TEACHERS’S STRATEGY IN TEACHING SPEAKING
(A Case Study at Youth Education Center Banda Aceh)

THESIS

Submitted by

NYAK SUKARDI
NIM. 231222634
Student of Faculty of Education and Teacher Training
Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
2019 M/1440 H
THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In Partial Fulfilment of the requirement for Sarjana Degree (S1)
On Teacher Education

By:

Nyak Sukardi
Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No. 231222634

Approved by:

Main Supervisor
Co-Supervisor.

Dr. Salam Mahmud, MA
196512031992032003

Mulia, M. Ed
19781013201411001
It has been defended in Sidang Munagasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sajana Degree S-1 on Teacher Education

On:

January 25th, 2019 M
Friday, 19 Jumadil awal 1440 H

Darussalam - Banda Aceh

Chairperson,

Dr. Salami Mahmud, MA

Secretary,

Khairul Iqbal Aziz S.Pd

Member,

Mulia, M. Ed

Member,

Nidawati, M.Ag

Certified by:

Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry

Dr. Muslim Razali, S.H., M.Ag

Reg. No. 195903091989031001
LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH/SKRIPRI

Yang bertanda tangan di bawah ini:

Nama : Nyak Sukardi
NIM : 231222634
Prodi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan
Judul Skripsi : Teacher’s Strategy in teaching Speaking (A case study at Youth Education Center Banda Aceh)

Dengan ini menyatakan bahwa dalam penulisan skripsi ini, saya:

1. Tidak menggunakan ide orang lain tanpa mampu mengembangkan dan mempertanggungjawabkan;
2. Tidak melakukan plagiasi terhadap naskah karya orang lain;
3. Tidak menggunakan karya orang lain tanpa menyebutkan sumber asli atau tanpa izin pemilik karya;
4. Tidak memanipulasi dan memalsukan data;
5. Mengerjakan sendiri karya ini dan mampu bertanggung jawab atas karya ini.

Bila di kemudian hari ada tuntutan dari pihak lain atas karya saya, dan telah melalui pembuktian yang dapat dipertanggung jawabkan dan ternyata memang ditemukan bukti bahwa saya telah melanggar pernyataan ini, maka saya siap dikenai sanksi berdasarkan aturan yang berlaku di fakultas Tarbiyah dan Keguruan UN Ar-rayyat Banda Aceh.

Demikian pernyataan ini saya buat dengan sesungguhnya dan tanpa paksan dari pihak manapun.

Banda Aceh,

Yang Menyatakan

(Nyak Sukardi)
ABSTRACT

This study is aimed at portraying teacher’s strategies in teaching speaking to students at secondary level and recognizing students’ response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students’ response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, provided them with the presentation of material visually, motorically, and audibly, as well as concerned oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with students’ characteristics and level of proficiency, and provide materials that involve students to be active by using various available media for the implementation of teaching speaking.

Keywords: teaching strategies, the teaching of speaking, secondary level.
ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah SWT who has blessed the researcher, given health and strength in writing this thesis. Greeting, praying, and loving, I present to our beloved prophet Muhammad SAW his family and friend.

In this occasion the researcher would like to express higher appreciation to the writer's supervisor for Dr. Salami Mahmud, MA and Mulia. M.Ed for their valuable times and fabulous advices who have guided the researcher in writing and finishing this thesis.

Furthermore, the researcher would like express big appreciation to his beloved father and mother Ayyudan and Salwati for their affection, attention, support and everlasting love through his life. I also represent this gratitude to my beloved uncle and aunty T. Syahidan S.pd and Cut Agustim also for my causin T. Rahmat Syahputra S. Pd, Ardiansyah, Teuku Abral, Cut Habiburrahman, Cut Anzar Syarif, Nyak Arzak Mubaraq, Aguslijar, S.pd and my young sister Cut Maulidya Aisyah also my young brother Nyak Akribullah who always make me happy when I am sad and always gave me motivation and spirit.

Special thanks to my best friend Agus maulidiansyah S.pd, Fuji, Fadlan, Dedi, imam, yusuf, and ridho always gave me motivation to finish this thesis. For unit 01, English Department”13, Youth Education Center Banda Aceh thank you for your love and friendship. I never forget it.

Banda Aceh, January, 15th. 2019
The Researcher,

Nyak Sukardi
NIM. 231222634
# TABLE OF CONTENTS

APPROVAL LETTER
MUNAQASYAH LETTER
DECLARATION OF ORIGINALITY

ABSTRACT .................................................................................. v
ACKNOWLEDGEMENT .................................................................. vi
TABLE OF CONTENTS .................................................................. vii
LIST OF TABLE ........................................................................... ix
LIST OF APPENDICES ....................................................................... x

CHAPTER I : INTRODUCTION
A. Background of study ......................................................... 1
B. Research question ........................................................... 4
C. Purpose of study .............................................................. 5
D. Scope of research ............................................................ 5
E. Significance of study ......................................................... 5
F. Terminology ................................................................. 6

CHAPTER II : LITERATURE REVIEW
A. Overview of speaking ......................................................... 8
B. Teaching speaking ........................................................... 9
C. Teachers’ Strategy in Teaching Speaking ................. 10
1. Cooperative Activities .................................................. 11
2. Role Play ................................................................. 13
3. Creative Task ............................................................ 15
4. Drilling ................................................................. 16
D. Students Response ......................................................... 22
E. Previous studies .......................................................... 23

CHAPTER III : RESEARCH METHODOLOGY
A. Research Design ............................................................ 26
B. Population and Sample .................................................... 28
C. The Location of Study .................................................... 29
D. Technique of Data Collection ........................................ 29
1. Classroom Observation ............................................... 30
2. Interview ................................................................. 30
E. Technique of Data Analysis ........................................ 32

CHAPTER IV : FINDINGS AND DISCUSSION
A. Teachers’ Strategies in Teaching Speaking .......... 34
1. Data from Classroom Observation .................... 34
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Cooperative Activities</td>
<td>34</td>
</tr>
<tr>
<td>b.</td>
<td>Role Play</td>
<td>35</td>
</tr>
<tr>
<td>c.</td>
<td>Creative Task</td>
<td>35</td>
</tr>
<tr>
<td>d.</td>
<td>Drilling</td>
<td>36</td>
</tr>
<tr>
<td>2.</td>
<td>Data from Interview</td>
<td>36</td>
</tr>
<tr>
<td>B.</td>
<td>Students’ Response</td>
<td>39</td>
</tr>
<tr>
<td>C.</td>
<td>Discussion</td>
<td>41</td>
</tr>
</tbody>
</table>

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Conclusion</td>
</tr>
<tr>
<td>B.</td>
<td>Suggestions</td>
</tr>
</tbody>
</table>

**REFERENCE**

**APPENDICES**

**AUTOBIOGRAPHY**
LIST OF TABLES

Table I : Table 3.I
Table II : Table 3.II
LIST OF APPENDICES

Appendix I  : Appointment Letter of supervision

Appendix II  : Recommendation Letter of research from Youth Education Center Banda Aceh.

Appendix III : Documentation
CHAPTER I
INTRODUCTION

A. Background of Study

Speaking is the way to communicate to each other. It is used to convey an idea in spoken forms. Speaking is one of skill that students may be developed not only in a formal educational institution but also in a private learning institution such as English language course based on the 2013 Curriculum.

The 2013 Curriculum stated that, teaching speaking skill at the English language course is started by introducing a variety of English text types (e.g. report, narrative, and analytical exposition) in daily habits activity (Depdiknas, 2013). In other words, the expectation of curriculum in teaching speaking skill at private educational level is that students are able to communicate in English such as for daily communication at school and after graduate.

English is one of an important skill that needs mastery by EFL learners. Harmer said that, the ability to speak in English is an important skill for foreign language learners. In addition, writing can offer more opportunities to learn English (Oxford, R. (1990) ). In addition, Parvis, L. F. said that, language is a tool for communication (2000). We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech. Without speech, we cannot communicate with one another. We cannot develop our understanding of how things are best expressed and how well our message is understood.

As a foreign language, English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students. Speaking is one of the English skills
which has to be mastered. It is related to the purpose of teaching English, that is, to develop the linguistic competence both in spoken and written forms. It is common to find people who are good in written English, but are not able to express it in speaking.

In other hand, according to Vanderplank, ‘Pacing’and ‘spacing’as predictors of difficulty in speaking and understanding English (1993). ELT Journal, 47(2), 117-125. Speaking is the difficult skill in English because in speaking the students must generate and organize their ideas to solve the difficulties in speaking (47(2) 117 – 125). “The difficulty of speaking includes pronunciation, Fear of committing mistakes, Non-availability of words to express feelings, and Difference of syntax”, Proudfoot, A., & Cardo, F. (2013). Modern Italian grammar: a practical guide. Routledge. In addition, Speaking skills become highly complex. The students must plan and organize as well as possible for the pronunciation Fear of committing mistakes and Difference of syntax to make a good speaking. The students also must learn the proper pronunciation and grammar in order that they can make a good speaking.

“The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with other speakers” Thornbury (2005). However, as the focus of speaking is to improve the oral production of students, it is teacher’s strategies to provide students a turn to speak. As Reiser and Dick argue that, teachers can use the different strategies of teaching to achieve teaching – learning goals and objectives (1996). This implies that it is teacher’s responsibility to make students able to speak English by employing suitable teaching strategies of speaking.
In addition, “teachers have to choose the appropriate method and strategy for student with different quality and quantity” (Brown, 2001; Harmer 2001; Harmer, 2002). Besides, teachers attempt to create good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers. However, all teachers’ endeavor to comply with students’ needs has something to do with properly selecting accurate teaching strategies.

In spite of any efforts made by teachers to use their entire competence, master the materials, comprehend the aims, manage the programs, use method and technique, and lead the class and teaching – learning activity using its infrastructure, teachers’ strategies cannot be taken for granted because these strategies play a crucial role, it is correspondingly asserted by Cole (2008) that it is the teachers’ role to provide effective plans/strategies in accomplishing students’ educational needs, whole general purpose is to be able to communicate using the language being learnt.

The emergence of Communicative Language Teaching (CLT) interests teachers and educators to make use of this approach because it has “communication” as the main focus in the classroom. CLT, which is the most current approach for teaching English to students of ESL (Richard and Rodgers, 2002), also enables students to receptively and productively engage in learning process in order to gain communicative competence of second or foreign language. Besides, it attracts researchers’ attention to investigate the effect of CLT implemented in classroom and to explore all about CLT, among others are Little wood (1981), Savignon (2002), Richards (2006), Chung and Huang (2009) and Wei (2010). Seen from its role to facilitate communication, CLT seems to originate Interactive Language Teaching in which speaking skill is considered as the success learning a language. One cannot say that a person masters a language without having the
ability to communicate verbally, since the aim of learning language is able to speak and language is viewed as a type of behavior (Brown and Yule, 1999; Richards, 2008; Nation and Newton, 2009).

Given the facts that teachers’ strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning, which is a subject of teaching a language (Brown and Yule, 1999), these become a focus of the study. Therefore, considering those explanations above, this research is conducted to find out what strategies employed by the teacher in teaching speaking to student of Youth Education Center in Banda Aceh and students’ responses towards each strategy.

B. Research Question

This study is aimed to find the answer to the following research questions:

1. What strategies that are used by the teacher in teaching speaking ability to the students?
2. What are the students’ responses toward the strategies which are used by the teacher?

C. Purpose Of Study

The objectives of research are as follows:

1. To investigate the strategies which are used by the teacher in teaching speaking ability to the students.
2. To know the students’ responses toward the strategies which are used by the teachers.
D. Scope Of The Research

The research will focus on describing the teacher’s strategies in teaching speaking ability and the students’ responses toward the strategies which are used by the teacher in Youth Education Center, Banda Aceh. To complete study, there will be other relevant reading material and references such previous research findings on teaching speaking mainly in non-formal education within time allocated by the university.

E. The Signification Of The Study

After doing this research, the researcher hopes that the result of the study will be useful for students and teacher. Students who are learning speaking with a teacher who work with strong strategies may motivate and stimulate students to improve their speaking. It is normally when the students find the difficulties in learning, they could cause by the teacher's method and classroom learning activities. The Practical Significance This research is expected to give input to the teacher to find out the strategies which can be used in teaching speaking ability.

F. Terminology

This research may generate some terms requiring clarification which can bring about confusion and misunderstanding. To avoid such circumstances, the terms will be elaborated in accordance with the research. Those terms are teachers’ strategies, teaching speaking, and Youth Education Center.

1. Strategy means various actions, behaviors, steps, activities, or techniques that either teachers or students perform in the classroom (Brown, 2001, 2007). In the meantime, teaching strategy, according to Walker (1994, as cited in Volya, 2009), is ‘a combination of student activities supported by the use of appropriate resources to provide particular learning experience (process) and/or to bring
about the desire learning (product)’. So teachers’ strategies in this context can be define as any efforts made and employed by the teacher in managing and organizing the classroom in order that the teaching learning process may reach the objectives.

2. Teaching speaking is a process of giving lessons to students, in which the objective is making and helping students speak English (Brown, 2001). Teaching speaking in this study refers to the teaching of English skill where speaking as the main skill is taught to achieve the objectives. The research specifies that the students are EFL students, which English is taught and used as foreign language in Indonesia (Lie, 2007).

3. Youth Education Center. It is an English language course located in Prof. A Majid Ibrahim street no. 4 Merduati, Banda Aceh. It was established in 1983 and currently it has 100 students.
CHAPTER II
LITERATURE REVIEW

A. Overview of Speaking

Speaking is the ability to produce words in language practice. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. Speaking is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and Marrow (1991), say “Speaking is an activity to produce utterance to oral communication”. This activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should motivate their students by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible. Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. (M. Bailey Kathleen, Practical English Language Teaching Speaking (NewYork : The Mc Graw. Hill companies 2000),25.) From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.
B. Teaching Speaking

The goal of teaching and learning English is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

According to Jeremy Harmer (1998), there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are:

1. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and
useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

C. Teacher’s Strategy in Teaching Speaking

Teachers are important components that influence student development. Leo mentions that a paid teacher is a professional educator, educated, showing high performance, and scientist whose primary job is to transform, develop and disseminate science, technology, and the arts through education, research and community service. The idea has actually been stated by the first Minister of Education of Indonesia, Ki Hajar Dewantara who shows three important characteristics of professional teachers. Characteristics selected are

a. Ing ngarso sung tuladha (in front, teacher becomes model),

b. Ing madya mangun karsa (in the middle, the teacher is the motivator), and

c. Tut wuri handayani (behind, the teacher is a supporters)

The attitude of teachers is very important because it will affect the development of the students’ minds and talents. In this case, Leo argues that attitude is a very important characteristic for a teacher. A positive attitude is a great asset to deal with all life’s problems in the best possible way. The problem is not only as a teaching profession etiquette, but it has a high spirit and easy to remember to be delivered to our students. A teacher’s professional attitude is often invisible but certainly felt by the students. Harmer states that good teachers prepare everything well. He prepares lessons and teaching materials beforehand. He follows the usual grooves and is ready to organize scheduled
activities. He is also ready for lessons that do not go as planned. He has a backup plan and is willing to change his plans if necessary.

Some of the common problems that can be described from the results of this study are as follows. First, the main problem faced by teachers is related to instructional instruction that includes material and syllabus. Teaching is proficient in English, is very aggressive and always invites students to discuss in English.

The students are always invited to discuss to a conclusion. Sharing an idea about an event or finding a solution in a discussion group is always applied. In this way, students do not spend time chatting with each other about irrelevant things. However, students can actually be involved in agreeing or disagreeing in opinion. There are some strategies in that can be implemented in teaching speaking. They are:

1. **Cooperative Activities**

   Cooperative learning is more than merely having students sit together, (Johnson, D. W. (1994).helping the others do their work. Directing students who finish their work early to assist others isn't a form of cooperative learning either. Neither is assigning a group of students to "work together" unless you assure that all will contribute their fair share to the product.

   A true cooperative learning experience requires that a number of criteria be met. They are:

   - Division of labor among students in the group
   - Face-to-face interaction between students
- Assignment of specific roles and duties to students
- Group processing of a task
- Positive interdependence in which students all need to do their assigned duties in order for the task to be completed
- Individual accountability for completing one's own assigned duties
- The development of social skills as a result of cooperative interaction
- Provision of group rewards by the teacher

The introduction of "learning teams" into the classroom is an effective method for increasing the number of students willing to make an effort to learn in school. The teams usually work together on long-term assignments, although sometimes students remain together in duos, triads or quadrants for the entire day. In these groups, each individual is responsible for assuring that the other team members learn the assigned material. Those who understand the lesson/material are responsible for teaching it to the others. Groups progress to a new unit of study when all members of the group have mastered the lesson.

Group members are also responsible for the behavior of all members. If a team member displays inappropriate behavior, it is the duty of fellow members to remind that student to `check' him/herself. The members attempt to refocus the misbehaving student by offering help and suggestions.

Initially, temporary grouping can help students to grasp the concept of long-term learning teams, and practice responsibilities while the teacher sharpens his/her skills and receives feedback from the students regarding how to improve assignments.

2. Role Play
Getting students to talk about their feelings is not always easy. There are many issues that are hard for them to talk about because they may be afraid of ridicule or dismissal. According to Salen, K., & Zimmerman, E. (2004) Students need to be given permission to play and explore. Role play can help them play with personal problem. It allows them to be spontaneous by releasing creative energy. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination and role play also included in simulation as well. Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role, Ladousse, G. P. (1987). For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councilors, others are local residents, others are members of an environmental organization and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion (Lucy Pollard, 2008: 36). In playing their role for the first time the students will be nervous when they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become. In the end, they might actually get to like it, especially if they imagine themselves to be rehearsing for a role, just as they would if they were playing as mall part in a movie or TV series. This is an attitude that the teacher should cultivate (David Holmes, 2004:134)

According to Dananjaya (2013) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher
only gives short scenario and the students feel free to modify or improve the situation and character. Role-playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Tompkins in Diyah, 2002). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and helps learners to interact.

As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. From those explanation above, the researcher views that role play is a strategy which involves fantasy or meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral tests relating to the role plays. Example oral tests can include students are asked to answer some simple questions relating to the role plays or students are asked to act the role plays.

3. Creative Task.

Some English teachers used creative task in teaching speaking weather they teach at school or private course, there are some approaches that include in creative task:

a. Meaningful planning

Where possible, learning in English is linked with subjects within the creative curriculum we followed: the international primary curriculum (IPC). Well in advance of teaching, teachers collaborate and share their ideas for planning through a mind mapping
process. Meaningful, creative activities are planned for, ensuring that all staff members know exactly what the children will be learning and why.

b. **Focused on strategies**

According to Moats, L. C. (1999) the teaching of speaking is not easy. As children's fluency in reading increases, it's hard to know what speaking skills need to be taught, and when. We ensure that specific speaking strategies are modelled explicitly to the class; this provides children with a holistic bank of skills to draw upon. This could include scanning a text, making an inference, predicting or creating a mental image. Our teachers use 'think aloud' statements to model to the children how these skills are used, and how they can help them become better speakers. These strategies are then shared as a class, and then assessed in follow up guided speaking activities.

c. **Drama to engage and inspire**

The use of drama is such a powerful tool. Taking the lead from our drama specialist, all teaching staff use a range of techniques to promote the exploration of characters, situations and historical events. This process expands the pupils' imaginations, and provides them with the ideas they need to give their speaking that extra spark and flair.

d. **Rigorous teaching of spelling and phonics**

According to Bentham, S., & Hutchins, R. (2006) in the infants, phonics is streamed, so all children can benefit from tailored teaching, making maximum progress as a result. All phonics and spelling activities are fun, multi-sensory and as physical possible, the aim being to meet all learning styles in the class. In the juniors, we try to make homework lists as personalized to the child as possible to ensure that the spelling patterns stick in a meaningful way.
e. Peer and self-assessment

What child doesn't love marking somebody else's work? With a clear marking key, success criteria and purpose in mind, children set about assessing either their own, or a partner's piece of speaking. Modelled through the teacher's own formative marking, pupils know what the expectations are. They are well trained in searching for successful examples of the learning intention, articulating their responses to the work, checking the speaking matches any targets and giving constructive feedback. Seeing the children learn from each other in this way is hugely positive; you know you've done your job well.

4. Drilling

Drilling is a technique that has been used in foreign language classrooms for many years (Long, M. H., & Porter, P. A. (1985). It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice.

Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students. Harmer states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. From those theories above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through oral practice to demonstrate students’ ability in using specific language items in a controlled manner.
According to Haycraft (36: 1978), after presentation and explanation of the new structure, students may use controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

a. **The Repetition Drill**

   The teacher says models (the word or phrases) and the students repeat it.

   Example:

   Teacher : It didn’t rain, so I needn’t have taken my umbrella

   Students : It didn’t rain, so I needn’t have taken my umbrella

b. **The Substitution Drill**

   Substitution drill can be used to practice different structures or vocabulary items (i.e. one word or more word change during the drill)

   Example:

   Teacher : I go to school. He?

   Students : He goes to school.

   Teacher : They?

   Students : They go to school.

c. **The Question and Answer Drill**

   The teacher gives students practice with answering questions. The students should answer the teacher’s questions very quickly. It is also possible for the teacher to let the students practice to ask questions as well. This gives students practice with the question pattern.
Example:
Teacher : Does he go to school? Yes?
Students : Yes, he does.
Teacher : No?
Students : No, he does not.

d. The Transformation Drill
The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)
Teacher : I clean the house.
Students : I don’t clean the house.
Teacher : She sings a song.
Students : She doesn’t sing a song.

e. The Chain Drill
The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student’s speech.

Teacher : What is the color of sky?
The color of sky is blue
What the color of banana?
Student A : The color of banana is yellow

What is the color of leaf?
Student B : The color of leaf is green

What is the color of our eyes?
Student C : The color of our eyes is black and white.

f. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher’s cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor.
Students : My mother is a doctor

Teacher : She works in the hospital.
Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.
Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient.
Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take cares the patient
Students : My mother is a doctor. She works in the hospital. She take cares the patient.
g. Communicative drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults’ speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Example:

Guessing game:
Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:
Students : Is it in the class?
Teacher : Yes, it is.
Students: Is it blue?
Teacher: No, it is not.

Students: Is it black?
Teacher: Yes, it is.

Students: Is it in the front of the class?
Teacher: Yes, it is.

Students: Is it black board?
Teacher: Yes, it is.

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

D. Students Response

According to Thorndike, (Slavin, R.E., *Educational Psychology: Theory and Practice, Sixth Edition*, (Boston: Allyn and Bacon, 2000) 13) learning is a process of interaction between stimulus and response. Stimulus is what stimulates the occurrence of events such as thoughts, feelings or other things that can be captured through the senses. Response is a reaction that appears when students learn, which can also change your mind, feeling or movement / action. So changes in behavior due to the shape of the concrete learning activities, that is observable, or not that is concrete that cannot be observed.

In this research, based on theory the researcher wants to know how students respond after getting the treatment using problem sticks in the classroom. Whether this response after getting treatment can help students learn well or not and make students...
improve speaking or not. The researcher uses questionnaire to know how the students’ respond.

Here, there are some indicators to show the students’ response in using problem sticks for teaching speaking.

1. The students’ opinion about English
2. The students’ opinion about Speaking
3. The students’ opinion about problem sticks as teaching media in teaching speaking.
4. The students’ opinion about the use of problem sticks as teaching media in teaching speaking.

From those indicators, the researcher develops questions. From first indicator has one questionnaire, second indicator has one questionnaire, third indicator has four questionnaires and the last indicator has four questionnaires.

E. Previous Studies

1. Indah Medekarwati, *Teacher’s Strategy in Teaching English Speaking at the Second Grade of SMPN 2 Pare – Kediri* (State Institute for Islamic Studies Sunan Ampel Surabaya : 2011). The researcher found that the most of students interested during the lesson by using this technique. Students also have improvement their understanding of the material after the teacher were taught them by using this kind of technique. But this research, the researcher wants to teach speaking by using problem sticks in learning process.

2. Mardliyatu, *Children Songs as Media in Teaching English Pronunciation : A Case of the Fourth Graders of SDN 01 Sekaran Gunungpati in the Academic Year 2006/2007* (English Department. Languages and ArtsFaculty, Semarang State
University : 2007) . The researcher wants to know the use of children songs as media in teaching English pronunciation to the learners’ in speaking skill. The researcher found that the learners have improvement by learning in class. In this research, the researcher does not try to find what the students’ response during the processes of children songs as media in teaching English.

3. Megawati Fika, *The Use of Instructional Media in the Teaching of English at MAN Bangil* (Thesis, Department of English, Faculty of Letters, State University of Malang : 2010). In this research, the writer use interactional media as teaching English. But in this research, the researcher does not try to find the use instructional media can improve students’ speaking ability or not but mention how the process of the use instructional media in the classroom.

4. Diyah Rumpinuji, *Improving Students’ Speaking Competence Using Visual Media (Peneitian Tindakan Kelas pada Kelas X-5 SMA Negeri I Ngroho Bojonegoro Tahun Pelajaran 2009-2010)*) (Skripsi, Program Pasca Sarjana Jurusan Pendidikan Bahasa Inggris. Universitas Sebelas Maret. 2010). The result of this study shows that there is improvement speaking skill after using media. It can be seen from the result of computation of students’ score on using media. It shows that the mean is 39.52. Based on calculation of students’ score on English achievement, it shows that the mean is 40.4, concerning the main purpose of this study, it was concluded that there is improvement on students’ speaking skill.
CHAPTER III
RESEARCH METHODELOGY

A. Research Design

The purpose of this study is to explore teacher’s strategies in teaching speaking. This is a qualitative design which is use descriptive study. Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts. It is not based upon hypothesis, so there is no interference in the form of control or treatment to the students as well as the teacher but this research describes and investigates the situation as it is. As asserted by Grimes and Schulz (2002: 145) a descriptive study is “concerned with and designed only to describe the existing distribution of variables, without regards to casual or other hypothesis”.

In this research, neither the teacher nor speaking strategies are investigated with inference in the form of control or treatment. Therefore, it ascertains the suitability of descriptive study to achieve the goals of this research as what this research deals with is describing its variables, teacher’s strategies in teaching speaking and students’ response to it, which has nothing to do with measurement to discover the effectiveness of one variable to another.

In order to be in line and consistent with research design employed in this research, there are characteristics of a qualitative research to consider. First, the focus of the research is quality (Alwasilah, 2008). Rather than try to correlate one variable with another or to measure an effect of one variable to another, this research focuses on understanding a single phenomenon of interest, which is teacher’s strategies in teaching speaking. Second, the aim is description, findings, and understanding, which comprise the analysis of words or pictures to describe central phenomenon. The result may be
descriptions which entail themes or broad categories that represent findings to provide crucial understanding about phenomenon under research (Fraenkel and Wallen, 2006; Creswell, 2007; Alwasilah, 2008). The findings of this research describe teacher’s strategies in teaching speaking as well as students’ response to it and the themes are generated to understand this occurrence.

Third, the settings are natural, in which there is nothing such control and treatment for subjects or variables of research, but rather within the context of its natural occurrence (Hatch, 2002; Alwasilah, 2008). In this research, there was no intervention from the researcher to the teaching of speaking as it is the teacher’s obligation to decide speaking strategies to be used. Fourth, the sample is small and purposive, meaning that the participants involved in collecting data do not have to be large in number, but it is selected purposively in accordance with the necessity of the investigation since researcher can gather as much information as possible from many accounts (Fraenkel and Wallen, 2006; Creswell, 2007; Alwasilah, 2008). This research involved a teacher and a class of students at course.

The last one, the data collection consists of main instrument (Hatch, 2002; Alwasilah, 2008). Researcher as the main instrument implies that regardless of what instrument used for data collection, the researcher use main instrument to collect the data. In this research, the data were collected through classroom observation, interview teachers, and students which were conducted by the researcher. As Hatch (2002) explains this notion, data for qualitative study are collected through observation and interview by the researchers themselves. Even, these data do not make any sense until they are processed using human intelligence of the researchers. It points out the significant role of researchers in qualitative works that all the data gathered cannot be meaningful to
generate findings and understandings of subject being studied unless the researchers are to intervene in analyzing the data.

B. Population and Sample

1. Population

Population is the whole subject of research (Patton, M. Q, 2005) Population means the group interest to the writer that would like to generalize the result of the study (Fraenkel and wallen, 1990). In this research, the population are the teachers at Youth Education Center which consists of 12 teachers and 35 students from 7 classes.

2. Sample

Sample is taking of part population using certain procedure. So, it can be expected to represent its population (Fraenkel, J. R., Wallen, N. E., & Hyun, H. H, 1993). The sample was taken by using purposive sampling which involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). That is, the researcher determines the sample because of a certain considerations. Purposive sampling also called judgment sampling, which is based on the assessment of the researcher of everyone whom deserves to be sampled. By using purposive sampling, it is expected that the criteria of obtained sampel can really help the research.

The sample of this research was three teachers and six students who taught speaking and learned it. The reason that the reshearcher choosed these teachers and students are: first, the teachers are speaking teacher. So it would be easier for the researcher to get the data. Second, the students also speaking student so that the researcher will know their respons towards teacher strategy in teaching speaking.
C. The Location of Study

This study was conducted in private course of Youth Education Center, which is located in Jl. Prof. A. Majid Ibrahim I No. 4 Village, Merduati, Banda Aceh, that was built on October 1983. currently 35 students and 12 teachers.

The researcher chose this place as the location of the research due to some reasons. First, the distance is not far from the researcher’s house, roughly about 3 kilometers. Certainly it could be easier for the researcher to get there and also could save costs.

At that course, students are required to communicate in English. Therefore, the researcher believed that this course was a suitable place to conduct the study.

D. Technique of Data Collection

As data collection is carried on, researcher have to look back to research questions to keep their observation on track. Wolcott (1995, as cited in Hatch, 2002) suggest that researchers keep in mind what their research is aimed at:

Try to assess what you are doing (that is, your participation), what you are observing, and what you are recording, in terms of the kind of information you feel you ought to gather.

Therefore, in order to answer research questions, in collecting data, there were three kinds of techniques to be employed, classroom observation, and interviewing teachers and students. The data collection techniques are thoroughly presented as follows:

1. Classroom observation

The observation with video recording was administered four times to answer the first research question when the teacher teaches speaking as the skill prioritized. It encompasses identifying teacher’s strategies in teaching speaking, which make students
speak up, problem faced by the teacher and how to deal with it. The instruments used in this research were observation sheet, which was adapted, developed, and translate from Brown (2001), and field note to keep details of what happen in the classroom.

In undertaking the observation, the role of observe – as participant (Fraenkel and Wallen, 2006) was used to fill observation sheet and fieldnote about detail descriptions of what happens in the classroom. Besides, documentation also supported this observation.

2. Interview

To support the validity of data collection, interview was administered to the teachers and the students. The interview was developed to cover some questions about teacher’s strategies. Interview is used as directive means of finding what people are thinking, feeling, and doing (Given, 2008). Interviewing teacher was supposed to avoid subjectivity of in answering the first research questions about speaking teaching strategies used by the teachers. To crosscheck the data, the researcher also interview the students. This interview the researcher need to know students responds toward the strategies which are used by the teachers.

A semi-structured interview (Given, 2008) was employed in this research where it was planned to create a set of open-ended questions for the interview, but additional questions to explore much more information needed from participants were present as the interview proceeded. In addition, the interview was simultaneously carried out with audio taping. Creswell (2007) and Given (2008) mention taking audiotape while interviewing the participants has a number of benefits. First, researchers are free to think creatively while the interviews are taking place, in case making notes is needed.
In addition, tape-recording the interviews allows researcher to later analyze the interviewees’ statement thoroughly, comparing them with previous or following statements and with the interviews given to others as well. Furthermore, recording participants’ words ensures reliability of the data as the whole data are recorded. As a result, audio taping participants’ interviews make researchers more assured that they are capturing “the true essence of interviewees’ intents” (Given, 2008). According to Agung Ginanjjar Anjaniputra (2013) in his research, a guideline interview that I have adapted, the interview consists of 7 questions which are specifically organized based on the following guideline.

**Table 3.I**

**Guideline of Interview**

<table>
<thead>
<tr>
<th>No.</th>
<th>Details</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifying teacher's preparation in teaching speaking</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2.</td>
<td>Identifying teacher's strategies in teaching speaking</td>
<td>4, 5, 6, 7</td>
</tr>
</tbody>
</table>

**Table 3.II**

**Guideline of Students’ Interview**

<table>
<thead>
<tr>
<th>No.</th>
<th>Categories</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ attitude towards English</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Students’ response towards the materials given in the teaching of speaking</td>
<td>2, 3</td>
</tr>
<tr>
<td>3.</td>
<td>Students’ response towards the strategies used in the teaching of speaking</td>
<td>4, 5</td>
</tr>
<tr>
<td>4.</td>
<td>Students’ response toward the impact of the strategies</td>
<td>6, 7</td>
</tr>
</tbody>
</table>
E. Technique of Data Analysis.

The interviews and classroom observation analysis were transcribed into two themes; 1) teacher’s strategies in teaching speaking, 2) students’ response the strategies used in the teaching of speaking. To maintain reliability of data from interview, the students’ response was crosschecked by the researcher. After collecting data, the researcher analyzed it by using qualitative data analysis.

Myers and Barners (2005: 14) states, the procedure of measurement involves verbal descriptions and interpretation rather than statistical analysis of numerical data. Otherwise, the analysis of interviews was done to obtained deeper information about teachers’ strategy in teaching speaking.
CHAPTER IV
FINDINGS AND DISCUSSION

A. Teachers’ strategies in teaching speaking.

1. Data from classroom observation.

   The researcher conducted a survey on the teaching learning process to see teachers’ strategies while teaching in the classroom. The researcher divided the observation into three times for three teachers. The result of this observation shows that teachers had different ways in teaching as follow:

   a. Cooperative activities.

      Teacher A was very warm and humble person. He taught with heart and had good approach to the students. The class was very fun as the students were very active and excited to study. They love to speak in English a lot. They learned about family member on May 20, 2018. The teacher asked the students to sit in group. Each of groups would be shared about the topic in front of the class while the other group would ask the question in the end of the discussion.

      Teacher B was very nice, active and excited. The students felt they were not in formal education, they enjoyed the class very much. They learned and talked actively in the group. Most of students spoke enthusiastically in the learning process.

      Teacher C was good in speaking. He asked the student to read the conversation and practice the conversation in pairs in front of class. Then, at that time there was no group discussion at all, but the class was running well.

   b. Role play.
Teacher A was very creative in setting game. He asked the student to practice the conversation and then they acted like in the story. The most similar acting to the conversation is the winner and got a higher score.

Teacher B was more creative. She acted more than a teacher that sometimes she looked like a mother for the students. She loved the students very much. On that day, she asked her students to sit in circle then she showed the students the rolled words, the words are about feelings or experiences they had. The way to play it is that one of students will turn the roll then, when the roll stops someone should speak in English to tell about the words. This role play was very good way to teach speaking. It would train their speaking skill.

Teacher C asked the students to stand in line. The next step was that the student at the front would accept a short sentence in English from the teacher. Therefore, he or she would whisper to their friends that would be continued to the last student. If last student said it right they were the winner. This role play would train their pronunciation in English well and turned the class to be more fun at the same time.

c. Creative task

In this problem base learning the researcher didn’t find any teaching process in the classroom. This is due to the fact that the observation was done once only. However, it was mentioned in the interview.

d. Drilling

Teacher A did a very good strategy in teaching. Before running through the topic he started the class with reviewed the subject that they had learned
before. He asked the question to the students and they would answer it at the same time. This strategy would recharge their brain to remember all they had learned.

Teacher B did a same thing. Greeting and asking their feeling were a common way to start the class. Giving the question around the topic they had learned. She asked one of student to stand in front of the class to elaborate a bit about the topic they had learned before. Other students would see their friend talking in English bravely. It would be a model to them how to speak in English.

Teacher C also opens the class by giving the question to build their speaking skill. This strategy affected the students to be more relax and fun in the classroom.

2. Data from interview.

This is a short interview looking at the way or teachers’ strategies in teaching speaking. The researcher need to know more about the strategy that researcher didn’t see it at classroom observation. To analyze the data easily the researcher used symbol TA (Teacher A), TB (Teacher B), and TC (Teacher C). The researcher asked question and presented the answer of the participant as below.

1. *How did you apply the teaching method in your teaching process?*

For the first question, the researcher asked about teaching method they have applied. TA said that the way he taught depends on the age of the students. For the intermediet class he still taught about vocabulary and the way to pronounce it. For standard class he will teach about arranging a sentence or grammar that might be discussing. Different with TB he asked the student to look for the vocabulary based
on the topic of conversation first as much as possible, the student who get more vocabularies they will get a good score. Next step, he will show them the right pronunciation then they will practice it in front of the class. And T\textsuperscript{C} look on the syllabus, so she taught based on the syllabus. Let say, the title of the topic today is about global warming, she asked the student to give an idea about global warming, this way would train their speaking skill to be better.

2. \textit{Is there any difficulty that you face in teaching speaking?}

   According to T\textsuperscript{A}, it has two problems about speaking, they are unconfident feeling in speaking and the way to pronounce the word. It hard for them to spell the word from different written. While T\textsuperscript{B} has different experience, the difficulties are about to manage the students while they are in different level and ability. He had to start from the bottom to the top level. While he is teaching the low level the high level is doing the exercise, furthermore when it finish he will go back to the high level. T\textsuperscript{C} said that the difficulty might be happen especially for new basic speaking student. The lack of vocabulary would lose their mind to speak in English.

3. \textit{have you ever given a problem to the learner then how do you guide them in solving the problem already given?}

   T\textsuperscript{A} said he has, The problem is about to find the birth day of someone, at the end they will ask to their friend and then they will give a reward to him/her. The way to do it, they will ask by using English, its very fun learning. T\textsuperscript{B} said that the problem is about speaking practice in the classroom. They are abit shy to practice it but i try to support them to keep practice until they get use to it. T\textsuperscript{C} said that, she gave the assignment to give an idea about global warming. For student who didn’t find the solution she will help it by giving short explanation at the end of the class.
4. *Have you ever applied learning method by asking the student to play the scenario in learning speaking?*

   T^A said that sometimes they play the scenario from short story about three minutes action then they will perform it in front of the class. The students really like it because they learn how to speak well and train their confident to speak too.

   Different from T^B, he loves doing this so much. He asked them to act like the story in the conversation, the students have to memorize the conversation each part of it, and then they will practice it in front of the class. While T^C think that this technique is not monotonous. They have ever made like a drama or storytelling. The class look more fun and the students are not bored.

5. *Have you ever applied the method work in group in learning speaking?*

   T^A said that it depends on their level, for first level they are not able to work in group for discussing something. He had various level in his class, sometimes he put the student into three groups to discuss the material. T^B said that he divide the students into two groups to find the vocabularies on the conversation and then let them practice the conversation.

   T^C said that in learning speaking work in group is very effective. Somehow they will present something in English in front of the class. Furthermore they know how to take a responsibility to work together to get a high score.

6. *Do you get used to give a question to the students in speaking or writing form, or giving an order to do something?*

   T^A said that he usually gave an order in speaking form, in order they understand to what we talking about. T^B said that he prefer to show the student the
way to deal with it. She said that she do all three of that. Like in speaking form she used to ask them to tell something in English or in writing form and ask them to write a topic base on their choice. The last is order to do something like, would you like to close the door please, or would you mind to not eat in class please.

B. Students Response.

This is a short interview between the researcher and the students to look for the information from the students about teacher strategies in teaching speaking from their real experience. There has two students representative of speaking class student. To analyze the data easily the researcher used symbol S₁ (First student), and S₂ (Second student). The researcher asked question and presented the answer of the participant as below.

1. Can you tell me the process of teaching speaking in your class?

S₁ said that, first of all the teacher explained the lesson what we learned on that day, after that they would be given an exercise at the end they will discussed it together to look the right and the false answer. S₂ said that the teacher will ask the question to the students about the topic that has been taught in the last meeting when the class starts.

2. Is there any difficulties that you face while learning speaking?

S₁ said that she didn’t find any problems at all. She really enjoy it. S₂ said that yes he has, they just need to be confident when speaking practice, even it a little bit nervouse but we have to enjoy it. So that the teacher would know about the problem they have.

3. Are you happy to study by working in group?
S₁ said that she don’t really like it because, sometimes the member of the group were not agree to their opinion. In another case work in group is good, they can share their ideas and it would train them to be more confident to talk. S₂ said that he really likes it, because they will learn together about what they don’t know and share something what they know and respect each other while giving a comments.

4. **What is your opinion when the teacher giving an order to do something on spoken form. Does it make your ability in speaking better?**

S₁ said that its really upgrade her English skill because she knew how to pronounce it and what the teacher ask her to do. S₂ said that its really helpfull ofcourse, they will had something new than before like the order to do something from the gesture they looked.

5. **Is the teaching method by giving a problem will upgrade your speaking ability?**

S₁ said that she didn’t know, because she didn’t get the learning model like that before, she thougt it could be a problem to the student while they have to finish it in a limited time, because they didn’t prepare it yet. S₂ said that yes ofcourse, they would think faster as possible about the problem given.

6. **Had the teacher ever given the way learning by acting a scenario? Is this method will increase your spirit?**

S₁ said that yes they have, sometimes the teacher asked them to play the role based on the conversation from the book infront of the class. It really train their speaking skill, they really enjoy it. S₂ said that yes they have, but for him its
really hard because they have to play the role that might be difficult to acted it, but its quite fun .

C. Discussion

Based on the analysis of two data collecting above, the researcher explained some brief and clear description focusing on data, which had been acquired through the observation and interview. This research focuses on teachers’ strategies in teaching speaking.

The research questions are “What strategies that are used by the teacher in teaching speaking ability to the students?” And “What are the students’ responses toward the strategies which are used by the teacher?”. After conducting observation and doing interview, the researcher got the result as stated below.

Based on observation and interview from teachers and students, the researcher found that teachers strategies in teaching speaking had some varieties way. T^A gave the material based on the grade of the students, giving some vocabularies for low grade and practicing the conversation for high grade. T^B asked the students to find vocabulary from the conversation to upgrade their understanding. T^C gave the material based on syllabus she had. Besides they also created teaching strategies with Role play, Drilling, Creative Task, Cooperative Activities. Those strategies help them to face the students.

Student’s response are very good. They like with teachers strategies in teaching speaking, but role play and creative task are a bit difficult for some student to deal with it.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This section provides conclusions and suggestions relates to teacher’s strategies in teaching speaking. Conclusions are formulated from findings and discussions of the research, and suggestions are directed to English teacher and further researcher.

A. Conclusions.

Having investigated and portray teacher strategies in teaching speaking. The following are conclusions derived from findings and discussion of this research.

1. The strategies of teaching speaking that the teacher used were cooperative activities which was employed in the first, second, and third observation, creative task which was employed in the third and fourth observation, role play which was employed in the first and second observation, and drilling which was employed by the teacher in each observation conducted by the researcher.

2. Students’ response toward the strategies used by the teacher reveal positive attitude as they responded that the strategies helped them to speak, provided them with the presentation of material visually, motorically, and audibly as well as concerned oral production of students whose participation was emphasize.
3. Students’ confidence are crucial to be built up in speaking activities so that students, who were or were not accustomed to class performance, are motivated to do their best and willing to perform. This implies that any mistakes that students make do not destroy their confidence, instead feedbacks and corrections enhance students enjoying the learning process.

4. The selection of material presented in speaking lesson is also vital in achieving learning objectives. Materials which are contextual and related to students’ daily life help them generate their existing knowledge to do the task requiring new knowledge.

5. Integrating four skills of language in teaching speaking to students at secondary level inevitably exists. The teaching of speaking does not solely including speaking skill as the other skills of language are intertwined. Before speaking, listening activity is necessary if new knowledge to be delivered, even it is sometimes inevitable that reading and writing is included in the teaching of speaking. However, from the very beginning, it is decided that the expected output is oral production of students or students are able to speak or utter ideas and expressions.

B. Suggestions

There are some suggestions which can be useful for English teachers and further researchers. The suggestions, which are based upon findings of the research, are as follows.

1. It is suggested that teachers use other strategies of teaching speaking in accordance with students’ characteristic and level of proficiency.
2. Teachers are to provide interactive material which involve students to be active by using various available media for the implementation of teaching speaking.

3. For another further research, it is important to make other attempt in other three skills of language, listening, reading, and writing. Besides, further research may portray the strategies of teaching speaking of comparing the use of speaking strategies in urban and suburban areas, further research may focus on problems of the implementation of speaking teaching strategies in urban or suburban areas.
REFERENCES


SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor: B-587/UN.08/PTK/KP.07.6/01/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

: a. bahwa untuk kelancaran pembimbingan skripsi dan ujian mengetahui mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipindah perlu
   menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
: b. bahwa saudara yang tersebut nampak dalam surat keputusan ini dipindah cekap dan
   memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

: 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
: 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
: 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
: 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atai Peraturan Pemerintah RI Nomor 23
   Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
: 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan pengelolaan
   Perguruan Tinggi;
: 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi
   UIN Ar-Raniry Banda Aceh;
   Banda Aceh;
: 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Satuan UIN Ar-Raniry;
: 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendaftaran Wewenang, Pengangkatan,
   Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
    Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan
    Pengelolaan Badan Layanan Umum;
: 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendaftaran Wewenang kepada
    Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

: Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menunjuk Saudara:
1. Dr. Salami Mahmud, MA
2. Mullia, M.Ed

Untuk membimbing skripsi:
Nama : Nyak Sukardi
NIM : 231223634
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher's Strategy in Teaching Speaking (A Case Study at Youth Education Center
Banda Aceh)

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Pembimbingan honorarium pembimbing pertama dan kedua tersebut disetujui dibebankan pada DIPA UIN Ar-
Raniry Banda Aceh Tahun 2018;
Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018;
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan seterusnya akan diubah dan
diperbarui kembali sebagaimana mestinya apabila kemudian hari tertera tertinggal keseluruhan dalam
penetapan ini.

Diterbitkan di: Banda Aceh
Pada Tanggal: 4 Oktober 2017
An. Rektor
Dekan.

Tambahan
1. Rektor UIN Ar-Raniry (sebagai iparan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dikelaskan;
4. Mahasiswa yang bersangkutan;

48
Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Ekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon ranya saudara memberi izin dan bantuan kepada:

Nama

231 222 634

Pendidikan Bahasa Inggris

XII

Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

Lr. Dipo No. 27, Peulanggahan Kec. Kuta Raja Banda Aceh

ntuk mengumpulkan data pada:

Education Center Banda Aceh

Islam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah Keguruan UIN Ar-Raniry yang berjudul:

Teachers’ Strategy in Teaching Speaking (A Case Study at Youth Education Center Banda Aceh)

emikianlah harapan kami atas bantuan dan kezinan serta kerja sama yang baik kami ucapkan tima kasih.

An. Dekan,
Kepala Bagian Tata Usaha

M. Said Drzah Ali

Code 1408
**AUTOBIOGRAPHY**

Name : Nyak Sukardi  
Place/Date of Birth : Bakongan/ September, 22\textsuperscript{th} 1993  
Religion : Islam  
Sex : Male  
Nationality/Ethnic : Indonesia/Aceh  
Marital Status : Single  
Occupation : Student  
Address : Jln. Flamboyan 2, Prada Utama, Banda Aceh  
E-mail : Nyaksukardi93@yahoo.com  
Parents’ Name  
- Father : Ayyuydan  
  Occupation : Farmer  
- Mother : Salwati  
  Occupation : Housewife  
Address : Dsn.Tapak Aulia, Lawee cimanuk, Kluet timur, Aceh Selatan  

**Educational Background**  
- **Elementry school** : MIN Simpang Empat, Kluet Utara, Aceh Selatan, Graduated : 2006  
- **Junior High School** : MTsS Darul Aitami Aceh Selatan, Graduated :2009  
- **Senior High School** : MAS Darul Aitami, Aceh Selatan, Graduated:2012  
- **College** : Department of Language Teaching, Fakultas Tarbiah dan Keguruan UIN Ar-raniry, Graduated 2019

Banda Aceh, February, 11\textsuperscript{th},2019  
The Researcher,  

Nyak Sukardi  
NIM. 231222634