom.
 - b. To find out the strategy mostly used by the teacher in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto
 - c. To find out teacher's academic argument of choosing the strategies in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto
2. Significances of this research

There are two kinds of significances of this research as follow:

- a. Theoretical significances

Theoretical significances of this research are:

- 1) The expected benefit of the research is to broaden readers' knowledge about strategies in teaching speaking.

¹³ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), p. 120.

- 2) As a result, the researcher expects this research can be a consideration for further researcher with a similar topic.
- b. Practical significant
- Practical significances of this research are:
- 1) For teachers
The result of this research is expected to give references in determining appropriate strategies in teaching speaking.
 - 2) For students
This research is expected to reduce students' anxiety and to improve students' speaking skills and self-confidence.
 - 3) For school
The result of this research can be used to improve the English teaching and learning process especially in teaching speaking English.
 - 4) For researcher
This research is expected to enlarge the researcher's knowledge about strategy in the teaching and learning process, especially in teaching speaking English and provide experience for the researcher in the field studied.

E. Review of Relevant Studies

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

The first, a thesis entitled "*Improving Students Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia*" was written by Armasita from UIN SU Medan in 2017. Focused on this research was on improving students speaking skill in English lessons by using an action learning strategy at eight grade of MTs PAB 1 Helvetia. The

similarity of research conducted by Armasita and this research lies on the main topic of this research about speaking skill. The difference lies in the focus of the research and object of the research. Research by Armasita was focused on improving students speaking skill through action learning strategy while this research focused on a description of teacher's strategies in teaching speaking.

The second, a thesis entitled "*A Descriptive Study in Teaching Speaking by Using Videos at the Seventh Grade of MTs Negeri Surakarta 1 in the Academic year of 2016/2017*" was written by Diyah Ayu Winanti from IAIN Surakarta in 2017. This research focused on teaching speaking by using videos in the seventh grade of MTs Negeri 1 Surakarta. The similarity of the research conducted by Diyah Ayu Winanti lies in the main topic of this research about teaching speaking. The difference lies in the focus of the research. Research by Diyah Ayu Winanti was focused on teaching speaking using videos while this research focuses on the description of teacher's strategies in teaching speaking.

Third, a thesis entitled "*The Effectiveness of Role Play in Teaching Speaking*" was written by M. Noor Afdillah A.A from UIN Syarif Hidayatullah Jakarta in 2015. This research focused to find the effectiveness of using role-play in improving the students' speaking skills. The similarity of the research conducted by M. Noor Afdillah A.A and this research is on the topic of the research about speaking skill. The difference of the research conducted by M. Noor Afdillah A.A was focused on the research about the effectiveness of using role-play in improving the students speaking skills while this research focused on teachers' strategies in teaching speaking.

F. Structure of The Research

The structure of this research aimed to make systematic and easy to understand by the reader would explain in this part. The structure of this research as follows:

Chapter I contains the introduction. It has consisted of eight subsections those are the background of the research, operational definition, research question, objectives, and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II contains the theories of teachers' strategies in teaching speaking English at 8th grade of SMP Al Irsyad Al Islamiyyah which is consists of three subsections those were nature of speaking, nature of anxiety, and teaching strategy.

Chapter III contains the research method. This chapter consists of the research design, subject of the study, object of the study, instrument for obtaining data, and technique of analyzing data.

Chapter IV contains which is consists of a general description of SMP Al Irsyad Al Islamiyyah Purwokerto and teacher's strategies in SMP Al Irsyad Al Islamiyyah in in teaching speaking English.

Chapter V contains the conclusion and suggestion of the research. As a result, in this part, the researcher will present the conclusion and the suggestion related to the research.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborates the summary of this research. The conclusion of this research was drawn based on the data findings and discussion gathered from the answer of research question. It is divided into two parts: conclusion and suggestion.

A. Conclusion

Based on the result of the research, it was found that there were several strategies that the English teacher of 8th grade from SMP Al Irysad Al Islamiyyah employed in teaching speaking skill. The various strategies that the subjects of this research used were Presentation; Storytelling; Role-play; Discussion; various games: Castle War, Hunting Eggs, Civil War, Grenade War, Time Travel Agent, Abdullah says; Brainstorming; recording Video-blog, Memorizing vocabularies and giving motivations. These all strategies used by the teachers to teach speaking skill. It is good strategies that should train students' speaking skill. Each of strategies that teachers employed in teaching speaking help students in mastering speaking skill proficiency; pronunciation, intonation, stressed, and fluently.

Those strategies also teacher used as strategies to solve any problems in conducted speaking such as lack of vocabularies, lack of practice, lack of topic to say, and some problems related students' psychology such as self-perception, feel worry or anxiety, doubt or afraid and less-self confident. Used song and Abdullah says in brainstorming, memorizing vocabularies would solve students' lack of vocabularies and lack of topic to say. Used presentation, storytelling, role-play, discussion, and video-blog make students

practice speaking intensively. While used various games, and motivations help students to reduce their anxiety, doubt and less-self confident in speaking and encourage students to speak. Through those strategies the students could solve their problems faced when they conducted speaking.

The researcher pointed that there some strategies mostly used by each teacher in teaching speaking skill. The first teacher nominated that presentation and game were the strategies that he mostly used in his speaking class. While the second English teacher of 8th grade in this school used storytelling, memorizing vocabularies, and game to helps students in mastering speaking skill. It also could improve students speaking skill because each strategies encourage students to practice speaking.

In summary, strategies that teachers employed in teaching speaking skill would improve students speaking skill. Teacher who has various strategies in teaching speaking skill would help students in mastering their speaking skill. Through speaking skill that students have, could help students conduct communication in their life. Good communication that conducted also would give positive impact for the students in present or future. So that, it is important to applied appropriate strategies in teaching speaking that would help students in improving their communication ability.

B. Suggestion

Based on the findings of the research, the researcher provided several suggestions related to the teachers' strategies in teaching speaking skill. The suggestions are given for prospective teachers, students, and further researcher.

1. For the teachers

This result of this research nominated several strategies. The teacher should always use these strategies as ways to help students in mastering their speaking skill proficiency. It is important because using

appropriate strategies in teaching speaking skill should improve students' speaking skill. It also can help teacher to assess how far students' mastery speaking skill. The result of this research also expected to give references in determining appropriate strategies in teaching speaking. Hopefully, the teacher can create more creative strategies whether to teach speaking skill or another English proficiency that will help students.

2. For the students

The strategies that teacher applied give many benefits for the students. For this reason students should follow the activities that teacher provides cheerfully. As students, should believe to the teacher that they will try to solve students' obstacles in mastering speaking skill or another skill. Besides through teacher's strategies, the students may create strategies that suitable for students' selves to apply in the home. Hopefully, through the kinds of strategies that teacher apply can help students in mastering speaking skill and reduce students' anxiety.

3. For the reader

This research is expected to enlarge the reader's knowledge about strategies in teaching speaking skill. Through various strategies presented above, the reader will motivate to conduct those strategies in teaching or mastering speaking skill. The reader also can pick up those strategies for the reference in teaching or learning speaking skill. Hopefully its strategies can help the reader in improving speaking skill. Through this result, the reader may motivate to create creative and innovative strategies to improve students' speaking skill.

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