

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



THESIS

Submitted to Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies Purwokerto as a Partial Fulfillment of the Requirement for Obtaining the Bachelor Degree on Education (S.Pd.)

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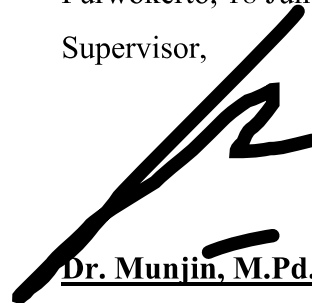
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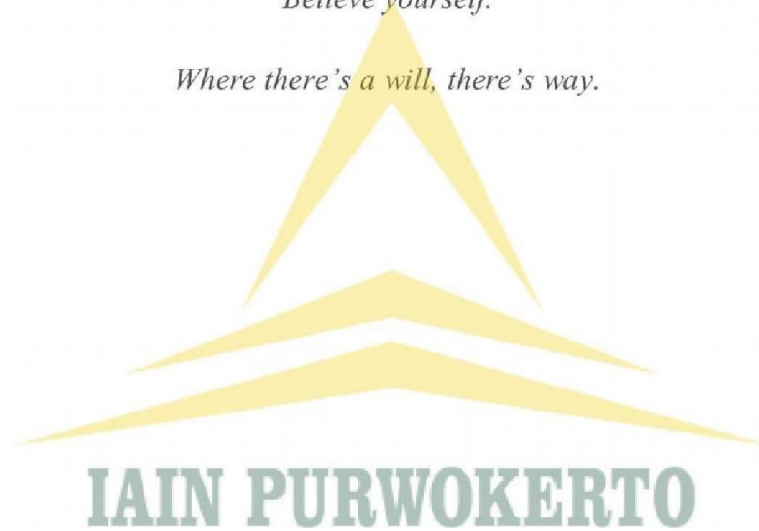
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MOTTO

Train your mind to see the good in everything. Train your heart to be grateful in everything. There is always something to be grateful for.

Believe yourself.

Where there's a will, there's way.



DEDICATION

Every challenging in my life needs self efforts as well as guidance of elder especially those who are very close to my heart. This thesis, I dedicated to my sweet and loving:

My parent,

Mama Nurhayati & Bapak Saefudin

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor along with all hard working and my respected Teachers.

Ibu Umi Faizah who always gives me support and advices, I want to say thank you sincerely.



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ACKNOWLEDGEMENT

First, the researcher would like to praise and thanks to almighty God, Allah SWT, the most merciful and the most gracious. Lord of universe who has given mercies, blessings, and help, thus the researcher could complete this thesis as the fulfillment for achieving Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies (IAIN) Purwokerto. Secondly, peace and salutation be upon to our beloved prophet Muhammad SAW, his family and his companions which become guidance for our life.

The researcher believed that in arranged this thesis, there are many people whom given the guidance, helps, and motivations, thus the researcher could finish this thesis as the final assignment. In this great chance, the researcher would like to express gratitude and appreciation to honorable:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
2. Dr. Suparjo, M.A., as Vice Dean I of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
3. Dr. Subur, M.Ag., as Vice Dean II of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
4. Dr. Sumiarti, M.Ag., as Vice Dean III of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
5. Muflihah, S.S., M.Pd., as the Head of English Education Study Program of State Institute on Islamic Studies (IAIN) Purwokerto.
6. Dr. H. Munjin, M.Pd.I., as Thesis Supervisor who always give guidance, encouragement, and advice during the arrangement this thesis.

7. All the lecturers of IAIN Purwokerto who have taught and transferred knowledge, experienced, and valuable advices.
8. All administration staff of Faculty Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
9. Sudrajat, S.Sos., as the Head Master of SMP Al Irsyad Al Islamiyyah Purwokerto who has given the researcher permission to conduct a research at this school.
10. Aprilian Ade Putra, S.Pd., as English Teacher of 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto who has been pleased to be research source of this research.
11. Waryanti, S.Pd., as English Teacher of 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto who has been pleased to be research source and help the researcher in completed the data for this research.
12. All teachers and staff of SMP Al Irsyad Al Islamiyyah Purwokerto.
13. All students of 8th grade of SMP Al Irsyad Al Islamiyyah in academic year 2019/2020 especially students of class 8E and 8J as the subject of this research.
14. The most beloved people in my life, my mother and father who always provide love, attention, affection, advice and education in order to make bright and successful future for the researcher and the researcher's brothers and sister who always provide support and love. May Allah always give mercies and blesses.
15. All of my classmates TBI 2016 IAIN Purwokerto for all helps, solidarity and valuable experience for four years as students of IAIN Purwokerto.
16. My beloved classmates, Widiana and Nur Indah Wulandari thank you for love, careness, happiness and memorable moment during study in IAIN Purwokerto.

17. My beloved friends Fiqri Nur Afifah, Dyah Ayu Dimara Putri, and Syifa Qothurn Nada who always share careness, valuable advices, happiness, support, and love.
18. Everyone who has helped and contributed the researcher to finish this study in IAIN Purwokerto.

Finally, there just words of thank that the researcher could express as appreciation and awards for all the parties may be condescend. The researcher realized that this research is far from being perfect. Therefore, hopefully this research could provide benefits to the reader and openly accept the criticism and suggestion for this research better.

Purwokerto, June 2020

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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.

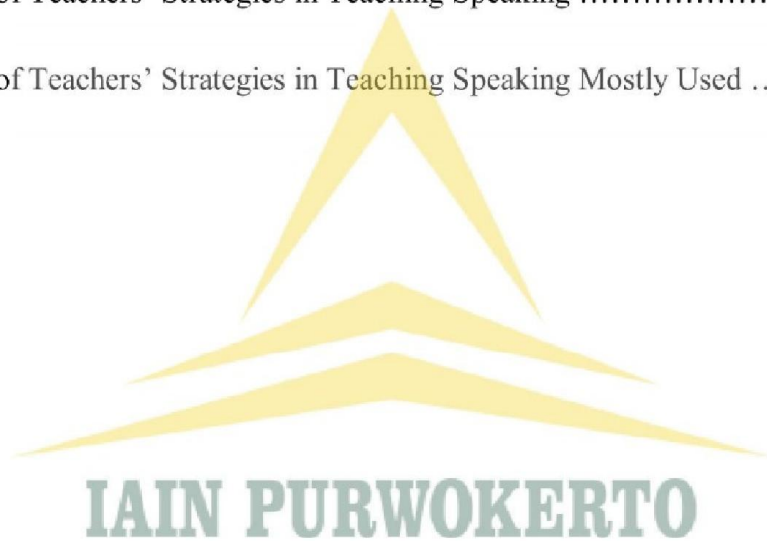
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The logo of IAIN Purwokerto is a stylized yellow triangle with a smaller yellow triangle inside it, pointing downwards. The text "IAIN PURWOKERTO" is written in a bold, teal, sans-serif font below the logo.

IAIN PURWOKERTO

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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 II

TEACHING SPEAKING STRATEGIES

A. Teaching English

Teaching is an activity transferring knowledge by the teacher to the students aimed to help students learn how to do something. It can be applied by giving instructions related to knowledge. Those activities aimed to help students understand the knowledge that will give benefits. Brown defined that teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.¹⁴ Freiman-Nemser and Buchmann (in Ball and Forzani) define teaching as the work of helping people learn “worthwhile things” which, as they pointed out, adds an explicitly moral dimension.¹⁵

There are the same assumptions in the English field about teaching and teaching English, it is an activity to convey the knowledge contains materials of English. It is aimed to help students in mastery English. In teaching English, there are basic aspects that can't be separated into English language learning called language skill. Husain noted that language skill is essentially a skill. A skill may be called the ability to do something well.¹⁶ Based on its theory, language skill is ability in the term of language whether it is spoken or written language.

Discussion about language skills, English has four well-known skills that are listening, speaking, reading, and writing that becomes aspects that important to be taught. Brown also stated that there are four language skills:

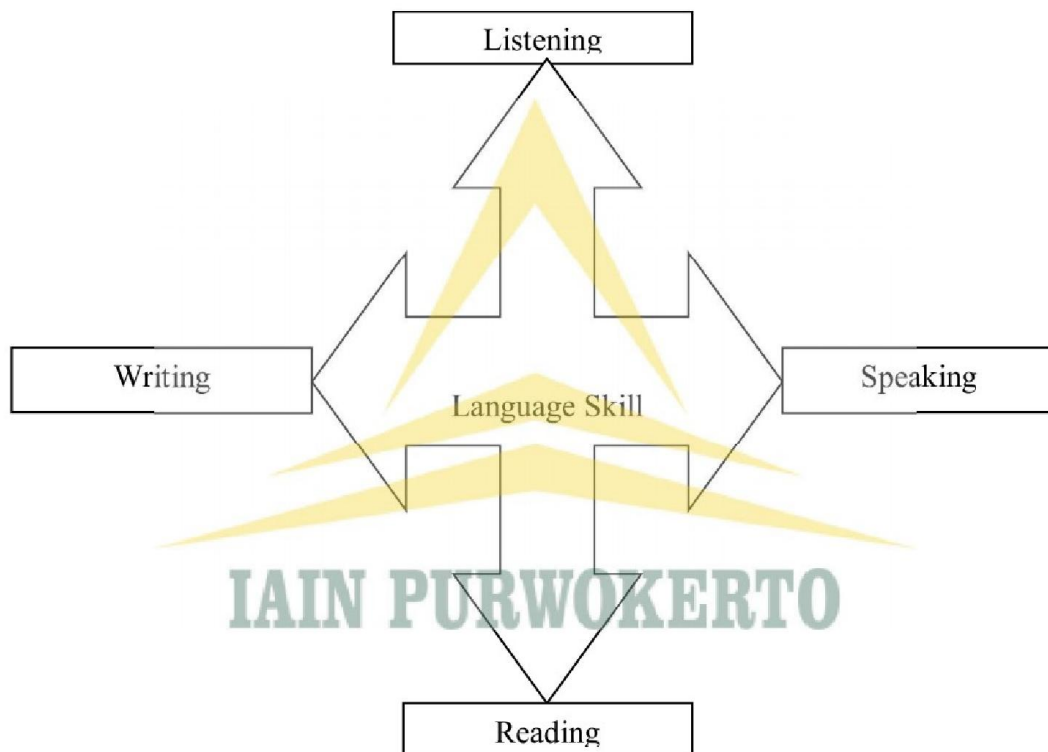
¹⁴ Douglas Brown, *Principle of Language Learning and Teaching*, (New York: Longman Inc, 2000), p. 7

¹⁵ 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.

¹⁶ Noushad Hussain, *Language and Language Skills*, (Maulana Azad National Urdu University), p. 1

listening, speaking, reading, and writing.¹⁷ According to Sadiku that the four necessities in language or commonly known as the four skills- reading, writing, listening, and speaking.¹⁸ Husain argued that language is a complex skill involving four sub-skills, as follows-

Picture 1. Noushad Husain, Types of Language Skill



Those theories of language skill mention clearly that English language skill encompasses listening, speaking, reading, and writing that has reached by students in mastery English.

¹⁷ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 113.

¹⁸ Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour", *European Journal of Language and Literature Studies*, Vol. 1, No. 1, (2015), p. 29.

1. Reading skill

This is an activity that attached to people daily life that always do in people daily basis to look for some information which exists in a textbook, journal, magazine, etc. According to Fauziyah, reading is an activity that can enable people to increase their knowledge or information without the participation of the teacher.¹⁹

In learning English process, reading is one of the important comprehensions that should be mastered by students. It is help students to understand the material passage written in a book or module which teacher use as a source in learning. Grabe and Stoller explained that reading is the competence to describe meaning from the printed text and appropriately interpret the meaning.²⁰ In other words, reading is competence to describe and interpret meaning that attached to a written text.

Besides, Ur pointed reading as a process of decoding – translating the written symbols (letters or words) into corresponding sound and understanding what is mean.²¹ Reading is the way people interpret a group of letters of words in a text and understand the meaning of the words in a text. Inline, Brassel and Tymothy explained that reading is the capability to comprehend or create meaning from written text.²² Briefly, reading is an ability transfer meaning from written text to form on the information. According to those explanations based on the experts, it can be concluded that reading is not only able to interpret the written symbols, such as a

¹⁹ Utami Fauziyah, *The Relationship Between Students' Anxiety and Their English Reading Skill*, A Thesis of English Education, Faculty of Tarbiya and Teachers' Training, Syarif Hidayatullah State Islamic University, 2015, p. 12.

²⁰ William Grabe & Fredericka L. Stoller, *Teaching and Researching Reading*, 2nd, (Great Britain: Pearson Education, 2011), p. 3.

²¹ Penny Ur, *Course in Language Teaching: Practice and Theory*, (New York: Cambridge: University Press, 1991), p. 138.

²² Danny Brassel & Tymothy Rainski, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Huntington Beach: Shell Education, 2008), p. 15.

group of words which become sentences but also look for the meaning of the written text to the form of information that can be understood in mind.

2. Writing Skill

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Harmer stated that writing is a way to produce language and express ideas, feelings, and opinions.²³ Tarigan cited in Faisal, mentioned that writing is one of the language skills used to communicate indirectly, without having face to face with other people.²⁴ In line, writing is a platform to communicate using a media of paper or electronic device to convey messages to other people indirectly.

In other words, Indrilla & Ciptaningrum stated writing is how a person communicates his or her thoughts and feelings by a visible sign, understandable not only for himself but also for all other people.²⁵ Thus, it means that writing is a way to convey peoples' feelings and thoughts by using a visible sign which understandable for people who have read. Siddiq stated, when one writes, people can express their feelings and thoughts from words into sentence and sentences into paragraphs which have meaning.²⁶ It can be conclude writing is an ability to arrange words to become sentences through media such as paper or electronic devices aimed to express ideas, feeling, thoughts, etc.

²³ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p. 31.

²⁴ Faisal & Krisna Suwandita, "The Effectiveness of FRESH Technique to Teach Descriptive Paragraph", *Journal of Education and Learning*, Vol. 7, No. 4, (2013), p. 240.

²⁵ Nidya I & Dyah S.C., "An Approach in Teaching Writing Skills: Does It Offer a New Insight in Enhancing Students' Writing Ability", *LLT Journal: A Journal on Language and Language Teaching*, Vol. 21, No. 2, (2018), p. 125.

²⁶ Siddiq, "The Use of Semantic Mapping Technique to Improve Writing Skill in Descriptive Text, Vol. 1, No. 2, *JP3*, (2013), p. 8.

3. Listening Skill

Listening is an important thing in the process of communication, through listening people could understand what the speakers say. It has the same perception with Chauhan that listening is very important skills and fundamental to the development of all other skills since language exist.²⁷ Besides listening is activity understand information through the sense of hearing which would be processed by the mind and produce information that has meaning. Another word, Rost cited in defines listening, in its broadest sense, as a process of receiving what the speaker says (receptive orientation); constructing and resending meaning (constructive orientation); negotiating meaning with the speakers and responding (collaborative orientation); and, creating meaning through involvement, imagination, and empathy (transformative orientation).²⁸ Listening then is active process of interpretation in which listeners match what they hear and what they have already known.

In language learning, Brown stated that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.²⁹ Thus listening is an activity that often students do in the classroom more than another skill (writing, reading, speaking). It caused that students should catch up on the meaning of the lesson that spoke by the teacher. Students listen to teacher explanation to hold information and understanding of the materials being taught.

²⁷ Prakash S. Chauhan, *Language and Its Four Basic Skill With the Description of Various Types, Levels, and Breakdowns on Students Listening Skill*, A Research Paper of Departement of English Literature and Comparative Literature and Studies (C.L.S), Saurashtra University, p. 5.

²⁸ Veronica, M.H.P., *Improving Students' Listening Skills Through Podcast*, A Thesis of English Education Department, Language and Art Faculty, State University of Yoyakarta, (2013), p. 7.

²⁹ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 247.

4. Speaking Skill

As the statements printed out in this title's thesis, the topic of speaking is the main topic that the writer explaining. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan in Lai-Mei & Seyedeh)³⁰ Speaking is the basic ability through verbal use to communicate aimed to achieved peoples' purposes and build relationship. According to Flucher, speaking is verbal use of language to communicate with others.³¹ In addition Harmer stated that speaking happens when two are engaged in talking each others.³² It can be concluded that speaking is an activity that involves two or more people in conversation orally aimed to deliver messages for the listeners. In other words, speaking is the ability to express feelings, ideas, or information through verbal use.

a. Components of Speaking Skill

Speaking has some components in the teaching and learning field because speaking is not only about pronunciation and fluency, every sentence spoken by people should have meaning to understand and achieve the purpose of communication. Based on Brown, that there are five components to measure students' speaking, there are fluency, pronunciation, vocabulary, grammar and comprehension. In addition Hornby in Rizky stated that speaking components skill are pronunciations, grammar, vocabulary, fluently, and self-confidence.³³

Those opinions bring that the components of speaking are fluency,

³⁰ Lai-Mei & Seyedeh, M. A., "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No. 1, (2017), p. 35.

³¹ Glenn Flucher, *Testing Second Language Speaking*, (Great Britain: Pearson Education, 2007), cited in Ratri A., Jamilah, and Siti M., *Improving Speaking Ability by Optimizing the Use of Audio-Visual Aids for the Student*, (Mungkid, n.d.), p. 2.

³² Jeremy Harmer, *The Practice of English Language Teaching*, 3rd, (Great Britain: Pearson, 2001), p. 269.

³³ Rizky, Putri, S., *An analysis of Students' Speaking Anxiety in conversation through teammate*, *A Diploma Thesis of UIN Sunan Gunung Djati*, (2018), p. 12-15.

pronunciation, vocabulary, grammar, comprehension, and self-confidence.

1) Fluency

Hedge in Lai-Mei & Seyedeh express that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sound clearly, and using stress and intonation.³⁴ People should cognize the pronunciation in words they are saying. As Harmer stated, If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.³⁵ People who want to speak fluently should connect with the phonemes, intonation and connected with the topic being talk.

2) Pronunciation

Thornbury in Lai-Mei & Seyedeh declare that pronunciation is the lowest of knowledge learners typically pay attention to it. In order to speak English accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciation. Learners should know the stress, intonation and pitch.³⁶ It means that pronunciation is important in speaking in order the listener can catch up what is the word that speaker said, its include accent, intonation or stress of the sentence.

Harmer stated, pronunciation is the way of a person produce or utters the sound of the words meaningfully and accurately to be understood by others in communication such as different

³⁴ Lai-Mei & Seyedeh, M. A., "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No. 1, (2017), p. 36.

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd, (Great Britain: Pearson, 2001), p. 343.

³⁶ Lai-Mei & Seyedeh, M. A., "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No. 1, (2017), p. 36.

phonemes, rising and falling in intonation and stress.³⁷ Pronunciation is about the correctly sounds of word that people produce. It should meaningfully and accurately so it can be understood by others in communication. People should be aware about intonations and stress, whether the word should have rising intonation or should use falling one.

3) Vocabulary

According to Ur, vocabulary can be defined, roughly, as the word teacher teach in the foreign language.³⁸ Vocabulary becomes basic thing especially in speaking skill. Mastering vocabulary help students to produce utterance or sentence easily. Hence mastering vocabulary is important so that students can produce sentence orally without any doubt because sentence or utterance is composition of some vocabularies. If students have many vocabularies, it will be easier for him to express his idea.

4) Grammar

Grammar is used to arrange correct sentence or utterance in spoken language. Students needed to comprehending grammar in order to produce correct speech structure. Thornbury defined grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey.³⁹ Grammar is sometimes defined as the way words are put together to make correct sentences.⁴⁰ Based on these opinions grammar is a

³⁷ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd, (Great Britain: Pearson, 2001), p.

³⁸ Peny Ur., *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 60.

³⁹ Scott Thornbury, *How to Teach Grammar*, (Essex: Pearson Education Ltd.), p. 13.

⁴⁰ Peny Ur., *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 75.

way to make or arrange correct structure of the sentences – written or orally and utterances.

5) Self-confidence

Affectively, confidence was assumed to be indicated by feelings of comfort, enthusiasm, and a lack of apprehension or dread in approaching activities. Self-confidence should be reflected behaviorally, particularly in people's readiness to engage in activities.⁴¹ It means that self-confidence is feeling comfort, enthusiasm and trust self ability to do something. People who have self-confidence will believe that their self will success to do something. Self-confidence becomes important factors in speaking skill so that students can express or speak up their ideas with feeling comfort and without anxiety.

Those explanations bring conclusion that there are some components of speaking that should be mastery by students in order they can speak English well. Vocabulary, pronunciation, and grammar are related each other; to say vocabulary correctly students need to learn how to pronounce it; students need grammar to arrange the vocabularies into good sentence. Students also need to build self-confidence in order they can speak comfortably without any doubt or feel anxious. Speak with good pronunciation and self-confidence help students to speak fluently.

b. Problems in Speaking

Although speaking is a basic skill students should master, it has some difficulties that students should conquer so that speaking will

⁴¹ J. Sidney S. & Mary, Scohn, "Self-Confidence in College Students: Conceptualization, Measurement, and Behavioral Implication", *Journal of Psychological Assessment*, Vol. 2, No. 2, (1995), p. 258.

flow easily. Most of students have difficulties to start speaking. They have no ideas to start the speaking or answer it makes students low participation in speaking class. Ur mentions some problems in getting learners to talk in the classroom:

1) Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism, or losing face, or simply shy of the attention that their speech attracts.⁴² Lai-Mei and Seyedeh stated when students want to say something in the classroom they are sometimes inhibited.⁴³ It can be conclude, students worried of having mistakes during they speaking in foreign language and fearful of criticism. Students feel shame when other students take attention towards themselves. As accordance with Harmer who stated that students often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people. Frequently there is a worry about speaking badly and therefore losing face in front of their classmates.⁴⁴

2) Nothing to Say

Students often 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.⁴⁵ The next problem of speaking is students have no ideas to speak although the topic of

⁴² Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121.

⁴³ Lai-Mei & Seyedeh, M. A., "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No. 1, (2017), p. 36.

⁴⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p. 345.

⁴⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121.

the speaking predetermined by the teacher. Students have no motivation to express what they will say.

In other word most of students confuse about what will they say or maybe they have some ideas in their mind but they have hesitation to express their idea because they feel worry how to use grammar accurately so that teacher can understand what they mean. It is become factors that made students have no idea to express their feeling.

3) Low or Uneven Participation

Ur stated that only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.⁴⁶ Supported Ur's explanation, Lai-Mei and Seyedeh added that in speaking class, some learners dominate the whole class while others talk very little or never speak.⁴⁷ These statements can be said that in the speaking class there some learners whom actively communicate such as answer or explain their feeling about the topic being taught. Nevertheless some of them have low participation in take part of expressing their ideas during the speaking class.

4) 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, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking

⁴⁶ Peny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121.

⁴⁷ Lai-Mei & Seyedeh, M. A., "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No. 1, (2017), p. 36.

their mother-tongue. If they are talking in small groups it can be quiet difficult to get some classes – particularly the less disciplined or motivated one – to keep to the target language.⁴⁸ Students tend to use mother-tongue in speaking foreign language because it easy and become the habit of the students. In the speaking class where the member of its class have same mother-tongue, it is quiet difficult to train students to speak or using the target language. The factor of its problem is the students less disciplined, unmotivated, and have no real role model because the class is homogeny.

In addition, Harmer stated there are some reasons why learners use mother-tongue in their speaking classes:⁴⁹

- a) The first reason when teacher ask students to talk about the topic that they do not have enough knowledge, students will try to use their language.
- b) The second reason the application of mother-tongue is very natural for students to use.
- c) The final reason, the teacher regularly use their students' mother language, their students will feel comfortable to do so in their speaking class.

From these points, it can be concluded that student still use their first language to answer teacher request. Students want to use their first language because it already attached in their tongue. The last reason comes from the teacher, teacher sometimes use their students' mother language to communicate or explain in speaking class. The last reason will give impact to the students become easy

⁴⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121.

⁴⁹ Jeremy Harmer, *The Practice of English Language Teaching. The 3th Edition*, (Longman: London and New York, 1991), p.

and feel free to speak their mother or first language in the speaking foreign language class.

Those explanations of four problems in speaking above, will be summary of each point: Inhibition means students have no self-confidence or feel worry and shame to speak English; Nothing to say means that student have no ideas to express, they have no motivation to express their feeling; Low or Uneven Participation means that in the speaking class there students who don't take a time for speak up their feeling and become passive; Mother-tongue Use means students still used their first language to communicate in foreign language class and it is caused the students less opportunities to speak English as the target of language.

B. Strategies of Teaching Speaking

1. The Meaning of Strategy

According to Brown, strategies are specific method of approaching a problem or task, modes operation for achieving particular end planned design for controlling and manipulating certain information.⁵⁰ Strategy is a way to that people use to achieving something related to the end goal of something. In teaching and learning process, strategy is way that teacher use in teaching and learning process for achieving particular planned design. It is help teacher in transferring knowledge for students in mastery the knowledge.

According to Banks, teaching strategies are as ways of presenting instructional materials or conducting instructional activities.⁵¹ Thus,

⁵⁰ Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman Inc., 2000), p.

⁵¹ Banks, A. "Teaching Multicultural Literacy to Teachers", *Journal of Teaching Education*, Vol.4 No. 1 (1991), cited in Lina Safrianti, *Teacher's Strategies in Teaching Speaking Skills and*

teaching strategies is how teacher teach instructional material and how the teacher conducting instructional activities that suitable with the material. MIT (in Maulidar; Gani; Samad) mention that teaching strategies are ways of making decision about a course, an individual class, or even entire curriculum, beginning with an analysis of the learners' characteristic, learning objectives, and instructional preferences of the teacher.⁵² It can be said that teaching strategy is a tool of teacher to treat the students in teaching and learning process with some activities which suitable with students' characteristic and the material will explained. It is expected can achieve the purpose of the teaching and learning process.

According to Paul in Erik and Yani lists several principles that teacher need to consider in preparing students to speak in English:

- a. Introducing and practicing pattern in ways that feel meaningful to the children, such as in games, in situation where the children genuinely want to express themselves, and through personalization.
- b. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.
- c. Giving the children many opportunities to guess how to use the pattern flexibly.
- d. Giving students confidence to speak out in front of others by talking independently with other children and the whole class.

Students Perception Toward Teachers' Strategies at English Departmen, A Thesis, (Yogyakarta: 2018)

⁵² Khaira, M., et.al., "Teacher's Strategies in Teaching Speaking for Cadets", *English Education Journal*, Vol. 10, No. 1, (2019), p. 84.

- e. Building the children inner strength to deal with confusing by presenting them with puzzle to overcome and solve, and making sure they are finally successful.⁵³

In other words there several things that teacher needs to consider in teaching speaking in the classroom: First, there are important to explain the pattern which is meaningful for the students such as in games, in the situation that make students pleasuredly express themselves. Second, try new pattern and combine with the other pattern the children have learned, it help students internalize them easily. Third, give the children many chances to guess how to use the patterns. Fourth, the teacher could give the students confidence to speak out in front of others by talking another students and whole class independently. The last point is build students' inner strength to deal with confusing and making sure the successful for the students.

In addition, in manage the speaking classroom teacher's role involved one of thing that should consider by the teacher in teaching speaking. In the teaching and learning process teacher's role affect students motivate to learn. Teacher's role becomes adviser for students in speaking class because there are many terms or elements of speaking that students should master. Harmer stated, as with any other type of classroom procedure, teacher need to play a number of different roles during different speaking activities.

- a. Teacher as Prompter

⁵³ Paul, D. (2003). Teaching English to young learners in Asia. Hongkong: Longman Asia
ELT cited in Erik Yuda Pratama & Yani Awaliyah, "Teachers' Strategies to Young Learners", *Journal of English Education*, Ibn Khaldun University Bogor, p. 21

Students sometimes get lost, can't think of what to say next or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively, without disrupting the discussion or forcing students out of role, it will stop the sense of frustration that some students feel when they come to dead end of language or ideas.

b. Teacher as Participant

Teacher should be good animators when we ask for students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teacher may want to participate in discussion and role-plays themselves. However in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attentions for themselves.

c. Teacher as Feedback Provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of a speaking task, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitation. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations. When students have completed an activity, it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We

will respond to the content of the activity as well as the language used.⁵⁴

A crucial part of the teacher's role in organizing speaking activities is to ensure that students understand precisely what they supposed to do. It include giving clear instructions, present activity with the students – whether appropriate so that they do not feel doubt about what they should be doing.

2. The Kinds of Teaching Speaking Strategies

There are many strategies that can teacher use in the teaching and learning process as stated by Ur, some strategies that can teacher use in speaking classroom are use group works, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, and keep students speaking the target language.⁵⁵

a. Use group works

Ur stated this increase the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of class.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity start.

⁵⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p.347-348.

⁵⁵Peny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121-122.

- c. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer purpose of discussion the more motivated participants will be. According to Harmer students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.⁵⁶

- d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. Tell learners to make sure that everyone in the group contributes the discussion, appoint to chairperson to teach group who will regulate participation.

- e. Keep students speaking the target language

Appoint one of the groups as monitor, whose job it is to remind participants to use the target language and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is mentoring such lapses helps participants to be more careful.

Those explanations bring to the conclusion that use group works means teacher divide the students into some groups which expected to increase students' self-confident to speak up their feeling; base the activity on easy language means the teacher should use language which easy to produced and memorize so that students can speak fluently with minimum doubt; make a careful choice of topic and task to stimulate interest means that teacher should decided certain topic which make students interest and increase motivation to start discussion; give some instruction or training in discussion skill means teacher should ensure that all of member of the group actively express their ideas and important for teacher to decide the

⁵⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p. 345.

chairperson to teach in the group who will regulate participation; the last point is keep students speak the target language means teacher make sure that students not speak with their mother language by appoint another group to monitor whether students use mother language or keep speak the target language.

Meanwhile, Kayi stated there are many activities teacher can apply as strategies related to promote the speaking skill as follows:

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an even, or find in their discussion groups.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. Harmer stated in Kayi role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulation

Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate. In simulatios, 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. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer in Kayi suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have speak for

themselves, which means they do not have to take the same responsibility.

d. Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partners plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, 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

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 in the format of beginning, development, and ending, including the characteristic and setting a story to have. Students 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.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people give students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can interview each other and “introduce” his or her partner to the class.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story but after few sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

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.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- | | |
|---------|---------------------------|
| Diamond | : Earning money |
| Hearts | : Love and relationship |
| Spades | : An unforgettable memory |
| Clubs | : Best teacher |

Each student in a group will choose a card. Then each student will write 4-5 questions about that topic to ask the other people in the group.

k. Picture Narrating

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

l. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describe the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

m. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the picture.⁵⁷

Those activities explained above will bring students to be more active and communicative in learning speaking English. Through those activities teacher can promote students speaking skill and increase students' interest and motivation to express their ideas in English. Those activities can drag out students to take a part in the expressing their feeling and ideas in speaking class so that there will be no dominated of some

⁵⁷ 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 in December, 7 2019.

active students. Those activities become strategies which help teacher to give same chance for every student to speak up with minimum hesitation. Its strategies may will reduce students' worry or anxiety in speaking English because students feel enjoy in those activity.

Meanwhile Harmer stated there are number of widely-used categories of speaking activity such as acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

a. Acting from a Script

Teacher can ask students to act out scenes from plays and/or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.

1) Play scripts

It is important that when students are working on plays or play scripts, they should treat it is as 'real' acting. In other words teacher needs to help students to go through the scripts as if we were theatre director, drawing attention to appropriate stress, intonation and speed. Harmer stated that quite apart from the benefits for pronunciation and general language use, drama also helps to build student confidence, contextualize language, develop students' empathy for others character, involve students in appropriate problem solving and engage them as 'whole' people.

2) Acting out dialogues

Harmer stated that when teacher choosing who should come out to the front of the class, teacher should be careful not to choose the shyest students first. Teacher need to work to create the right kind supportive atmosphere in the class. Teacher need to give students time to rehearse their dialogues before they are asked to perform them. If teacher can give students time to work on their dialogues, they will gain much more from the whole experience. In

this part teacher role is important to make good atmosphere in the classroom by not giving chance to the shyest students as the first participant, teacher need to give time to practice their dialogues first.

b. Communication games

There are many communication games aim to get students talking as quickly and fluently as possible. As stated by Harmer there two particular categories: Information gap-games and television and radio games.

1) Information gap-games

Many games depend on information gap: one student has to talk to the partner in order to solve the puzzle, draw a picture, put things in the right order or find similarities and differences of between pictures.

2) Television and radio games

When imported into the classroom, games from radio and television often provide good fluency activities. The teacher can do some games from the TV or radio in the classroom in order to make various activities in teaching speaking English.

c. Discussion

Discussion range from highly formal, whole-group staged events to informal small-groups interaction. Harmer stated that there some types of discussion as follows:

1) Buzz group

These can be used for a whole range of discussion. For example, we might want students to predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it. We might want them to discuss what should be

included in a news broadcast or have quick conversation about the right kind of music for a wedding party.

2) Instant comment

Another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

3) Formal debates

In a formal debate, students prepare arguments in favour or against various propositions. In order for successful debates, students need to be given time to plan their arguments, often in groups. The teacher can divide the class into groups and then give link to different website to the different groups. It is a good idea to allow students to practice their speeches in their group first. This will allow them to get a feel for what they are going to say.

4) Unplanned discussion

Some discussion just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussion, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

5) Reaching a consensus

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. The fact

of having to make such an awkward choice gives the discussion a clear purpose and an obvious outcome to aim for.

d. Prepared talks

Students make presentation on a topic of their own choice. For students to benefit from doing oral presentation, we need to invest some time in the procedures and processes they are involved in. In the first place, we need to give them time to prepare their talks. Then students need a chance to rehearse their presentations.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns – and thus can be situated in the middle of our communication continuum. Students also can design questionnaires on any topic that is appropriate.

f. Simulation and Role play

Many students derive great benefit from simulation and role-play. Students simulate a real life encounter. As if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thought and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purpose.⁵⁸

Those activities explained by the experts show that there many various strategies teacher can apply in speaking classroom so that students do not feel bored. Teacher's strategies are very important in teaching and

⁵⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p.348-353.

learning process. It can help students easy to develop their speaking skill. As K.H. Imam Zarkasyi in Padi stated that method is more important than material.⁵⁹ It can conclude that any material submitted if using the correct method, students will receive the material well.

3. The successful speaking

As an important skill that should be mastered by students, they need unique strategies to develop their speaking skill so that can achieve successful speaking. According to Ur, there are some characteristics of successful speaking:

a. Students talk a lot

Ur stated that as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. It means that as much as possible there much time for students to talk related to the material.

b. Participation is even

Stated by Ur that classroom is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed. Thus, all of students in the speaking classroom have same domination and have same chance to speak.

c. Motivation is high

According to Ur, learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. It can be said that automatically students feel interesting and have high

⁵⁹ Padi Achmad, "Ath-Thariqah Ahammu Minal Maddah dalam Perspektif Asy'aridan Operasionalisasi dalam Pembelajaran di STIT Raden Wijaya Mojokerto", *Journal of Islamic Religious Instruction*, Vol. 2, No. 1, (2018), p. 99.

motivation to speak related to the topic or they want to achieve their assignment.

d. Language is of an acceptable level

Ur mention, learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. It means that students can produce utterances that are relevant and easy to understand each other.⁶⁰

Based on the explanations of four points above, it can be conclude that the successful speaking if the students talk a lot, the participation is even, have high motivation to speak, and language is of an acceptable level. The successful speaking rely on the strategies that teacher use in teaching and learning in speaking classroom. The activities that teacher present for the teaching and learning process can make students' motivation arise.



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⁶⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 120.

CHAPTER III

RESEARCH METODOLOGY

A. Type of Research

According to Creswell, research approaches are plans and the procedures for research that span the steps from broad to assumptions to detailed method of data collection, analysis, and interpretation.⁶¹ Hence a method to gain the data and information required for the research is fundamental, it is help the researcher to find right data and information to answer some research question or solve the problems. Research method is a way that researcher used to arrange how the research will carry out. Based on Sugiyono, research method is something that used to prove valid and trusted data and it can be improved, found and proved scientifically in some knowledge.⁶²

The researcher used field research in this research. The researcher would collect the data by observing the object directly by visiting location of the research. Burgess stated field research is a learning situation in which researchers have to understand their own actions and activities as well as those of the people they are studying.⁶³

The researcher used qualitative research for the research design. Qualitative research is kinds of research method to produce a research by explain the result descriptively and emphasize on analysis and explanation.

⁶¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Approaches*, (United States: SAGE Publication, Inc., 2014), p. 31.

⁶² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2016), p. 2.

⁶³ Martin B., & Robert G. Burgess, *Field Research: A Sourcebook and Field Manua* (*Contemporary Social Research Series; No. 4*, (London & New York: Routledge, 2005), p. 1.

According to Mason, qualitative research aims to produce rounded and contextual understanding on the basis of rich, nuanced, and detailed data.⁶⁴

Creswell assume that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particular to general themes, and the researcher making interpretations of meaning of the data. The final written report has flexible structure.⁶⁵ Those processes of research conducted in SMP Al Irsyad Al Islamiyyah Purwokerto to describe teachers' strategies in teaching speaking.

B. Source of Data

1. Location of the Research

This research was taken place in SMP Al Irsyad Al Islamiyyah Purwokerto. This school is located at Jl. Prof. Dr. Suharso, Arcawinangun, East Purwokerto, Banyumas, Jawa Tengah. The researcher interested to take this location for this research with some reasoning that this school is belong to one of the good institution in Purwokerto and be exemplary school be evidenced with many of achievements in term academic or non academic, this school is pretty good in terms of administrative management and strategies in teaching and learning process to achieve the goals that students and parents desire.

2. Object of the Research

The research object is one of important term in the research. The object of this research is "Teachers' Strategies in Teaching Speaking"

⁶⁴ Jennifer Mason, *Qualitative Researching*, (London: SAGE Publication Ltd, 2002), p. 2.

⁶⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Approaches*, (United States: SAGE Publication, Inc., 2014), p. 32,

3. Subject of the Research

Subject of the research is a person who being human subject research and source of data that directly provides for the research. The subject of the research in this research would be obtained from:

- a. The English teachers for 8th grade in SMP Al Irsyad Al Islamiyyah Purwokerto.
- b. The Eight grade students from class 8E and 8J of SMP Al Irsyad Al Islamiyyah Purwokerto.
- c. The administrate data of SMP Al Irsyad Al Islamiyyah Purwokerto.

C. Technique of Data Collection

Collecting data become the crucial step in doing the research. It is a process of how the researcher collects the data by using some research instruments or applying some method of data collection. According to Sugiono, technique of data collection is a main step of the research, it caused that the main goal of the research is to gain the data. The researcher will not get the data which fulfill the standard if the researcher not knowing about technique of data collection.⁶⁶ In this research, the researcher employed observation, documentation, and interview as the technique to obtain data.

1. Interview

Esteberg in Sugiyono define that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. There are three types of interview: Structured interview, Semi-structured Interview, Unstructured interview.⁶⁷

⁶⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2016), p. 308.

⁶⁷ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R&D*, p. 317.

Based on the types above, the researcher used semi-structured interview. The researcher conducted in-depth interview to two English teachers of eight grades directly and used voice call in order to obtain the data about the strategies that teachers used in speaking skill and to make the process of interview more flexible and relax. The researcher used a set of questions which are developed to gain specific information. It was also a way to gather data on subjects' opinion, beliefs, and feelings about situation in their own word. Susan Stainback in Sugiyono stated that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation.⁶⁸

2. Observation

According to Creswell, observation is when the researcher takes field notes on the behavior and activities of individuals at the research.⁶⁹ Based on Narbuko and Achmadi stated that observation method is determined as observing and taking notes on a phenomenon that is observed systematically.⁷⁰ The observation was used to gain the data from the site of the research to understand how the teacher applied the strategies and how the teaching and learning process flow.

In observation, the researcher was as non-participant observation. The role of the researcher was an observer which conducted note taking and recorded all events related in the teaching and learning process that occurred in the classroom. The purposed of doing observation was to know the teachers way or strategies in teaching especially in teaching speaking skill. It was also to gain the fact, what are the ways that teacher

⁶⁸ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2016), p. 318

⁶⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Approaches*, (United States: SAGE Publication, Inc., 2014)

⁷⁰ Achmadi & Narbuko, *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2009), p. 70.

use in give stimulus to the students to speak English, and how the way teacher taught speaking skill in the English classroom. In addition, it was to know the strategies that teacher used during teaching and learning process especially in teaching speaking skill.

3. Documentation

The Function of documentation is to make credible the result of observation or interview. Document is a record of an event that has passed. This document is written in the form of pictures or the monumental works of a person. In this research, the researcher used some documentation in the form photographs during the teaching and learning process, and used notes when the researcher conducted interviews.

D. Techniques of data analysis

Data analysis is a process to summarizing the data that collected by the researcher. According to Bogdan in Sugiyono stated that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and others materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered other. Spradley in Sugiyono argued, analysis of any kind involve a way of thinking. It refers to the systematic examination of something to determine its parts, the relation among parts and the relationship to the whole. Analysis is a search for patterns.⁷¹

In the analyzing the data, this research used qualitative data analysis. According Miles and Huberman cited in Sugiyono, the data analysis is consists of three activities:

⁷¹ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2016), p. 335.

1. Data Reduction

Data reduction means summarizing, selecting and choosing the important data related to the research's needs. It focusing on the things that are important and discarding unnecessary ones. The step in the reducing the data in this research were:

- a. The researcher collected the data through observation, interview and documentation in the field of research.
- b. The researcher noted, selected and focused on the data that referring to the research's need or problems of the research. Other words the relevant data were included and the irrelevant ones were discarded.

2. Data Display

After reduced the data, the second steps in analyzing the data is display. The process of showing data can be done by narrative, charts, relations between categories, table and graphic though the researcher mastered in the data collected as the basic of taking appropriate conclusion. In this research the researcher used description and table to show the data about teacher strategies in teaching speaking.

3. Conclusion Drawing/Verification

Conclusion is the last procedure of analyzing data of the research. The researcher made the temporary conclusion since beginning. Hereafter it became the final conclusion in the research. The temporary conclusion still tentative and still needs to be completed. Meanwhile verifications means examine the temporal conclusion for check their validity. In this research, the temporary conclusion became final conclusion because the conclusion arranged by sufficient data from the field of the research. The researcher acquired the final conclusion as the answer of the research problems.

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter describes the findings which are intended to answer the research questions of this study. The findings are presented based on the data gathered from the interviews. This chapter also provides further discussion which related to some literatures explained in the second chapter. It provides two major section of the research, namely the presentation of the research findings and discussion. In this part, the description of the school and the data of achievement are presented as data validity.

A. General description of SMP Al Irsyad Al Islamiyyah Purwokerto

SMP Al Irsyad Al Islamiyyah Purwokerto is one of reputable junior high schools in Purwokerto, Banyumas, was founded in 1977. This school has commitment in developing students' character and has final result as school which has good accreditation. This school declared as "School for the winners", hopefulness it could be motivations for all the components of this school to always have an effort to create achievements. SMP Al Irsyad Al Islamiyyah is located on Jl. Prof. Dr. Soeharso, Arcawinangun, Purwokerto, Banyumas. Vision and missions of SMP Al Irsyad Al Islamiyyah Purwokerto as follows:

1. Vision

As school with superior character, high achievement, and have social soul based on Islam religion.

2. Missions

- a. Implement goodly deeds and superior character in habituation.
- b. Actualize conducive and fun circumstances in teaching and learning process.

- c. Actualize kinship and friendly toward environment.
 - d. Increase creativity in developing students (academic and non-academic)
3. State of Teachers and Students
- a. Teacher's situation

Teachers are people who transfer knowledge to the students by teaching and learning activity. They used many strategies in teaching and learning process such as discussion, presentation, etc. Teacher's strategies towards the action constitute the important role for students in teaching and learning process. It helps students in understanding the material so that students can apply the material in achieving their dream in the future and be able to communicate with people around their life. Therefore the teacher plays an important role in the activities of teaching and learning in the school.

There are 60 teachers in SMP Al Irsyad Al Islamiyyah Purwokerto in academic year 2019/2020 with 6 teachers are English teacher and 2 of them are English teachers for 8th grade in SMP Al Irsyad Al Islamiyyah Purwokerto.

- b. Student condition

Students are people who follow the activities of teaching and learning process with teacher in the school purposed to gain knowledge and becoming human with knowledge. It will help their selves achieving their dream in the future with the knowledge and skills they are trained in the school. The number of active students in SMP Al Irsyad Al Islamiyyah Purwokerto 2019/2020 academic year amount to 791 students with 275 students of 8th grade divided into 8 classes.

B. The Subjects of Selection

The data in this research were collected by using interview, observation and documentation. The researcher investigated the teachers' strategies in teaching speaking English at 8th grade in SMP Al Irsyad Al Islamiyyah Purwokerto. The subject of this research were the English teachers of 8th grade who have various strategy in teaching and learning process especially in teaching speaking.

In the process gained the data, the researcher chose all English teachers of 8th grade to be used as the subject of this research. Then, the researcher also nominated that all of 8th grade's English teachers as the subject of this research. The teachers are good in teaching. It was indicated firstly from their good personality which are easy going, cheerful and friendly personality, it makes students feel enjoy and relax to learn with them. Second, they have various strategies in teaching students, especially in teaching speaking skill.

In addition, the researcher also took conduct interview with the students who taught by the teacher who become the subject this research. Finally, the researcher got ten students who become subject of this research to support the data from the teacher. The researcher began to conduct research with the English teacher of 8th grade and ten students who taught by both of teacher as main subjects in this research in SMP Al Irsyad Al Islamiyyah Purwokerto.

C. The Description of the Subjects

The presentation of the data in this part related to the teachers' strategies in teaching speaking skill at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto. The data obtained from English teacher for 8th grade as the subjects of this research. The subjects of this research were Mr. Aprilian Ade Putra and Mrs. Waryanti as the English teacher of 8th grade, five

students from Mr. Ade's class and five students from Mrs. Waryanti students' class

Mr. Aprilian Ade Putra as the first subject is an English teacher in SMP Al Irsyad Al Islamiyyah Purwokerto. Mr. Ade began teaching English in this school since 2015 as an English teacher for 8th grade. He stated that he always using various strategies and games that he created by himself in teaching students in his class. In other hand, he is also teachanother skill such as writing, reading, and listening.

The last subject is Mrs. Waryanti. She started as an English teacher in SMP Al Irsyad Al Islamiyyah since 2016. In several years until presents she becomes English teacher at 8th grade. Mrs. Yanti used various strategies in teaching and learning process in her class including in teaching speaking skill. Both of the teachers are professional teacher that have many experiences in conducting teaching and learning process. There is no wonder that in SMP Al Irsyad Al Islamiyyah Purwokerto has many achievements in field English proficiency such as storytelling, speech, Olympiad, etc.

Table 1. Students' achievements in English proficiency in SMP Al Irsyad Al Islamiyyah Purwkoerto

No.	Date	Category	Stage	Name of students	The Achievement
1.	November, 21, 22, 2015	English proficiency	National	Audrey Nabilla Shafa	3 rd place
2.				Alika Shafira	National finalist
3.	January, 16 2016	English proficiency	Eks-kerasidenan Banyumas	Farah Intan Aulia Rahmah	1 st place & general champion

4.			& Pekalongan	Audrey Nabilla Shafa	Runner up & general champion
5.	February, 7, 2016	Storytelling	Banyumas regency	Sheila Nurkhofrida	3 rd place
6.			Eks- Kerasidnan Banyumas	Marsa Shofi Athifa	Runner up

Another subject important to be described in this research is ten students of 8th grade divide into two groups of five students from Mr. Ade's class and five students from Mrs. Waryanti's class. The researcher took the students to conduct interview randomly from total five class of Mr. Ade and five class of Mrs. Yanti. The students named Andryco Langlang Julyant (S1), Bagas Gema Ramdhan (S2), Bintang Kusumawardana (S3), Ferdiansyah Panca Nugraha Adha (S4) and Raden Rafa Abyasa (S5) are Mr. Ade's students. While Ayman (S6), Ahmad Luthfi Hasan (S7), Zaidan Syahda Irfansah (S8), Hafizh Naufal Raditya (S9) and Muhamad Fadhil Zulfan (S10) are Mrs. Yanti's students.

D. Data Presentation

In this part, the researcher present the data collected from the result of observation, interview and documentation. Based on the interview, observation and documentation the research obtained some information from the subjects related to the research questions. In this part divided into three findings:

1. Teachers' strategies in teaching speaking English at 8th grade

This session explain the data found in the field. It is related to the teachers' strategies in teaching speaking skill at 8th grade in SMP Al

Irsyad Al Islamiyyah Purwokerto. Based on the result of observations, interviews and documentation, finally the data can be obtained as follows.

There are two English teachers of 8th grade (Mr. Ade and Mrs. Waryanti) as main subjects who had been observed and interviewed. Mr. Ade said there some strategies in teaching speaking skill that could help students in mastering speaking skill. In teaching speaking skill he used presentation, games, discussion, role play, brainstorming and using video-blog. Those strategies employed by the teacher to help students in mastering speaking skill.

The first strategy is presentation used for the material such as degree of comparison or presenting students activities in simple words. The students explain the comparison of something or explain their daily activities with their own words in their chair or even in front of class. There was also question and answer section from the students and teacher. However students doesn't really fond of this strategy, Mr. Ade stated that this strategy can train students' fluency and mentality to speak in front of many people and bravery to speak their mind, so that in the future the students do not feel anxious to speak in English in front of people. In addition, the teacher also could assess students' vocabulary and pronunciation during the presentation.

The students doesn't seems enjoyed the presentation activity, only several students paying attentioned to the class while the rest aren't because they tend to busy with themselves to practice speaking in their seat for their performance later. It made the class quiet noisy.

The second strategy that Mr. Ade used is games. He explained that teaching game based is the most preferred strategy that he applied in the classroom. He has implemented various games in the classroom to teach speaking skill which created by himself. There were several games he

created to apply in teaching speaking skill: Hunting Eggs, Civil War, Castle War, Grenade War, and Time Travel Agent.

a. Hunting Eggs

In conducting this game, firstly, all of the students should go out the class, none of the students stay in the class. After class is empty, the teacher spread eggs to the all side or corner of the class. Teacher put the eggs in the drawer, in cupboard, back of cupboard, under chair, under table, under book, under bag, above of cupboard, etc. Afterwards, students go back into the class and look for the eggs. If students succeed to find the eggs, they should shout, for example “I found one egg in the cupboard.”, “I found the eggs under the chair.” etc. It is aimed to encourage students to speak and also assess their pronunciation, vocabulary, grammar, etc., in their speaking. If students get one egg they get one point, if the students get two eggs they get two points, and so on. Finally, in the last minute of the session, each of students count total number of eggs they already found and write it in the worksheet that teacher provided to assess their writing too.

Picture 2. The example of students’ worksheet using Hunting Eggs

Total number eggs that I found:

- I found the egg on the...
- I found the egg...
- I found...
- I...
- ...

It could make students feel enjoy in speaking class. Nevertheless, there were some obstacles too in conducting this game. In part where students looking for the eggs, the students sometimes speak use their first language, they sometimes speak, “I found the egg” with wrong grammar. These things should be the main concern by the teacher in order to make students follows the rules of the game.

Picture 3. Students conducted Hunting Eggs



b. Civil War

This game was inspired from the famous hero movie from Marvel namely Civil War. In conducting this strategy, the teacher should divided students into two large groups namely Captain

America and Iron Man. Each group should assign a person to be captain of the group. The Captain was chosen by teacher to students whom get highest mark in the previous exercise or the students with the lowest mark in the previous exercise. The captain of the group should choose some students who active and talkative to form small group in each of the group in order to make the soldier easy to discuss. After session of forming group was done, the war begins in the form of debate.

Each captain in both of teams chose one soldier to war. The teacher plays role as a facilitator to hold a clock (the topic is telling time) and whirl the hand of clock to the number teacher want. The soldier who can mention the time that teacher show quick and correctly (correct in grammar) will receive a point for the group. This session will continue until all of the soldiers even the captain get chance to debate. The group who could mention correct answer would be the winner.

However there were students who give wrong answer or even didn't speak in English when they should mention the answer. It is clearly out of the rule in conducted this game where the students should answer the question using English. That problems made the teacher needs to give instruction repeatedly, also makes the teacher quiet difficult in assessing their speaking.

c. Castle War

To start this game, the teacher form at least four group of kingdom: A, B, C and D. The number of kingdom is related to the number of the students in the class. Each kingdom should make castle in the whiteboard by drawing four rectangles for each kingdoms. So, every kingdom in the castle war game has four castles.

In this game, there are two stages of game. The first stage is taking and defending and the second game called destroying. During the first stage, the king from “A” kingdom should nominated one soldier to attack the B kingdom. B kingdom should nominated one soldier too to defend A’s attack. Then, they switch the position B become attacker and A become defender. It is happen with kingdom C and D too, they are should take and defending each other. After that all of the kingdom switch position again, A with D and B with C, etc. All of the soldier in each kingdom must to take a part one by one in the taking and defending stage.

In the taking and defending stage, each of soldier attack with a question and defending with correct answer. When the A kingdom – for example, attack B kingdom and B answer with the correct structure, the B’s castle were safe. However if B answer is wrong, the B’s castle will destroyed by A’s kingdom, so the B’s castle reduced. It also happened to the A’s castle if A kingdom cannot answer correctly B’s question. In this stage, the castle destroyed and reduced only when the kingdom cannot answer question with correct structure.

In the second stage namely destroying stage, the soldier of each kingdom should destroy another castle’s kingdom by giving question. For example, C kingdom destroy D kingdom by giving question. In this stage, if the D kingdom succeeds in answering C’s question, so the C’s castles will destroyed. If D cannot answer C’s question so the D’s castles destroyed and reduce. Another differentiation from one stage is if the C gives a question with wrong structure of grammar, so the C’s castle will destroy by itself. So, in this stage each of all the kingdom’s mistakes in giving

or answering question give impact to the castles, it will destroy and reduce.

The castle war game require correct grammar when the students will speak their answer or question, so that the students should carefully before speak and should think whether the structure of the statements are complete and correct or not. In the last of game, the kingdom who still has many castles will become the winner. This game will help students to train their speaking with correct grammar.

Nevertheless, in conducting this game, each of group sometimes didn't accept when their castle was destroyed. The students even give protest to another group. It was no matter if the students using English in their protest, it even help students in training their speaking. However the students always using their first language in giving the protest so it disturbs the game make the class noisy.

d. Grenade War

This game consists of two large groups which faced each other in the classroom. The teacher gives instruction to the each group that they should make magic grenades to attack the opposite group. Grenades are made from paper that turns into balls. Previously, the students write one positive sentence in one paper which will be a grenade. Thereafter, the students throw the ball to the opposite group. Then they should make tame the grenade by changing the positive sentence into yes no question, for example "She is a singer". The student of the group should change the sentence into "Is she singer?" in ten seconds. If the students of the group should change it correctly so the grenade will be tame and the group will earn a point. After few minutes, students should

change positive sentence to yes no question and the duration will be reduced be seven seconds until five seconds. So in this game students should think and speak quickly and correctly.

In conducted this game students often lost their focus because the duration to changing the sentence more and more decreased. In addition their friends of their group shouted to the student who tried to changing the sentence. It make the student lost their focus and didn't answer the task in time given. It even makes students confuse of "what the sentence I should say?" So, the teacher should control the students more in conducting this game.

Picture 4. Students Conducted Grenade War



e. Time Travel Agent

This game needs several big groups and it depends on the number of the students in the class. In this game, the teacher provided some "Chair Time" adjusted by the number of groups.

Each of the group sent a member or agent of time from group 1, 2, 3, 4 to sit on the chair time. Then, the agents of time of each group are sit on the chair time, each of agents of time should speak a past tense sentence in four seconds. The topic of the sentence is free, for example: agent of time from group 1 said, “Yesterday I wake up at 5” automatically the agent of time in the next chair should speak a past tense of the sentence. All of the agents of time who sit on the chair should speak by turns quickly until one of them get wrong. The agent who provides wrong answer should go out from the time chair, trapped in the past, and forbidden to follow the game again. At last, in the last of game, the groups who still have many agents become the winner.

In this game, the students demand to practice speak fluently with correct structure of past tense within four seconds the students also should speak quickly in four seconds. However there are two models in conducting the game. The first model, student on the chair time eliminated only if the students get wrong or lack of time to speak. As long as the students do not make a mistake in the speaking they won't eliminate and can continue the game. The other model is the every students or agents should eliminated or by turns with another agents although they didn't make mistake. The agent who success speak correctly will get a point for his group and continue follow the game until all of the member have take a part to speak in chair time. However the agent who fail in speak correctly he won't get a point and taken out from the game.

In conducted this game, the students sometimes confused of what the sentence they should speak. They confused or forget what the structure of past tense that teacher explained yesterday? Or,

what the topic I should delivered? For these reason the students run out of the duration for speak.

Picture 5. Students Conducted Time Travel Agent



Those are several kinds of interesting game in teaching speaking skill Mr. Ade applied in the classroom. All of the games explained above can applied in the various material or topic. Those games were the most appropriate games for teaching speaking skill according to him. Mr. Ade said, teaching based game is the easiest strategies to make students speak and reduce their anxiety in speaking. He truly believes that teaching game based will raise students' enthusiasm even in learning speaking skill.

However in carrying out those activities there also some obstacles for instance the students didn't understand the rule of game, students didn't mastery the material and the students uncontrolled because they are focusing in getting points and sometimes break the rules. Those problems were the obstacles that teacher even the students faced in conducting those activities.

The third strategy in teaching speaking skill was using discussion. Mr. Ade said that discussion is one of the plans that he used to improve the students' speaking ability. There are several groups of discussion to talk about a topic for example, degree and comparison. The teacher provides a

picture related to the topic and the students should develop their arguments towards the topic. Every student should speak their argument in the group to assess their speaking. The teacher will walk around the class to observing students' speaking and their critical thinking. In this strategy, the students doesn't have to speak fluently or using correct grammar. The students only requested to speak up and speak up their argument to train their speaking. The teacher will guide students by correcting the wrong grammar, pronunciation or the inappropriate vocabulary used to the students in their chair. Mr. Ade said that strategy will make students feel confident and less nervous if students incidentally make mistakes.

Discussion is simple strategy that teacher could use in their speaking class, because it helps the students to train their speaking skill. Unfortunately, there several students who didn't use this opportunity to train their speaking skill well. Some students sometimes chose talk a lot that out of topic using their mother language with their friends when the teacher is not around. For this case, the teacher should truly pay attention to the every group discussion so its activity will runs well.

The fourth strategy is role play. For several students, role play is fun activity that they are doing in the class. Mr. Ade said that in conducting role play there are many preparation such as creating dialog, build the properties that appropriate with the topic, practice the dialog with several intonations that suitable with the role, and memorizing or developed the script by their selves, and in totality role play, students even should to prepare the costume or music to support their role play. Those preparations bring to perfect performance of the role play and it bring different atmosphere in the teaching and learning process and it is funny. Actually, role play can be done with simple way. However, to conduct role play students and teacher need much time to excuse.

The fifth strategy that Mr. Ade used in teaching speaking is brainstorming. Brainstorming applied almost in every meeting to start the lesson. The teacher used brainstorming to assess their speaking and its components such as students' vocabulary mastery, students' pronunciation and their understanding about a topic. The teacher also used point system in the brainstorming. The teacher gave points to the students who response his questions whether it correct or wrong answer. Mr. Ade said it was one of his strategies to raise students' interest. Using brainstorming, teacher can appraise whether the students ready to start the class or not.

In brainstorming, the teacher had already prepared some alphabet that students should guess. The first step, the teacher writes the alphabet of word that students should guess. For example, the teacher writes initial "S" for word "Study" the students who raised first their hand would have chance to guess the word first. If the student guesses "Study" then students should make simple sentence related to the word. After make sentence that appropriate with the word and the context, they get point. In conducted this kind of brainstorming, it makes them enthusiastic in following the lesson. However the student easy to guess the word but sometimes confused in arranged the sentence because of the time limit.

The last strategy that Mr. Ade ever used is using video-blogging (Vlog). Video-blogging was appointed as the final assignment of the semester. The students make content for their video-blog. The topic of the content that students create is depends on students' creativity. As an example of the topic such as students experience in visiting a recreation place, how to make something benefit, tutorial of creating something, students' traveling and culinary, etc. teacher's reason of using video-blogging was suitable with the trend and technology in this era. Mr. Ade believes that students feel more enthusiastic to follow the current trend and the development of digital technology in this era so it is a good strategy. In

using video-blog, in the last meeting of the semester the students along with the teacher would watch all the video-blogs that the students made.

Another teacher who used various strategies in teaching speaking skill in this school is Mrs. Waryanti. She said that strategies in teaching and learning were important thing. The students could understand about a material not fully from their intelligence but also teacher's strategies. So that Mrs. Yanti using various strategies in teaching and learning process not except in teaching speaking skill. There were several strategies that Mrs. Yanti applied in teaching speaking skill: Discussion, role play, presentation, memorizing vocabularies, game, brain storming, and storytelling.

1) Discussion

Almost all of the English teacher may used discussion as their strategy in teaching speaking skill. Discussion is usual strategy that easy to conduct in the class. However, discussion will gives big impact to train students' speaking skill. During discussion students should give their argument and ideas orally. Although the structure of the sentence they said might be wrong, but the main purpose of the discussion is to practice speaking skill. Mrs. Yanti said that discussion is one of the fit strategies to train students' speaking skill.

However there were several students who unconfident to speak up in the discussion. The students even talk out of the topic. The students who refused to speak have many reasons: they know the topic but not in detailed. They know the topic detailed but they confused arranged the word in English. They doubt did some mistakes in their speaking which would make their friends didn't understand of what they said. If something like this happened, the teacher would give the students guidance to help students who still confused in the discussion.

2) Role play

Role play takes apart in process of training students' speaking. She said it was activity to assess students' speaking skill. Through role play teacher would be able to measure students' vocabulary, intonation, pronunciation, fluently, etc in their speaking. Role play become strategy that can reduce students' boredom in learning speaking skill. Mrs. Yanti believes that role play very helpful in training students' speaking skill.

Sometimes in conducted this activity, there were some students who indiscipline. When the other students ready to conduct role play, there some students or a group who didn't prepare their performance with many of reasons such as didn't have much time to prepared, etc. In conducted role play, the teacher and students should have more time because role play activity needs long durations to conduct.

3) Presentation

So far, presentation accomplished as strategy that often teacher used in teaching speaking. Mrs. Yanti said that presentation play important role in training students' speaking skill. Using presentation students demand to speak up and explain about something. Therefore it becomes defiance for students to train their speaking skill in front of people. Mrs. Yanti used this strategy to explain degree of comparison or students' activities in somewhere. She added that this strategy was suitable to apply in various materials not only in the topic degree of comparison. On the contrary, many students feel anxious took presentation so the teacher sometimes using group presentation but in certain topic of the material to reduce their anxiety in presentation.

4) Memorizing vocabulary

One of the problems in speaking is due to lack of vocabularies. This is way that the teacher required the students to memorize in every

English class. The vocabulary that students should collect was exempt. Students decide by their selves the vocabulary that they want to memorize or from the text book from materi being taught. Mr. Yanti truly believe that this strategy be able to solve one of students' problems in speaking such as lack of vocabularies and pronunciation.

5) Game

Teaching based game was one of the favorite activities that students want and enjoy in the conducting of this strategy. Based on interview with the students and the teacher, they mention that game is the favorite activity that they conduct in the classroom. Hence, the teacher applied game in teaching and learning process not except in teaching speaking skill. Mrs. Yanti said that teaching speaking using game was very helpful to train students' speaking skill. It reduce students' anxiety even their boredom. There were several games that Mrs. Yanti use in teaching speaking skill and it is quiet similar with Mr. Ade.

a. Abdullah says

Abdullah says a game that students should guess the verb and make simple sentence related to the verb orally. The students who guess the word and make a sentence at first will get a point from the teacher. This game conducted in the beginning of the lesson such as brain storming. For example, the teacher prepare alphabet "S" for the students to guess what is verb start from alphabet "R". Students should say "Abdullah says" with rise their hand when they want to guess. After students guess the verb, they should make a sentence related to the verb orally. If students guess "Run" for this alphabet, they can make "I run with my friends yesterday." So the students will get one star or point as a reward. This game was included brainstorming. The teacher design this

strategy become game that she named “Abdullah says” it purpose to make this activity easy to remember by the students.

b. Hunting Eggs

There are different thing between hunting eggs that Mr. Ade and Mrs. Yanti conduct. In the Mrs. Yanti class, students should hunting egg outdoor. That is opposite with the hunting eggs that Mr. Ade conducted. However both of them are to hunt some eggs. The differentiation is on the place in hunting the eggs.

To conduct this game, students should stay quiet in the class. Then the teacher spread the eggs in many place such as in trees, shoe rack, flower pots, etc. All students should spread to look for the egg. If students find egg they should say “I found egg in the...” In the last game, the students count the total number that they found and write it in the worksheet.

In conducting hunting egg outdoor, students seem more fresh and consoled. Because conducted outdoor, the teacher quiet difficult to controlled the students if the students sometimes run too far.

c. Castle war

In this game, there is no differentiation in conducting castle war in both of Mr. Ade and Mrs. Yanti conducted this game with the same rules but with the different material lesson. The teacher should divide the students into some large groups. All the groups called kingdom, the chair person called king and the member of the group called soldier. There were also two stages in this game called taking and defending, and destroying stage. Students should say the sentence with correct grammar. In this game students could train their speaking with the correct grammar. However, they sometimes incidentally speak by using their mother language. So

the teacher and other students should carefully pay attention to see whether the students break the rule of game or not.

6) Brainstorming

Mrs. Yanti said that brainstorming could help students train their speaking. In the conducting brain storming students should answer question orally in limited time. It was be a chance to the teacher to train and assess students speaking skill beside to measure their knowledge. The teacher sometimes used game such as “Abdullah Says”, ask some question about their activities in home or question that related with the material and song in the brainstorming. Mrs. Yanti said that brainstorming through game and song increase students’ interest to speak rather than using question and answer. It could reduce students’ bored so the brain storming going funny. Nevertheless, the students sometimes confused or speechless when the teacher ask the students some questions. Mrs. Yanti said, the students may have their answer but they confused to answer through English. For this reason the teacher sometimes let the students to answer using Indonesian first, after that the teacher guide the students to translate into English.

Picture 6. Teacher conducted Brainstorming



7) Storytelling

Besides using presentation to train students' speaking skill, Mrs. Yanti also employed storytelling strategy in teaching speaking. It was almost same with presentation. Students should speak in front of class and tell the story that they have. However in this strategy, students should tell the story they have with their own language, expression, etc. The students also should tell their story one by one in front of class. Mrs. Yanti said, it may hard for some students who didn't master in speaking or even English. However Mrs. Yanti always gives support and motivations to all students. She always say to the shy students, "I believe that you can do that.", "Come on captain, your friend will give you support.", or "Your friends and I can't wait too long to hear your amazing speech." She added that in giving motivation, the teacher should involved another students and say positive sentence. She thought that giving motivation reduced students' anxiety to speak in front of class.

By using storytelling to train students' speaking skill make teacher easy to assess their speaking skill such as their vocabulary mastery, their pronunciation, their fluently or even their punctuation and stressing. However the teacher should be smart to give support and motivation so that students enjoy to speaking. Mrs. Yanti usually conducted this strategy for recount and narrative. Besides to write the text, Mrs. Yanti asks the students to tell their writing too.

Picture 7. Students conducted Conversation



Based on the explanations above, the researcher also pointed that there are several game which both of teacher used in teaching speaking. Both of teachers also used several game which same or have similarity. Based on the interview the both of the teachers said that they create their own game in teaching speaking. The kinds of game that the teachers applied were: (a) Hunting Eggs, (b) Castle War, (c) Civil war, (d) Grenade War (c) Time Travel Agent, and (f) Abdullah Says.

Table 2. Kinds of games that teacher applied in teaching speaking at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto

No	Games teacher applied in teaching speaking	Mr. Ade	Mrs. Yanti
1.	Hunting Eggs	✓	✓
2.	Castle War	✓	✓
3.	Civil War	✓	
4.	Grenade War	✓	
5.	Time Travel Agent	✓	
6.	Abdullah Says		✓

According to the table presented above, Mr. Ade applied Hunting Eggs, Castle War, Civil War, Grenade War, and Time Travel Agent as a way to teach speaking skill in his class. While Mrs. Yanti applied Hunting Eggs, Castle War, and Abdullah Says as game based strategies that she used in her class in teaching speaking skill.

Applying various strategies in teaching speaking is a good way to help students in mastery their speaking. The teacher who used different kind of strategies in their class was included active and creative teacher. It helped students reduce their boredom and lift up their spirit when they follow the lessons. Besides that the students would have many experiences in their learning in the school.

Table 3. Teachers' strategies in teaching speaking skill at 8th grade in SMP Al Irsyad Al Islamiyyah Purwokerto

No.	Teaching speaking strategies	Subject of the research	
		Mr. Ade	Mrs. Yanti
1.	Presentation	✓	✓
2.	Storytelling	✓	✓
3.	Role play	✓	✓
4.	Discussion	✓	✓
5.	Memorizing vocabularies		✓
6.	Game	✓	✓
7.	Brainstorming	✓	✓
8.	Video-blog	✓	

In summary, there are several strategies that teacher applied in teaching speaking skill at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto. They were: (1) Presentation, (2) Storytelling, (3) Role-play, (4) Discussion, (5) Memorizing vocabularies, (6) Games, (7) Brain storming, and (8) Video-blog.

2. The strategy mostly used by the teacher in teaching speaking at 8th grade

In order to make successful teaching and learning process, teacher should provide many strategies in the class. The strategies that arranged by the teacher are to make teaching and learning run effectively, conducive and achieve the goals of teaching and learning process. In arranging the strategies to be applied in the class should creative and innovative. Teachers should know the characteristic of the students they teach, thus, these factors could the teachers to arrange several strategies which is appropriate to teach their students.

In range of junior high school the characteristic of the students in general still need fun learning. The students of junior high school are still interesting to play game, joke and talk too much. These factors demand the teachers to be smart in controlling students' attention in the learning process. The teacher should be more interesting by conducting creative strategies. It is truly help teachers to obtain students' attention and interest.

Based on the explanations above, teachers' strategies play important role in the teaching and learning process. For all those the subject of this research Mr. Ade and Mrs. Yanti tried to create their own strategies that could help them and the students in teaching and learning process. Both of the subjects use various strategies in teaching and learning process especially in teaching speaking skill. There were several strategies that

they applied in teaching speaking such as presentation, games, discussion, storytelling, role play, brainstorming, memorizing vocabularies and using video-blog. They added that they also used motivation in every teaching speaking as one of their strategies. Through those various strategies the teachers could train students' speaking in fun way and help the students.

In order to make interesting activity, the teachers tried to create several strategies such as games. Both of teachers were created their own games as their strategies in teaching speaking skill. They truly believe that students would feel enjoy and relax when the teachers applied game in their class. The followings games that they were created to teach speaking skill are Hunting eggs, Castle war, Civil war, Time Travel Agent, Grenade War, and Abdullah says. The teachers stated that those games help students to train their speaking skill without any doubt or anxiety.

Teaching speaking skill needs attractive strategies to make students enjoy and comfortable in speaking. The teachers said that games are the most favorite activity for the students. The students pay high attention when the teachers conducted game based in teaching speaking skill. They feel curious about what game they will play or whether they will be a winner and get many points. It helps the teachers in training students' speaking and assessing their speaking without any compulsion.

Mr. Ade said that the strategy mostly used in his class was game. Through the games, teachers can feel students' enthusiasm. This enthusiasm helps the teacher in teaching speaking. Students comfortably speak without any doubt and it help students in mastering their speaking skill. Students didn't afraid to speak up because students feel comfort, relax, fun and enjoy with the game and forget their doubt and anxiety to speak. The material or topic related to the speaking skill such as expression, giving and asking, greeting, even grammar focus the teacher almost using game to teach their speaking.

In addition he also applied presentation in teaching speaking English. Besides to find out how far the students understand the topic, it also used to assess their speaking skill. Based on his opinion, using presentation is the effective to train students' speaking skill. Presentation applied because it is a simple way but the teacher could assess their speaking ability intensively.

In the other hand, Mrs. Yanti chose storytelling and memorizing vocabularies as the strategy mostly used in teaching speaking. Nevertheless she also used game as the second strategies that she applied in teaching speaking skill. Based on Mrs. Yanti opinion, storytelling is the most appropriate strategy in teaching speaking skill. Storytelling helps the teacher to evaluate their pronunciation, intonation even fluency. Thus in conduct storytelling students should fully speak without any activities which paused their speaking. It can train students' speaking intensively. In addition, memorizing vocabularies should solve students' vocabulary mastery problem which is related with speaking.

Tabel 4. Strategies that teachers mostly used in speaking skill at 8th grade of SMP Al Irsyad Al Islamiyyah Purwokerto

No.	The strategies teachers use in teaching speaking	The strategies mostly used	
		Mr. Ade	Mrs. Yanti
1.	Presentation	✓	
2.	Storytelling		✓
3.	Role play		
4.	Discussion		
5.	Memorizing vocabularies		✓
6.	Game	✓	✓
7.	Brain storming		

8.	Video-blog		
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Based on interview, the researcher concluded that the strategy which teachers mostly used in teaching speaking was game. In addition Mr. Ade also used presentation beside games. While Mrs. Yanti added memorizing vocabularies as the strategies that she mostly used in teaching speaking skill.

3. Teachers' purposes of using the strategies in teaching speaking

There are many considerations in deciding what the strategy that teacher should apply in teaching speaking. The characteristic of the students, the material that teacher would taught, the media that suitable with the material, etc, are determinant factors in choosing the strategy. The teacher should pay attention to the factors related to the teaching and learning process. They also should be precise in deciding the strategy in teaching and learning process. It helps teacher in deciding the strategy that appropriate for their class.

Using presentation in speaking class helps students train their speaking. Therefore it becomes challenge for students to train their speaking skill in front of people. Mr. Ade stated that this strategy can train students' fluency and mentality to speak in front of many people and brave to speak their mind, so that in the future life the students do not feel anxious to speak in front of people, especially speak in English. In addition, the teacher also could assess students' vocabulary and pronunciation.

Besides presentation, using storytelling helps students' to mastery their speaking skill. Therefore the students conduct speaking intensively using certain intonation related to the story that they bring. In conducting storytelling the students may speak in front of their classmates, it is

demand their selves to prepare their speaking such as their pronunciation, fluently, punctuation, etc. It made teacher easy to train and assess their speaking skill such as their vocabulary mastery, their pronunciation, their fluently or even their punctuation and stressing. For those reasons storytelling become one of appropriate strategy to teach speaking skill.

Another was role-play, also contributed in training students' speaking skill. Role-play is the fun activity that they are doing in the class because it bring different atmosphere in the teaching and learning process and it is fun. Through role-play students feel enthusiastic in speaking because they would play certain role or even their selves. Through it they played certain role and could show their good ability of speaking using certain role. Conducted role play helps students mastering their speaking and also their communication ability with other.

Another way to help students in mastering speaking skill is discussion. Discussion enables students to speak what they are thinking without any preparation. It may train students' how to transfer their idea orally without the process of memorizing the sentence or create the sentence first such as presentation, role play or dialog. Through discussion students should response and give their idea to the topic of discussion. It helps students to train their fluency and train students to think critically related to certain topic in speaking.

In order to make students speak, the teacher should have strategy such as song brainstorming. Its brainstorming helps the teacher to invite students' interest so that they would speak in the classroom. Employed its brainstorming in the beginning of speaking class could train students' speaking skill in simple sentence. Students will speak in phases from simple to complicated sentence. It is strongly helps students in learning speaking skill.

One of the problem that students have in conducting speaking is they lack of vocabularies. Vocabularies are something important in conducting speaking. Students would face difficulties in speaking if less vocabulary. For this reason the teacher tried to help students get more vocabularies through memorizing vocabularies. It was simple way to help students in mastering their speaking ability.

Speaking as the difficult aspect in learning English may make the students feel doubt or less self confident in conducting speaking. Whereas speaking is important thing that students should master in learning English. According to the teacher tried many strategies that could help students in mastering their speaking such as conducting games. Game something that could raise students' interest because it is the activity they love. The teachers believe that almost of students often play game in their house even in the classroom. For this reason the teacher tried to applied game into their teaching and learning speaking.

Through game base learning in teaching speaking make students feel interest in conducting their speaking skill. The students could play a game in the classroom at the same time students could learn and train their speaking skill. It is effectively reduce students' doubt and increase. The students who doubt and less self confident in speaking would try their speaking in order they could join the game. Using game based in teaching speaking really train students' speaking skill through fun learning.

The last point was teaching using video-blog. In this millennial era, the teachers sometimes used video-blog for their final assignment to assess their speaking skill can be applied through video-blog. Using video-blog leads students' interest in speaking skill because it is become trend in this era. The teacher can use video-blog in the field of education, teaching and learning. Employed video-blog is effective way to train students' speaking skill.

E. Discussion

Based on data presented above that the data collected from all of teachers of 8th grade they are Mr. Ade and Mrs. Yanti as the subjects of this research. The researcher found various strategies that both of the teachers applied in their lesson. Teaching strategies are very important, in this case in teaching speaking skill it would encourage students' to response through speech. As stated by Renandya in Maulidar, Gani and Samad that a goal of language teaching is to provide learners with communicative competence, classroom activities that develop learners' ability to express themselves through speech will, therefore, seem to be an important component of language course, and teachers who design and administer such activities will then be more important.⁷² It proved that teaching strategies as way to encourage students' responses in the teaching and learning process.

As the researcher presented above, there several known strategies that both of the teacher used in teaching speaking. Those strategies are Storytelling, Role play, Discussion, Game, Memorizing vocabularies, Brain storming, Video-blog and Presentation. Through those strategies the students could practice more speaking in the classroom in the atmosphere where they feel comfortable to speak up. As Paul in Erik and Yani stated that Introducing and practicing pattern in ways that feel meaningful to the children, such as in games, in situation where the children genuinely want to express themselves, and through personalization.⁷³ It is one of teacher's consider in applying the strategies in teaching speaking.

⁷² Khaira, M., et.al., "Teacher's Strategies in Teaching Speaking for Cadets", *English Education Journal*, Vol. 10, No. 1, (2019), p. 84.

⁷³ Paul, D. (2003). Teaching English to young learners in Asia. Hongkong: Longman Asia
ELT cited in Erik Yuda Pratama & Yani Awaliyah, "Teachers' Strategies to Young Learners", *Journal of English Education*, Ibn Khaldun University Bogor, p. 21

Storytelling could raise students' creativity and critical thinking besides train their speaking ability. S7 said that the teacher often asked for the students to tell students' activities in their home and present it in the classroom. It may make students scary in the beginning but it made their speaking skill increased. Kayi stated Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddle and jokes. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.⁷⁴ From this statement it can be said that storytelling helps students in raising their creative thinking. In fact, students sometimes only tell the story from the book or their experience without adding some ideas to their story. Some factors because the students lack of vocabularies and not really understand the grammar.

Mrs. Yanti said, it may hard for some students who didn't master in speaking or even English. However Mrs. Yanti always gives support and motivations to all students. She always say to the shy students, "I believe that you can do that.", "Come on captain, your friend will give you support.", or "Your friends and I can't wait too long to hear your amazing speech." She added that in giving motivation, the teacher should involved another students and say positive sentence. She thought that giving motivation reduced students' anxiety to speak in front of class and make students feel comfort in conducting speaking. As stated by Paul in Erik and Yani that one of thing that

⁷⁴ 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 in December, 7 2019.

teacher should consider is giving students confidence to speak out in front of others by talking independently with other children and the whole class.⁷⁵

However it could contribute students to train their speaking skill although the students may feel anxious to do this activity. This strategy also helps the teachers to assess how far the students' mastery speaking skill and its components even the grammar.

The next strategy that both of the teachers applied in teaching speaking skill is role-play. As stated by S6, that they should make an conversation and practiced it in the classroom for their activity to promote their speaking skill. Harmer stated, Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purpose.⁷⁶ Nunan stated Role-play is an excellent activity for speaking in the relatively safe environment of the classroom. In a Role play, students are given particular roles in the target language. Role play gives learners practice speaking the target language before they must do in a real environment.⁷⁷

In addition Cameron cited in Maulidar, et all stated that Role-play is a learning activity that should be appropriate for students and social culture experience because the activity should give learners opportunities to use language they know and should start with simple dialogues before moving on to more advanced interactions.⁷⁸ Those statements show that role-play is appropriate way to improve students' speaking proficiency such as fluency. It

⁷⁵ Paul, D. (2003). *Teaching English to young learners in Asia*. Hongkong: Longman Asia ELT cited in Erik Yuda Pratama & Yani Awaliyah, "Teachers' Strategies to Young Learners", *Journal of English Education*, Ibn Khaldun University Bogor, p. 21

⁷⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p.348-353.

⁷⁷ David N., *Practical English Language Teaching*, (New York: Prentice Hall, 2003), p. 57.

⁷⁸ Khaira, M., et.al., "Teacher's Strategies in Teaching Speaking for Cadets", *English Education Journal*, Vol. 10, No. 1, (2019), p. 84.

can conclude that Role-play encourage students to train their speaking skill to faced communication in real life that may using advanced interactions.

Besides Storytelling and Role-play, other strategies that could teacher applied in teaching speaking skill is Discussion. As said by S2 that the teacher often give them some topic and asked the students to discuss using English. While S8 from Mrs. Yanti's class said that the teacher divided the students in the classroom into some group of discussion. The Teacher always told the students that every student should speak English in order to get point but some of students sometimes using Indonesian when they get stuck in the meaning. Discussion could make the students express their ideas through speech. Even though, they were not always using English along the discussion. Students sometimes feel confused, "What else I should say about this?" or "What is the English of this?" Ur stated, that to help students solve of the problem in speaking one of them are use group work and keep students speaking the target language.⁷⁹ It may helps students to solve even develop their speaking skill. However, it difficult to controlled in discussion by the teacher whether the students always use English or not.

According to Kayi, Discussion fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite way while disagreeing with others.⁸⁰ It could help students to practice how to disagreeing something using polite manner before students having communication in real life. In this point, the teacher should give guidance before conduct the discussion about how the students disagreeing something in polite way or explain the rules of the discussion such as paraphrase ideas, express support, check for clarification, etc.

⁷⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121

⁸⁰ 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 in December, 7 2019.

The next strategy that both of the teachers usually use is a games. Games bring the class into fun and happy learning. As stated by S10, When the teacher using game, it make the students feel enjoy and reduce their bored. It helps them very much. S7 added, they really enthusiastic when teacher doing game in the class. It is funny and memorable moment. His statement show that game based in teaching and learning raise students' enthusiasm so the students would response and its response as way to train students' speaking skill. Through this method the teacher also could assess students' speaking skill ability without any compulsion.

Zhu stated game playing is effective in developing students' communicative ability in that it is a dynamic process of communication in which students' thinking beings and communicators instead of knowledge receptacles, try to get their ideas, concept, thoughts, emotions and feeling expressed, based on their own life experiences. Game can increase students' communication and co-operation.⁸¹ Another students (S1) stated, when they conduct game they could speak easily even though it is simple sentence. In addition Ur stated that in teaching speaking there are some strategies one of them is use group work and base the activity on easy language.⁸² In conducting game students mostly work in group and also speak in simple and easy language.

However, in conducting kind of games that teacher applied, students didn't speak intensively like with presentation or storytelling. So, using game may only quiet in increasing students speaking ability. Nevertheless utilize game could help students in reducing their anxiety or bored in speaking as S10 stated.

⁸¹ Deguang Zhu, "Using Games to Improve Students' Communicative Ability", *Journal of Language Teaching and Research*, Voll. 3, No. 4, (2012), p. 802.

⁸²Peny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121.

Then, there is brainstorming in teaching speaking strategies that both of teacher used. Brainstorming helps students to train their speaking skill ability even though it is simple way. As stated by Kayi, 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 brain storming is that students' are not criticized for their ideas so the students' will be open to sharing new ideas.⁸³ Nevertheless, there were several students who feel too confused – especially Abdullah says brainstorming. It happened because the students should create a sentence in limited time. The students may could create the sentence related to the word but they may confuse to deliver using English – students may lack of vocabularies.

While S9 said, they feel enthused but nervous in the same time when the teacher conduct brainstorming in the beginning of the class. While S5 said, He always curious when teacher start say the word that students should guess in brainstorming. Accordingly Cullen stated, Brainstorming is an ideal warm-up activity because it takes little time. Also, it can be explained easily and be used with any chosen topic.⁸⁴ Those statements bring to the conclusion that brainstorming could become appropriate strategy to apply.

Brainstorming is a good choice as using video-blog to teach speaking skill. The teacher use video-blog in teaching speaking skill especially to measure students' speaking skill. Speaking assignment may be difficult task for several students. However using video-blog can tackle the difficulties of speaking skill, it happened in the reason that most of students like to watch even make vide-blog, so it is help students reduce the difficulties in speaking

⁸³ 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 in December, 7 2019.

⁸⁴ Brian Cullen, "Brainstorming before Speaking Tasks", *The Internet TESL Journal*, *Voll. IV, No. 7, (1998)*, <http://iteslj.org/Techniques/Cullen-Brainstorming/>, aces in June, 6 2020.

skill. S5 said, that the assignment that he usually remember if learning English is make a video-blog for final speaking assignment and it make he feel fun. Astriani, et all stated that utilizing video-blog is helping the students more effectively. It means applying this media in the course will encourage students to practice speaking efficiently.⁸⁵ It can conclude that conducting this strategies encourage students to practice speaking. Students could practice their speaking efficiently without feel anxiety of making mistakes or shy.

The last strategies that teacher employed was presentation. Presentation helps students mastering speaking skill because it demands students to explain certain topic through speech. S4 stated that Presentation may difficult but it helps them a lot when they tried to train their speaking skill. While S9 mentioned, if teacher said there was speaking assessment he literally think about presentation. As stated by the students, conduct presentation may difficult for the students and need lot of prepare. However, this strategy can train students' speaking skill with its components and mentality to speak in front of many people and brave to speak their mind, so that in the future live the students do not feel anxious to speak in front of people, especially speak in English.

Through various teaching strategies help students in mastering speaking skill. However there were always problems that students faced such as lack of vocabularies. In order to enhance students' vocabularies Mr. Yanti required the students to memorizing vocabularies as the strategies in reducing one of students' problem in speaking. Through this step at least one day one word will help students in increasing their vocabulary mastery. It is influence a lot in students' speaking skill. For this reason, students don't feel confuse when they want to express their ideas or in communication. Alqahtani stated that learning vocabulary is an essential part in foreign language learning.

⁸⁵ Ayu Astriani, et.al., "Integrating Vide Blog in EFL Class for Teaching Speaking at SMAN 4 Kendari", *Journal of Language Educational Technology*, Vol. 2, No. 2, (2017).

Lexical knowledge is central to communicative competence and to the acquisition of a foreign language.⁸⁶ Based on the student perception as S8 said, the teacher usually gives an assignment to memorize vocabularies. It helps them when they will speak or reading an article, they can understand the meaning. For this reason, mastering vocabularies could help students when they conducted speaking with correct stressed.

Although there had been various strategies in teaching speaking, there still group of students that difficult to engage to speak cause by different problems less self confident that make students feel doubt, worry or anxious. It caused when students lack of vocabularies, lack of practice and always using their first language in the English classroom. It is supported by Ur, that there are four speaking problems faced by students, those are inhibition, nothing to say, low or uneven participation and mother tongue use.⁸⁷ For this reason, both of the teachers employed various strategies in speaking skill such as the explanation above. The teacher also guided the students through giving motivation and as participant in order to reduce their worry or anxiety in speaking. As stated by Harmer, there three have particular relevant if teacher trying to get students to speak: teacher as prompter, teacher as participant and teacher as feedback provider.⁸⁸

Utilize game in teaching speaking could make students feel enjoy or reduce their anxiety however it didn't train students to speak intensively. While using strategies such as presentation, storytelling, or role play would train the students to speak intensively although it may make students anxiety or worry. So the teachers should equal in applying strategies in teaching

⁸⁶ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching Education*, Vol. 3, No. 3, (2015), p. 31.

⁸⁷ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge, 1991), p. 121.

⁸⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson, 2007), p.347-348

speaking. When the students feel bored using strategies that always monotonous, the teacher could employ the strategies that could refresh students mind and make students enjoy. Nevertheless the teacher also should apply the strategies that could truly train students' speaking skill.



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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