**STRATEGIES OF ENGLISH TEACHERS IN TEACHING SPEAKING
AT SENIOR HIGH SCHOOLS IN ACEH BESAR**

THESIS

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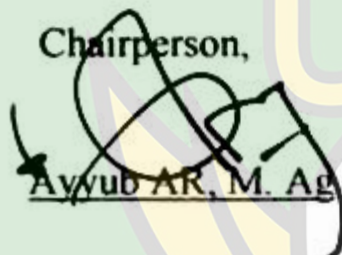Khairil Razali, MA. MS

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Menyatakan dengan sesungguhnya bahwa Skripsi yang berjudul: **''Strategies of English Teachers in Teaching Speaking in Senior High Schools in Aceh Besar''** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya

Banda Aceh, 25 April 2018

Saya yang membuat pernyataan

(Rosita Rahmah)

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At last, the researcher realizes that this thesis is not perfect yet. The constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Hopefully this thesis gives contributions to the improvement of the English teaching and learning.

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Rosita Rahmah

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ABSTRACT

Speaking skills is an important part of students' daily life. This study intends to describe the teaching speaking in SMA Negeri 1 Darussalam, MAN 4 Aceh Besar and MAN 6 KutaBaro Aceh Besar. It focuses on describing the teacher's strategies in teaching speaking and the reason teacher applies the strategies. The subject in this study is teachers of the first grade classes. The instruments to collect the data were observation and interview. The finding in this study shows that the teacher applies many strategies in teaching speaking in the classroom, such as discussion, information gap, retell story, picture describing, simulation, interview, role play and story complication. The teacher also varies the strategies in every meeting. furthermore, their reason in applying the strategies because the strategies will make the students active in the class, the strategies will avoid the students bored in the class, the strategies will motivate them in learning English, the strategies uses depend on the student's condition, the strategies will make them interest in learning and they are not afraid to talk.

Keywords: Speaking, Strategies of English Teachers in Teaching Speaking

CHAPTER I

INTRODUCTION

A. Background of Study

Language is communication of thoughtand feeling through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. In learning language including English, each of students should learn four language skills (listening, speaking, reading, writing). According toBakers (2003, p.4),the four skills have their own function in a language, one of the most important skills is speaking.Bailey(2005, p.2)states that the definition ofspeaking is a productive, oral skill.

Bailey(2005, p.3) states that students will be familiar with sentences that are using in speaking. It is not enough to have studentslisten to teacher's explanation. Now, teachers have to get thestudents to improve their speaking skills. It is essential that English teacher pays great attention in teaching speaking.

Suryani (2010, p. 1) states that in English classroom context, in order to develop the learner's ability to communicate, a teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. In other word, teaching speaking is the way of teachers teach their students in how to speak and transfer message as well as to get the reaction from students. It should be performed in a well constructed sentence, clear, and good information.

Suryani (2010, p. 3) States that the failure of teaching speaking involves some aspects: the first aspect is related strategies used by the teacher that

reading the dialoque and written from handbook and ask the students to memorize the dialoque personally or in a pair. This monotous style in teaching make students bored and lose their interest to speak. In general, the methods and strategies used by the teachers in teaching learning process is not vary, the teacher dominantly teaches the students using bahasa, it cannot increase the student's speaking ability.

Bailey(2005, p.72) states that the teacher should adopt and vary the techniques of the teaching speaking,the techniques that can be used include free talk, retelling, tule-playing story telling, describing picture, speech contest acting and speaking.

The second aspect is teaching materials. The teachers as the models are expected to be able to convey teaching materials with suitable instruction based on student's situation and student's need with the result that the teachers easier to assess student's achievement based on the goals of learning. The instruction that is predictable as motivator in exploring student's ability with teaching and learning goals, so speaking course which is assumed as a difficult skill for some students become something interesting to be learned.

Futhermore, the instruction that intended is not only about how the teachers using appropriate teaching techniques on delivering the materials but also how the teachers using the appropriate method on how teaching speaking, it means that, the teachers can place themselves as demonstrator, motivator, supporter, respondent and evaluator for the students.

The third aspect is the teaching learning. The teachers should be able to encourage the students to speak up. The teacher is more dominant in teaching and learning activities and their main task are just teaching insufficiently pay attention to the result of the task. So,teaching speaking has not been as good expected. The last aspect is the teachers, who do not assess the student's speaking skill. The teacher pay more attention to assess the other skill but ignore to assess the student's speaking ability.

B. Research Question

1. What are the strategies used by teachers in teaching speaking?

2. What are the reasons of the teachers in applying the strategies?

C. The Aim of Study

The aims of the research are to find out the teacher's strategies in teaching speaking and also the reason of the teachers in using the strategies.

D. Significant of Study

1. Theoretically

The results of this research may benefit meaningful knowledge in teaching English, especially in speaking and also will benefit to help the teachers to well apply the strategies in teaching speaking. In addition, the result of this research can be used as additional reference for those who want to conduct research in English teaching learning process.

2. Practically

There are expected impact of this research practically for both teachers and students, as follows:

a. Teacher

1) English teacher will know their effortsin applying strategies in teaching speaking in the class.

2) Guideother teacher to increase their efforts in applying strategies in teaching speaking

b. Student

1) Students will fun in learning speaking and increase their speaking.

2) It motivatesstudentsto speak in English.

E. Terminology

1. Strategies

A strategy means a plan, a step or an concious action toward achievement of an objective. The strategy is specific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation Rebecca(1990, p.7). According to Richard, "strategy is processes which language learners make use of in learning and using a language."

In this study, the strategy means concious process or a step that is applied by a teacher in improving students' speaking ability whether in the classroom in order to make teaching easier, faster, enjoyable and interesting.

2. Teaching Strategy

Accoding to Hornby (1995, p. 1225) teaching is how to show somebody to do something, so that they will able to do it themselves. And the word "speaking" derives from "speak" by adding "ing", it means an oral communication between two or more person exchange ideas by talking together. It is line with this statement that speaking is process in which speaker send information or message to a listener William(1986, p.766).
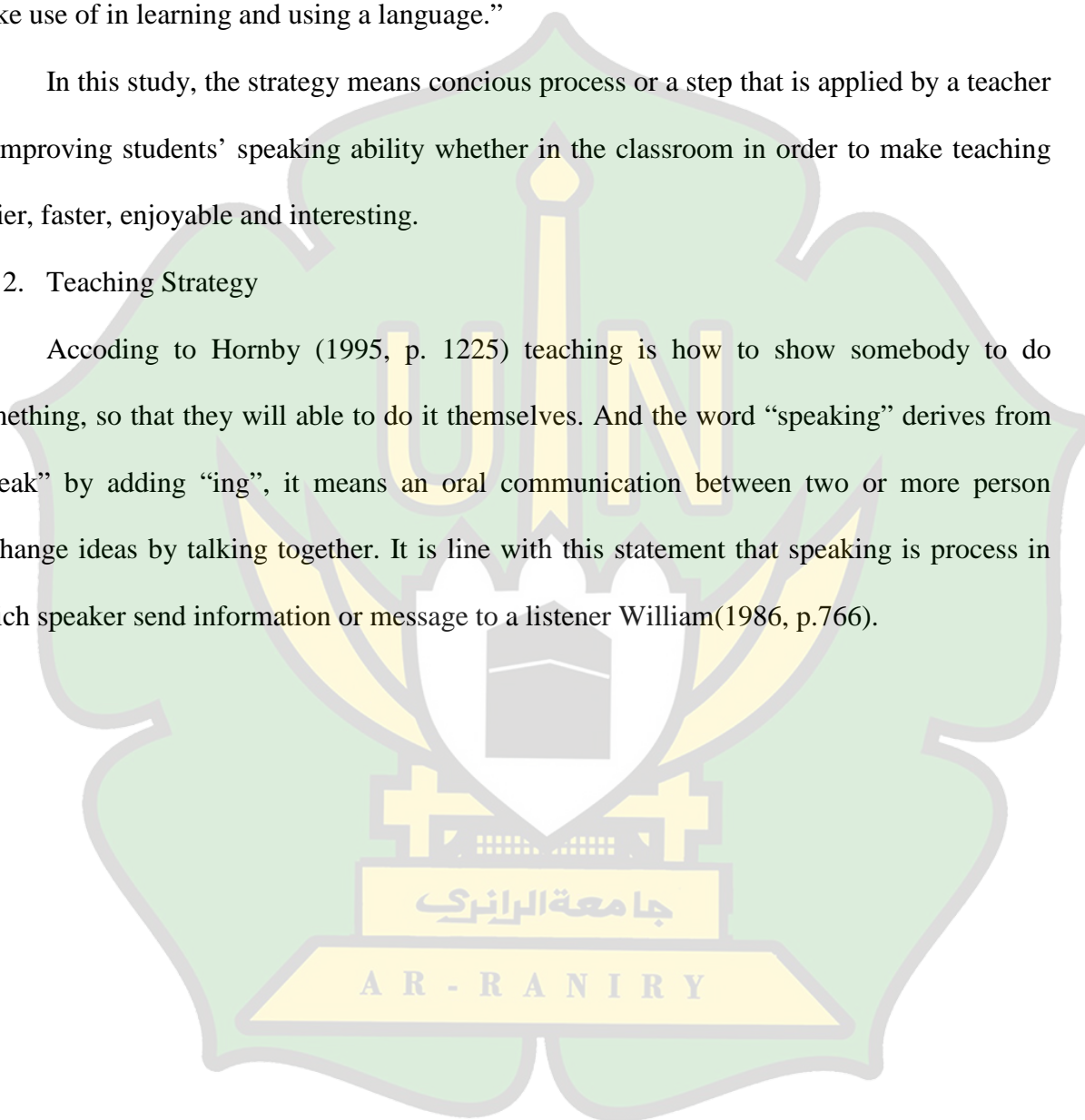
CHAPTER II

LITERATURE REVIEW

In literature review, itdiscusses several speaking issues and literature review of nature of speaking skill, importance of teaching speaking, common approaches in teaching speaking, classroom activities, types of classroom speaking performance, techniques in teaching speaking and principle for designing speaking techniques.

A. The Nature of Speaking Skill

There are many of speaking skills that have been proposed by experts in language learning. Brown(2001, p. 267) stated that when someone can speak a language, it means that he or she can carrry on a conversation competently. In addition, he states that the benchmark of successful acquisition of any language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Richards and Renandya(2002, p.204), effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.Brown(2007, p.237) says that social contact in interactive language function is a key importance, where it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Pollard(2008, p.33) says that speaking is one of the most difficult skills for students to master. This is hardly suprising when one considers things involved in speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Bailey(2005, p.175) states that oral

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interactions can be characterized in terms of routines, which are conventional and therefore predictable ways of presenting information which can either focus on informaation and interaction.

B. Importance of Teaching Speaking

Teaching speaking is apart of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and in real life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking Methods such as those listed in the next section can contribute a great deal to students in developing basic interactive skills necessary for life. These methods increase students to active in the learning process and at the same time make their learning more meaningful and fun for them.

According to Brown and Yule(1983, p.25-28), "the most widespread assumption in teaching the spoken language is that the sentence is the appropriate unit of planning and performance". It can be inferred that teacher should plan to teach speaking by using the expressions that are appropriated of the performance.

Harmer(2007, p.46) stated that reason people do communication as follows: firstly, the people want to say something, what is used here is general way to suggest that speakers make definite decision to address other people. Secondly, the people have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, express pleasure: they may decide to be rude or flatter, agree or complain. Moreover, in each of these cases they are interested in achieving this communicate purpose what is important the message they wish to convey the effect they get. And finally,the people select from their

language store. In addition, speakers have an infinite capacity to create new sentences and in order to achieve this communication purpose they will select (from the"store" of language they posses) the language they think is appropriate for this purpose.

Harmer(2007, p.344) stated that the teaching speaking is to teach students to develop their communication skill as their English improves, such as making them aware of what real conversation looks like and helping them use some of important phrases. In speaking, students do not only have to be able to speakfluently but also have to pronounce phonemes correctly, use appropriate stress, intonation patterns, speak in connected speech and understand what, why, when and where to produce language as sociolinguistic competence.

In teaching speaking process, the teacher has to be able to handle the classroom. So, students are not easily getting bored when having the subject in the class. The teacher also need to be creative in order to solve the problems that arise in each teaching situation. Problems faced by the teacher in speaking class are so complicated such as students who are mostly afraid to speak. In this case, the teacher should be able to create or establish a condition to enable learning to occur in a fun and interesting environment in the learning process. So, the teacher has an important role in teaching speaking.

C. Common Approaches in Teaching Speaking

A method refers to a spesific instructional design or system based on a particular theory of language learning. Richard and Rodgers(2001, p.245) state that speaking skills method are learned through training. The teacher's role is to follow the method and apply it precisely according to the rules. In the following sub-sections, some methods of the teaching speaking will be discuss in more detail.

1. Audio Lingual Method

The Audio-Lingual Method (ALM) was developed during world war II as reaction to approaches that did not adequately develop speaking skills. Rivers(2000, p.112) states that

the Audio-Lingual Method represents as a major step in language teaching methodology that still aims squarely at communicative competence. This method is the oldest among other methods of teaching in general. Nunan(2003, p.38) said it is a language teaching method based on the behaviorist notion that learning a language is a process of habit formation.

Thus, Richards and Rodgers(2001, p.18) state that it is a method for teaching language through dialogues which stresses on the student's habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations. Richards and Rodgers(2001, p.19) state that the characterisitics and principles of the Audio-lingual Method as in the following seperation of language skill into listening, speaking reading and writing while concentrating on the teaching of listening and speaking before reading and writing, use of dialogues as the key role of presenting the language, emphasis on certain practice techniques: mimic, memorization an patern drills, discouraging the use of mother tongue in the classroom, and use of language laboratory.

2. Communicative Language Teaching (Communicative Approach)

In Communicative Language Teaching (CTL), the goal of language teaching should not be translating and learning a set of rules but should be based on the goal of communicative competence. Larsen-Freeman(2000, p.120) state that communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by knowledge the independence of language and communication.

Brown(1994, p.246) listed are the Characteristics of Communicative Language Teaching as follows classroom goals are focused on all of the compenents of communicative competence and not restricted to grammatical or linguistic competence. Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of langauge for meaningful purposes. Language forms are not the central focus but rather

aspects of language that enable the learner to accomplish those purposes. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

The role of learner as a negitiator between themselves, the learning process, and the object of learning, emerges from the interaction with the role of joint negotiation within the group and within the classroom procedures and activities which the group undertakes. The implication for learners is that they should contribute as much as they gain, and thereby learn in an interdependent way.

3. Cooperative Language Learning

Richard and Rodgers(2001, p.88) state that it is a system of concrete teaching and learning teachniques, rather than an approach, in which studnets are active agents in the process of learning through small group structures so that students work together to maximize their own and mutual learning.

According to Jhonson and Stanne(2000, p.150), cooperative Learning is actually a generic term that refers to numerous method for organizing and conducting classroom instructions. Almost any teachers could find a way to use Cooperative Learning that is congruent with his or her philosophies and practices.

D. Classroom Activities in Speaking

According to Harmer(2001, p.271-275), many of the classroom speaking activities which are currently in use for language learning can be inferred as follows:

1. Acting from Script

In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. In acting the dialogue, students are much helped if they are given time to rehearse their dialogues before the performance and they have the whole experience in the process.

2. Communication Games

Games are designed to provide communication between students. Games are made based on the principle of the information gap, so that one student has to talk to a partner in order to solve puzzle, draw a picture, put a thing in the right order to find similarities and differences between picture.

3. Discussion

According to Harmer(1991, p.124), discussion range is divided into severalstages from highly formal, whole-group staged events to informal small group interactions. Discussion probably the most commonly used activitiy in the oral skills class. Here, students allowed to express their real opinios.

4. Prepare Talks

In this activity, students prepare their speech first before they present in front of the class. According to Harmer(2007, p.351), students prepared material when they present their assignment. He states that one popular kind of activity is the prepared talk where students makes a presentation on a topic of conversation because they are prepared. They more "writing like".

5. Questionnaires

Questionnaires are very useful because by being pre planned, they ensure that both questionnaires and respondent have something to say to each other. Students can designed questionnares on any topic that is appropriate. As they do so, the teacher can act as a

resource, helping them in the design process. Harmer(2007, p.52) states that students can designed questionnaires on any topic that is appropriate.

6. Simulation and Role Play

Simulation and role play have some advantages. First, learners can have good fun and thus motivation can improve. Second, the teachers allow the students to be active in giving their opinion in front of the class than speaking for themselves, since they do not have to take the same responsibility for what they are saying. Last, by broadening the world of the classroom, they allow students to use a much wider range of language than some more task-centered activities may do.

E. Types of Classroom Speaking Performance

There are six types of classroom speaking performance that students are expected to carry out in the classroom as stated by Nunan(2003, p. 271), as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimatately be speech generating human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not with the purpose of meaningful interaction, but for focussing on some particular elements of language form.In this type of performance students are asked to imitate the teacher's speech or record speech. The teacher's speech is only focused on pronunciation, grammar, and intontion.

2. Intensive

This type performance deals with students' linguistic difficulties such as phonological and grammatical aspects of language. In intensive speaking, the teacher may give students

some pair work activities and ask students to practice some dialogues which contain some grammatical patterns and daily expression. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners go over certain forms of language.

3. Responsive

In this type of class performance students may give short replies to the teacher or even ask some questions or comments. There is a limited interaction between learners and teacher. A good deal of students's speech in the classroom is responsive. Short replies to teacher or student-initiated questions or comments.

4. Transactional (Dialogue)

In this type of performance, students are involved in exchanging spesific information with their friends. In transactional speaking, interaction between learners is not limited. They control their conversation by themselves. Transactional language, carried out for purpose of conveying or exchanging spesific information is an extended form of responsive language.

5. Interpersonal (dialogue)

In this type performance, students are actively participating in the authentic give and take off communicative interchange). It is carried out for the purpose maintaning social relationships rather than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some all factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert " agenda". As a result, a good interaction in an interpersonal dialogue is more important than the delivery of the information itself.

6. Extensive (monologue)

This type of performance is to develop student's global oral ability of producing spoken language which is more formal and deliberate. Students as intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. These type of spoken language is the most diffiuclt for learners, since they not only deliver the message or information to the audience but also think about the structure and appropriate way to deliver the message in order to make the speech understandable. It is difficult for the audience to get all the information from the speaker if the speech is confusing.

F. Strategies in Teaching Speaking

There are a number of techniques which can be used in teaching speaking. Kayi(2006) states that thirteen activites to promote speaking in the classroom. Explanations of the techniques are as follows:

1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The first, students may aim to arrive at a conclusion and the second, share ideas about an event or find solution in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose.So, students do not spend their time chatting with each other about irrelevant things. According to Harmer(2001, p.272), discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interaction. For example, students can become involved in agree/disagree discussion. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group and provide controversial sentences such as "people learn best when they read and People learn best when they travel". Then each group works on their topic for a given time period then

presents their opinions to the class. It is essential that the speaking should be equally divided among group members. In addition, for efficient group discussion, it is always better not to form large groups but quiet students may avoid contributing in large groups.

2. Role play

One other way of getting students to speak is role-playing. Students pretend that they are in various social context and have a variety of social roles. According to Crookal and oxford(1990, p.3), there is a little consesus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are simulation, games, role-play, simulation, role play simulation, and role playing game. The teacher gives information to learners such as who they are and what they think or feel.

3. Simulation

Simulation are very similar to role plays but what makes simulations different from role plays is that they are more elaborate. Nunan(2003, p.57) states that simulation is a technique in which props and documents provide a somewhat realistic environment for language practice. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. Role play is also included in simulation. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as singer, she bring a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves which means they do not have to take the same responsibility.

4. Information Gap

In this activitiy, students are supposed to be working in pairs. One student will have information that the other partner does not. So, the partners will share their information.

Information gap activities serve many purposes such as solving a problem or collecting information. futhermore, each partner plays an important role because the task cannot be completed if the partners do not provide the information the other need. Brown(2001, p.47) states that students work together, they are a team who must work and share the information together. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. 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 can generate ideas quickly and freely. According to Blanchard and Root(2003, p.41), brainstorming is a quick way to generate a lot of ideas on a subject. The good characteriristic of brainstorming is that students are not criticzed for their ideas. So, students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmate. Storytelling fosters creative thinking and it also helps students express ideas in the format of beggining, development, ending, including the characters and setting a story. Moreover, students may tell ridlles or jokes. Barzaq(2009, p.7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information. 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 student's speaking ability, but he or she will also get the attention of the class.

7. Interview

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. According to Brenner(206, p.357), interview is an interactional relationship both informant and interviewer are engaged in an ongoing process of making meaning. Furthermore, conducting an interview with people gives students a chance to practice their speakng ability not only in the class but also outside and helps them become socialized. After the interview, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students 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.

9. Reporting

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

10. Playing cards

In this game, students should form groups of four. Each suit will represent a topic and 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. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by using yes or no students get little practice in spoken language production. Rather students ask open-ended questions to each other. So,they reply in complete sentences.

11. 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 and by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

One way to make use of pictures in a speaking activity is to give students just one picture and have them describe what it is in the picture. According to (Soluhuddin, p.99), describing pictures is one activities in teaching English speaking. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English. For this activity, students can form groups and each group is given a different picture. Furthermore, students discuss the picture with their groups and then a spokenperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

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. Then, students in pairs discuss the similarities or differences in the picture. Harmer(1991, p.126) states that students are put into pairs. In each pairs, student A is given a picture and student B is given a picture which is similar but different in some vital respects. Futhermore, they are told that they must not look at each other's material but they must find out a certain number of differences between two pictures through discussion only.

G. Principle for Designing Speaking Techniques

In the speaking class, teachers has to follow some principles to make the teaching of speaking run well. It is important due to the nature of speaking. Teachers naturally, have to

bring the real situation to the class. By setting the class as naturally as possible, the students will have good inputs. For example, the class should use the authentic material. Then, students will acquire the language appropritely. Brown(2001, p.257-276) states that some principles for designing speaking techniques. These principles will help teachers to conduct the speaking class.

The first is that teacher should use techniques that cover the spectrum of learner's needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency. Furthermore, make sure that the tasks include techniques designed to help students to perceive and use the building block. At the same time, do not make students feel bored with repetitious drills. Teachers should make any drilling as meaningful as possible. This means that the teacher should know the characteristics of students. Moreover, the teacher should know student's needs. By knowing the needs, the teacher will be able to use an appropriate tecnique and material.

The second, teachers have to apply intrinsically motivating tecniques andTry to appeal to student's ultimate goals. Then,interests in their need for knowledge, status, achieving competence, autonomy and for being all that they can be. However, it helpthe teachers to see how the activity will benefit for students to speak in the class.

The third that the teachers should encourage the use of authentic language in meaningful contexts. It takes energy and creativity to design authentic context and meaningful interaction but it can be done with the help of storehouse of teacher's resource material. Moreover, teachers should provide a situation that relates to the reality. For example, teachersmay set a situation in like the daily life, such as exchange. It is important to give students exposure to use the exchange.

The fourth, teachers provide appropriate feedback and correction, in ESL situations, feedback mostly comes from the teachers. Feedback can be found outside of the classroom

but it is important for teachers to inject the kinds of corrective feedback that are appropriate for the moment and teachers should give appropriate feedback. As a result, students will motivate during the lesson.

The fifth, the teacher capitalizes on the natural link between speaking and listening. Furthermore, interactive tecniques involving speaking will also include listening and the two skills can reinforce each other. Moreover, skills in producing language are often initiated through comprehencsion.

futhermore, the teacher should give the student opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, nominate topics, ask questions, control conversation and to change the subject. Teachers can design speaking techniques which allow students to initiate language. It is very important since the nature of teaching speaking is to lead students to speak. From the practices, teachers can encourage the development of speaking strategies.

The last,the teachers encourage the development of speaking strategies. Not all students are aware of strategic competence. So, teachers should help their students develop strategic competence to accomplish oral communicative purposes. The strategic are : asking for clarification (what?), asking someone to repeat something (excuse me?), using fillers (uh, i mean, well), using conversation maintenance cues (huh, right, yeah), getting someone's attention (hey, so) and so forth.

H. The Role of Teachers in Speaking Classroom

Jeremy Harmer (2001) in his book *How to Teach English* states that as teacher it is important to give the students speaking task which provoke them to use all and any language at their comment. Such as: rehearsal, feedback, and engagement. Rehearsal is getting students to have a free discussion gives them a chance to rehearse having discussion outside of the classroom. Feedback is the speaking tasks where the students are trying to use all and any

language they know provide feedback for both of the teachers or the students and engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activity properly and providing sympathetic feedback, they will get satisfaction from it.

Harmer in (2001, p. 275-276) also states that "the teacher have to play the different roles at same time and they are:

1. Prompter

The teacher should help his/her students when they get lost, orcannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out their own. However, the teacher may offer discrete suggestion to help the students.

2. Participant

The teacher can participant in discussion or role-plays themselves to prompt covertly, introduce new information to help activity along, ensure continuing student engagement and maintain a creative atmosphere.

3. Feedback provider

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students take the communicativeness out of the activity. On the other hand, positively and encouraging correction may get students out of difficult misunderstanding everything depends upon teacher acts and appropriateness of the feedback provided.

CHAPTER III

RESEARCH METHODOLOGY

In this Research Methodology, it discusses the research methodology comprised of research design, population and sample, techniques of data collectingand data analysis.

A. Research Design

This researchwill be effectively in the classroom which the writerexplored strategies of English teachers in teaching speaking in senior high schools in Aceh Besar. They are SMA Negeri 1 DarussalamAceh Besar, MAN 4 Aceh Besar and MAN 6 Kuta Baro Aceh Besar.In addition,

Based on the text above, to collect the data the writerwill investigate the teaching and learning process by the teachers in the class. The aspects which were inquired are the teaching methods and techniques, the materials and the challenges in the classroom. The data were collected through observing the teaching learning process in the classroom. Besides, in order to have some additional information which also important for the study and unobtainable in the observation, the writer also conducted an interview with the teacher.

B. Population and Sample

The population in this research is English teachersinsenior high schools in Aceh Besar. The population in this thesis is8English teacher. They are 2 English teacher in SMA Negeri 1 Darussalam, 3 English teacher in MAN 4 Aceh Besar and 3 English Teacher in MAN 6 KutaBaro. The researcher only choose 3 English Teachers for this thesis. So,in sampling,the writer used Purposive sampling.

Purposive sampling is used in order to find the appropriate participants and they are chosen to become the research target. The sample of this research is only one English Teacher who taught in first grade. First sample is one English Teacher who taught in SMA

Negeri 1 Darussalam, the second sample is one English teacher who taught in MAN 4 Aceh Besar, the last is one English teacher who taught in MAN 6 KutaBaro Aceh Besar.

C. Technique of Data Collection

1. Observation

Observation is a basic method for obtaining data in qualitative research and is more than just "hanging out". This instrument was used to get some information. In this thesis, the respondents was the teachers who taught English in the first year students and the writer will use checklist observation to know the strategies applied by the teachers in the class. Then, the writer observe the teachers from start of the lessons until the end of the lesson. Furthermore, the observation will conduct in 2 hours and also the writer will observe the teacher in 3 meeting.

2. Interview

The interview was used to add the information which was not covered in the observation. It was used to support the detailed description of the research. The writer will interview the teacher by audio recording and taking note. Moreover, the interview will conduct in 10 until 15 minute to know the reason of the teachers in applying the strategies and the interview was the technique the writer used to seize additional information from the English teachers in completing the data which werenot covered in the observation.

D. Data Analysis

The writer analyzed the data in this research were the teachers' strategiesin teaching speaking. Bogdan(1992, p. 153) states that data analysis is the process of systematically searching and arranging interview transcripts, field-notes, and other materials that you

acculmulate to increase your own understanding of them and to enable you to present what you have discovered to others.

Since the study is a qualitative research, the data gathered from the classroom observation was reported descriptively by comparing theory and practice. The writer analyzed whether the practice of the teachers' teaching followed the theory of the teaching of speaking proposed by language experts, or whether there were any modifications to suit the current context and situation.

Additionally, the interview was used to strengthen the data gathered from the observation. It added additional information about the teaching process. The interview result was then analyzed by comparing the teachers' statement to the observation findings. Finally, after relating practical findings to the theories, the writer put some of her comments and suggestions.

According to Sugiyono(2008, p.245), there are three activities of data analysis in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on the statements, the writer divided the activities into three activities: data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting the research, the writer selected the data that gave valuable information in the research. Thus, first the writer had to do data reduction to analyze the data.

Furthermore, data display means the process to simplify the data in the form of sentence, narrative or table. Data display refers to the showing of data that have been reduced in the form of patterns. It helps theresearcher to understand the data. According to Miles and Hubermancitiedin Sugiyono(2008, p.249), looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding. in

displaying the data, the researcher described the data that have been reduced into sentence form. Sugiyono(2008, p.249) states that in qualitative research, the most frequent form of display data is descriptive text.

The last process is conclusion and verification. According to Miles and Hubberman(1984) in Sugiyono(2008, p.205), the last step in analysis of qualitative data is to draw conclusion and verification. In qualitative research, the characterisitic of conclusion is temporary. It can change if the researcher does not discover strong evidence to support the next collected data. However, If the conclusion in the previous data can be evidenced by validity and consistency when the writer is going back to the field, then the conclusion is credible. In this research, the writer made conclusion from the data display.
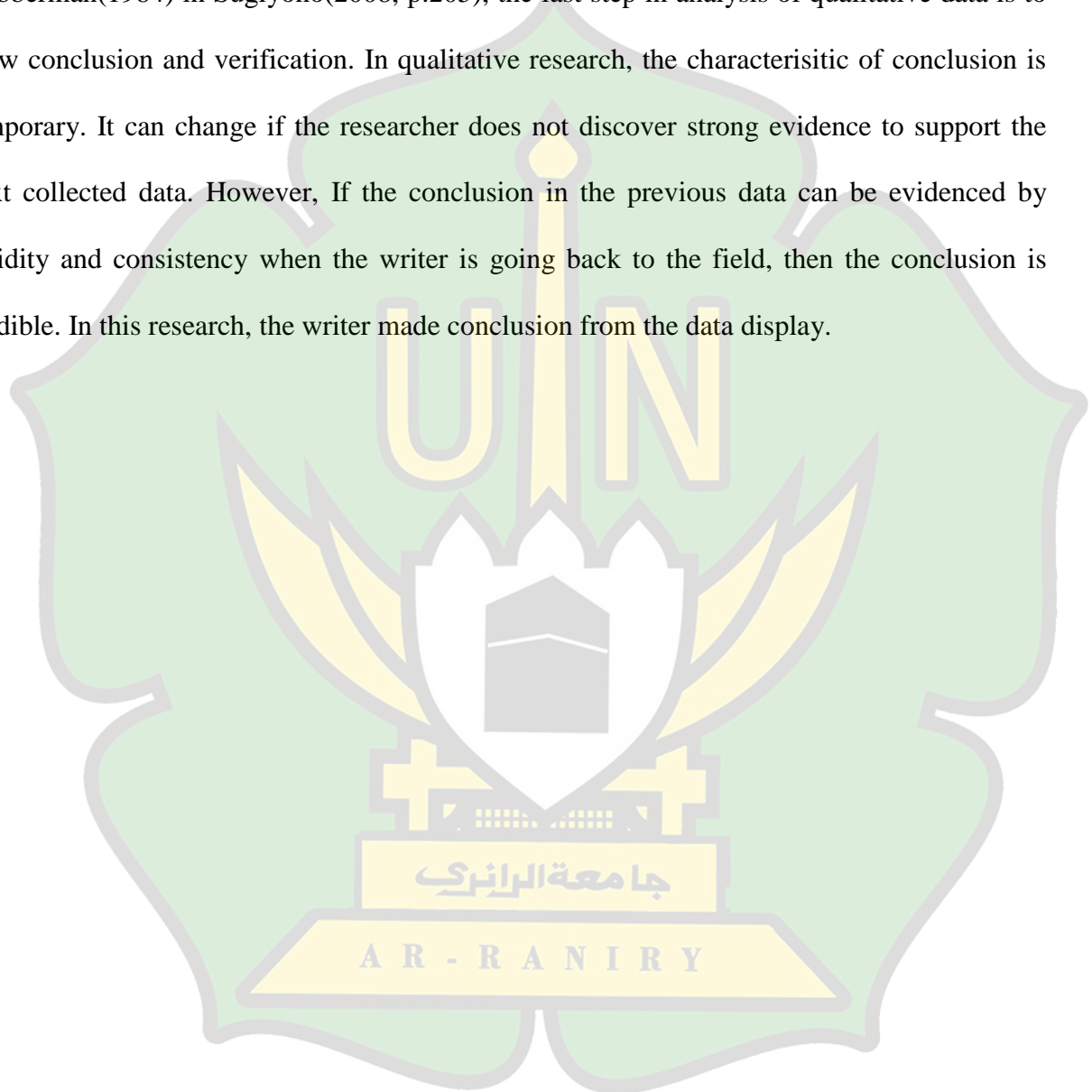
CHAPTER IV

FINDINGS AND DISCUSSION

In findings and discussion, it discusses the observation and interview of data collection. Moreover, the writer also analyzed and answered the research questions of the concerning what strategies applied by the teachers. The answer for this question is based on observation. The second research question seeks to investigate the reason of the teacher used the strategies. Answer for the research question based on interview with the teachers. The first teacher from SMANegeri 1 Darussalam Aceh Besar is coded as T1, the second teacher from MAN 4 Aceh Besar is coded as T2, and meanwhile, the third teacher from MAN 6KutaBaro Aceh Besar is coded as T3.

1. Research findings

A. Observation result

1. First meeting

For the first meeting, the writer observed T1. The observation is in X IA. There are 16 students.In that class, the teacher did not speakEnglish fully and she gave instructions during the class while the students were listening to her. Then, the teacher asked in English to the students about their condition while she checked their attendance list. Actually, she tried increase their speaking and told them new vocabulary. She hadbeen given them a homework before to read about procedure text at home and Shehadbeen givingthe task to the students before the meeting was intended to give themopportunity to practice before learning in the classroom. Moreover, the teacher used discussion strategy and she used communicative approach.

Briefly, she told about procedure text to the students and gave them an example andShe was preferably them in 3 each group.Then, each group discussedthe procedure text

which they had learned an example at home before. So, they could ask a question if they were not understood about procedure text. Furthermore, they discussed about procedure text on their group and they made an example of procedure text. Then,they presented it to the class and the teacher madeall of studentscontributing in their group. As a result, all students active in their group.

However, the writer also observed T2 in X IS 2. There are 20 students. The teacher used information gap and communicative approach. Before starting the class, he checked attendance list. Furthermore, he asked the students to take a paper. Then, he made table on whiteboard, the table is about like and dislike subject. Furthermore, he wrote a conversation beside the table and he explained it to the students about the conversation. He also made student in pair and they should talk like the example on the whiteboard.

In addition, they read the conversation with their partners. So, they should add new vocabulary to change the conversation and all students looked very active while the teacher only controls the students to be active.He also wrote some vocabulary for student. After they work in pair, each student should go in front of class and then report what they got from their friend. As a result, all students had opportunity to speak in front of the class.

The writer also observed T3 and the observation is in X IS 2. There are23 students. She used storytelling strategy and communicative language teaching approach. She had told her students last week that they should found a short story and practice it at home. Furthermore, they will tell it to their classmate in the next meeting. On that day, the teacher gave instruction that they can take note for new words that they never heard before during their friend telling a story.

Furthermore, the teacher called their name one by one and then they should go to in front of the class to tell interesting story which they had learned at home before. So, they

went to in front of class and told the story to their classmate. After one of their friend told the short story, they askedeach new words which they never heard before. Before ending the class, teacher gave information forstudents who they are and theyshould bring items for the next meeting while she checked their attendance list.

2. Second meeting

In this second meeting,the writer observed T1 in the X IA class and there are 16 student. She used picture describing and communicative approach. The teacher brought many pictures for the students. Furthermore, the students in pairs and each pairs got different pictures from the teacher. Then, they discussed about the picture with their partner and then they went to in front of class to describe about the picture to their classmate while the teacher only control and correct them in teaching learning process. Moreover, the teacher often motivated the students in practicing English and she also gave them vocabulary on whiteboardabout describing thing.Before ending the class, the teacher asked the students to read about interview and also learn how to interview in English. Then, they should interview their partner in next meeting and they need practice at home.

In this second meeting, the writer also observed T2 in X IS 1. There are18 students. The teacher used picture describing and communicative approach. He drew a goat then the students describe about goat like color, size, food, and place from goat. After describe about goat, the teacher also draw an elephant. Then, they also describe about elephant. Furthermore, teacher gave an example for students that is conversation to describe about elephant. After giving instruction and an example, the teacher made them in group.

So, one student from each group went to the teacher and looked picture from the teacher and they back to their group then describe the animal from the picture to their group. All of students looked active to guess it while the teacher only controls the students.

Furthermore, the teacher gave them vocabulary to help them to describe about the animal. In ending of the class, teacher also draw a pig and all students should describe it. So, they describe about pig and as a result, each students also had opportunity to speak.

The writer observed T3 in X IS 2 and there are 23 students. In the second meeting,the teacher used simulation and communicative approach. The teacher had told them who they are and should bring items to the class before. So, the teacher called their name one by one and they go to in front of class. Moreover, some of them act like a singer and bring a microphone and then sing an English song and also some studentsas a cosmetic seller for women they bring powder, lipstick and perfume to the class then introduce it to their friend while the teacher only controls the students. Before ending the class, she gave them vocabulary for the students. So, they should remember it.

3. Third meeting

In this last observation, the writer observed T1 in X IA. There are 16 students. In this meeting,the teacher used interview and communicative language learning approach and they work in pairs. Furthermore, the teacher had them to write on paper names, ages, addresses, interests, ideas, hobbies, favorite's singer,favorite's food and then, they should interview their partners. Besides, the teacher walks around the class and control the students. After interviewed their partner, the teacher called their name. So, each students should told the result of their interview with their friends and as a result each students get opportunity to speak. Moreover, they looked enthusiast.

This is the last meeting for observed T2 in the class X IA 2. There are30 students in the class and teacher used role play and communicative approach. The teacher wrote about describing routines. Furthermore, the teacher wrote a conversation about describing routines. Then, he also translates it to make students understand. In the conversation, there have 2

people. They are Paul and Merry. So, teacher made them in pair. One of them acts like Paul and also act like Merry. Furthermore, students should ask their partner depend on the example of the conversation on the whiteboard. Besides, the teacher wrote some vocabulary about routines. So, they practice like the conversation and the teacher only control them by walking around the class.So, all of students look very active.

The writer observed T3 in X IS 2. There are 23 students. In this meeting, the teacher used story completion and used cooperative language learning approach. Then, the teacher has student sat in a circle and then, the teacher starts to tell a story about the lion and the mouse. Furthermore, after a few sentences she stopped narrating. Then, each student began to narrate from the point where the previous one stopped. So, each students supposed to add four sentences and they also add new character, events, and description. As a result, the class look very fun and the students enjoy with the strategy when students find difficulties because of lack vocabulary, the teacher will help them. She also might them using dictionary.

This is a strategies' rubric from T1, T2, and T3.

Strategies' rubric for T1

NO	CATEGORY	ALWAYS (1)	OFTEN (2)	SOMETIME (3)	RARELY (4)	NEVER (5)
1	The teachers create a small group activity to teach speaking subject.	✓				
2	The teachers design a role play model in teaching speaking.		✓			
3	The teacher designs a discussion strategy in teaching speaking.			✓		

NO	CATEGORY	ALWAYS	OFTEN	SOMETIME	RARELY	NEVER
4	The teacher designs a storytelling strategy in teaching speaking.			✓		
5	The teacher uses interviews strategy in teaching speaking.				✓	
6	The teacher uses playing card strategy in teaching speaking.			✓		
7	The teacher uses reporting strategy in teaching speaking.		✓			
8	The teacher uses brainstorming strategy in teaching speaking.	✓				
9	The Teachers uses picture narrating strategy in teaching speaking.		✓			
10	The teacher uses simulation strategy in teaching speaking.			✓		
11	The teachers uses information gap in teaching speaking.		✓			
12	The teacher uses story complication strategy in teaching speaking.		✓			
13	The teacher uses Picture describing strategy in teaching.		✓			
14	The teachers changes strategies every meeting.	✓				

Strategies' rubric for T2

NO	CATEGORY	ALWAYS (1)	OFTEN	SOMETIME	RARELY	NEVER

			(2)	(3)	(4)	(5)
1	The teacher creates a small group activity to teach speaking subject.	✓				
2	The teacher designs a role play model in teaching speaking.		✓			
3	The teacher designs a discussion strategy in teaching speaking.			✓		
4	The teacher designs a storytelling strategy in teaching speaking.			✓		
5	The teacher uses interviews strategy in teaching speaking.		✓			
6	The teacher uses playing card strategy in teaching speaking.				✓	
7	The teacher uses reporting strategy in teaching speaking.				✓	
8	The teacher uses brainstorming strategy in teaching speaking.	✓				
9	The Teachers uses picture narrating strategy in teaching speaking.				✓	
10	The teacher uses simulation strategy in teaching speaking.				✓	

11	The teachers uses information gap in teaching speaking.		✓			
12	The teacher uses story complication strategy in teaching speaking.		✓			
13	The teacher uses Picture describing strategy in teaching.		✓			
14	The teachers changes strategies every meeting.	✓				

Strategies' rubric for T3

NO	CATEGORY	ALWAYS (1)	OFTEN (2)	SOMETIME (3)	RARELY (4)	NEVER (5)
1	The teacher creates a small group activity to teach speaking subject.			✓		
2	The teacher designs a role play model in teaching speaking.				✓	
3	The teacher designs a discussion strategy in teaching speaking.				✓	
4	The teacher designs a storytelling strategy in teaching speaking.				✓	
5	The teacher uses interviews strategy in teaching speaking.		✓			
6	The teacher uses playing card strategy in teaching speaking.					✓
7	The teacher uses reporting strategy in teaching speaking.	✓				
8	The teacher uses brainstorming strategy in					

		✓				
	teaching speaking.	✓				
9	The Teachers uses picture narrating strategy in teaching speaking.		✓			
10	The teacher uses simulation strategy in teaching speaking.		✓			
11	The teachers uses information gap in teaching speaking.			✓		
12	The teacher uses story complication strategy in teaching speaking.	✓				
13	The teacher uses Picture describing strategy in teaching.		✓			
14	The teachers changes strategies every meeting.	✓				

B. Interview result

1. Interview result T1

T1 is an English teacher from SMA Negeri 1 Darussalam. Her name is Mrs. Zahrul. She have been teaching in 7 years in SMA Negeri 1 Darussalam. In teaching learning process, she always motivatethe students in learning English and she also applies an interest strategy. She ever attended an English teaching seminars or known as MGMPand also English teaching training known as LPMP. Furthermore, she prepares RPP as her guide and also media like handbook and laptop. Then, she used materials and resources from her handbook and internet. She had applied 3 strategies in teaching speaking. They are discussion, picture describing and information gap.However, shebear in her mind what student needs in teaching learning process.

Her reasonsin applying the strategies because the strategies depend on students' condition and they are able to learn by the strategies. Shealso explained the materials or taught in Bahasa than English because her students still had less vocabularies and hard to

catch what the teacher's mean in English when communicating in the classroom.Furthermore, she gives them a topic to get students' respond.However, when students faced problems while doing their task, the students will came to her and told their problem.

Furthermore, she applied the strategies because all of her students' active in her class.Furthermore, teaching material based on scientific approach to facilitate the students more active need to be well designed and she always vary the strategies in every meeting. Then, she created the class comfortably. She also hope her students are not bored in learning speaking such playing a game or ask them to learn outside the class. However, in learning outside the class, she will ask all of things around of her students in English and the students will translate it.However, she also encouragethe students to speak by check their attendance list while she will ask their condition in English to increase their speaking.

Hence, every student has opportunity to talk, she always provides new words in every meeting and she also have her students to find new vocabularies.Then, they should translate it. There are 18 students in X IA. She gets challenges in teaching speaking, they arethe studentsare not confident to speak English and also anxious to speak English.So, some students are afraid to make mistakes. They also often find difficulties to say about thing in English. Depend on her, the time for teaching speaking is not enough.

2. Interview T2

T2 is an English teacher in MAN 4 Aceh Besar. His name is Sayuti. His experience in teaching speaking is since 1980 not only teaching at school but also at private course. He also had participated teaching seminars in Unsyiah and UIN Ar-Raniry University. Furthermore,

He also joined English teaching training in Jakarta and he preparesa handbook paper before teaching speaking and he also often take resources from internet for the material in teaching learning process. He prefer appliessome strategies in teaching speaking. They are game, information gap, discussion, retell story. He has reasons in applying the strategies. The first, the strategies will motivate student interest the students in learning English and the second, the strategies will encourage the students to speak by grouping, game and sing a song.

For example, playing a game, students will active in learning English and confident to give their opinion in learning process. Then, he varies the strategies to make the student are not bored in the class. Sometimes, he will ask student to learn outside the class. In addition, he also sing a song together with the student and then, they should translate the meaning of the song. It helps them find new vocabularies.By grouping, the teacher will give high score for the best group.

So, the student will be active to learn with their partner and share their idea because they hope to get best scores from the teacher.In his class, they have opportunity to talk in every meeting and he provides new words in warming up step. Moreover, the students in X IS 2 is 20 students, in X IA 2 is 18 students, and in X IS 1 is 30 students. He get challenges in teaching speaking. They are the class very crowded and not suitable with the classroom. Depend on him, the class for teaching speaking is not enough because only 2 hours in week.

3. Interview result T3

T3 is Mrs.Syukriah. She have been teaching in 1992 in MAN KutaBaro. In teaching learning process, she preferusesa handbook for the media. She often participated in teaching seminars and she never participated in English teaching training. Furthermore, she prepares RPP as her guide and media like book and bring text before teaching learning process. Then,

she gets resources is from handbook. She prefer in applying some strategies. They are storytelling, simulation, and also story complication.

In addition, she has some reasons in applying the strategies because the students had opportunity to speak in the class. Firstly, she used storytelling and have the students to tell a story in English. So, they will practice at home and tell the story in front of class. Secondly, she used simulation strategies to make her students confident to speak English in the class. Thirdly, in using story completion, the students have to complete a story from the teacher and when the students find difficulties to complete it, the teacher will help them and she also let her student to look their dictionary.

However, she hope the strategy will increase student's vocabularies in English and also make them active. So, they are not afraid to talk. She always varies the strategies. She also will encourage her student by giving them motivation and she will make class is fun by playing game. In her class, all of students had opportunity to talk. Then, she will give vocabulary before ending the class. There are had 23 students in X IS. She gets challenges in teaching speaking. It is the students' lack of vocabulary. Depend on her, the time for teaching speaking is not enough.

II. Discussion

The main fieldwork activity conducted was observation. The writer observes the classroom speaking activity to collect the data related to the research questions. The writer entered the class and sat at back to observe the teaching and learning process and to find out the strategies used by the teachers. From the observation, it was found that were different strategies used by the teachers. They prepare the material before teaching in the class. They vary the strategies every meeting.

All of teacher applied different strategies in teaching speaking. The teacher from SMA Negeri 1 Darussalam or T1is Zahrul or called Mrs.Zahrul. She have been teaching English in 7 year. In teaching learning process, she should give student more motivate and applied interest strategy for students to be active. Furthermore, she ever participated in teaching English seminar or MGMP seminars and joined English teaching training known LPMP.

In addition, before teaching in the class, she make her own guide or RPP to help her in teaching English and She also brought a handbook.Then, she applied different strategiesin every meeting. Then, she prepared the material well before teaching learning process. Not only it, she able to make the students active in the class.Moreover, She able to control her students.Furthermore, she has reasons in applying the strategies, the first, she prepared the material well like brought a picture for the students because the strategies able very good for student to speak in English without nervous because they will describe it. The second,the strategies is good for students to be active in the class.

The third, the strategies very good for students to practice English directly. The fourth, the strategies will motivate students to learn and they had opportunity to speak in the class. She applied the strategies depend on students condition. Students also should confident to speak English. Then, she provides new words for students in every meeting and they will translate it.

She gets somechallenges in teaching speaking. Firstly, they shy to speak. Secondly, they look anxiety to speak in front of class. Thirdly, they need more motivation and for her, the time for teaching speaking is not enough.Moreover, she always creates a small group activity to teach speaking and used brain storming strategy and she always change the strategies in every meeting. Furthermore, she often designs role play strategy, reporting,

picture narrating, information gap, picture describing and sometimes, she used discussion strategy, storytelling, playing card, simulation and story completion strategies.

T2 is a teacher from MAN 4 Aceh Besar. His name is Sayuti or called Mr.Sayuti. He has been teaching since 1980. Not only teach at school, but also in private course. He also has joined in UIN and Unsyiah teaching English seminars and He has joined training in Jakarta. Moreover, He prepares material from handbook and sometime from environment and he applies information gap strategy, picture describing and role play strategies.

.He has reasons in applying the strategies. The first, it ismotivates students and interest them in learning English. The second, it is encourages students to speak by grouping, game and sing a song. For example, playing a game, the students will active in learning English and confident to give their opinion in learning process. He varied the strategies for fun class. Sometimes, he will ask students to learn outside the class. He also will sing a song together with the student and then, they will translate the meaning of the song to help them find new vocabularies. By grouping, the teacher will give students high score for the best group.

So, they will be active to learn with their partner and share their idea because they hope get best scores from their teacher. In his class, they have opportunity to talk in every meeting. Besides, he provides new vocabulary for the students. He gets challenges in teaching learning because the class very crowded and Mr.Sayuti, said that the time for speaking class is not enough because only two hours in week

Moreover, he always applies brainstorming strategy and always changethe strategies in every meeting. He often uses role play strategy, interview, information gap, story completion and picture describing strategies. Sometimes, He applies discussion strategy and

storytelling. However, he rarely applies, playing card strategy, reporting, picture narrating and simulation strategies.

T3 is Mrs.Syukriah from MAN 6 KutaBaro Aceh Besar. She have been teaching in 1992 in MAN 6 KutaBaro and she prefer usesa handbook as the media in teaching learning process. She also ever participatedin the teaching seminars in Abulyatama and she never joined teaching English training. Furthermore, she prepares RPP before teaching learning process, media like handbook and text for the students. Besides, she takes resources from handbook and she appliesstorytelling strategy, simulation and story completion strategies. In addition,she has reasons in applying the strategies because the students had opportunity to speak. For example, she applied storytelling because students will speak to tell a story.

However, they will practice at home and retell the story in front of class. She used the simulation strategy for student to increase theirconfident to speak English. Furthermore, she applied story completion because the students have to complete a story from the teacher and when the students find difficulties to complete it, the teacher will help them and she will let her students to look their dictionary. She hopes the strategies will increase student's vocabularies in English and also the students will active and not afraid to talk.

She getssomechallengesin teaching speaking,the first, students need more motivation, the second, they are shy to speak and the last, they less vocabulary. She said that the time for teaching speaking is not enough for her.In addition, she always applies reporting strategy, brainstorming, story completion andchanges strategies in every meeting. She often applies interviews strategy, picture narrating, simulation and picture describing strategies. In addition, she is rarely applies role play strategy, discussion and storytelling strategies. She also never applies playing card strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last section of the thesis which consists of two parts namely conclusion and suggestion. The first part provides some conclusion derived from the research finding and discussion elaborated in the previous chapter, and the second part provides some suggestion.

A. Conclusion

The English teachers applied some strategies in teaching speaking class. The strategies applied by the teachers were various and in accordance with the theories of the teaching speaking. Moreover, they used Communicative Language Teaching approach and Cooperative Language Learning approach. However, the teachers felt it was important to apply the strategies in the classroom. In addition, the teachers has some reasons in applied the strategies in teaching speaking process. First, the students felt comfortable to learn and second, they also active in the class. The materials used by the teachers were good and suitable for students. The teachers used authentic resources such as from the internet, the newspaper and the magazine.

The teaching materials chosen were entirely appropriate to promote conversation and for speaking activities, the teacher were ready to teach the students because they had selected, adapted and prepared the materials before coming to the class. The strategies applied by T1, T2, T3 able to encourage students to be active in the class. Besides, the strategies should depend on student's condition and not all of students like English subject. So, the teachers should give them motivate in every meeting. Moreover, the strategies isvery fun for students and they will active in the class.

B. Suggestions

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It is suggested for teachers motivate more students and the teachers have to be able to encourage students to reach a good achievement. Teachers should always control the class in every meeting. However, the teachers should able to make students confident to speak English and the teacher should provide more vocabulary for students to avoid lack vocabulary. Then, they should overcome the student's anxiety in speaking English. In addition, they should know what student's needs.Furthermore, the students should be active in the teaching learning process and they get opportunity to speak.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10315/UN.08/FTK/KP.07.6/11/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 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 atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaa Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapk Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepa Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguru UIN Ar-Raniry Tanggal 17 Oktober 2017

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Khairil Razali, S.Ag.,MA.,MS   Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Rosita Rahmah**
NIM	:	**231324258**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Strategies of English Teachers in Teaching Speaking in Senior High School in Aceh Besar**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 November 2017
An. Rektor
Dekan,

Mujiburrahman

Nomor : B-3857/Un.08/TU-FTK/ TL.00/03/2018   03 April 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a	:	Rosita Rahmah
N I M	:	231 324 258
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Tgk. Glee Niem No.04 Siem Kec.Darussalam Kab.Aceh Besar

Untuk mengumpulkan data pada:

SMAN 1 Darussalam, MAN 4 Aceh Besar, MAN 6 Kuta Baro

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

Strategies of English Teachers in Teaching Speaking in Senior High School in Aceh Besar

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An.Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM   BAG. UMUM

Kode 7978

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 DARUSSALAM

Alamat : JL. Lambaro Angan, Kec. Darussalam, Kabupaten Aceh Besar, Aceh Kode Pos: 23373
Email : sma1darussalam@yahoo.com   Website : www.sma1darussalam.wordpress.go.id

Nomor   : 424 / 04 / 096 / 2018
Lampiran :
Hal   : Izin pengumpulan Data

Sehubungan dengan surat atas nama Dekan Fakultas Tarbiyah dan Keguruan UIN-Ar Raniry
Banda Aceh nomor: B-3857/Un.08/TU-FTK/ TL.00/03/2018 Tanggal 3 April 2018, kepala
sekolah SMA Negeri 1 Darussalam menerangkan bahwa:

Nama   : Rosita Rahmah
NIM   : 231324258
Fakultas   : Tarbiyah
Jurusan   : Pendidikan Bahasa Inggris
Universitas : UIN Ar-Raniry

Bahwa nama yang tersebut di atas telah melakukan penelitian dan pengumpulan data untuk
penelitian dengan judul "Strategies of English Teachers in Teaching Speaking in Senior High
Schools in Aceh Besar" pada SMA Negeri 1 Darussalam Kabupaten Aceh Besar pada tanggal
18 April 2018.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Darussalam, 19 April 2018
Kepala Sekolah

Dra. Husna Husen, M. Pd
NIP. 19670627 199702 2001

APPENDICES

CHECK LIST OBSERVATION

NO	STRATEGIES USED BY TEACHERS	APPROACH	T1	T2	T3
1	DISCUSSION				
2	ROLE PLAY				
3	SIMULATION				
4	INFORMATION GAP				
5	BRAINSTORMING				
6	STORYTELLING				
7	INTERVIEWS				
8	STORY COMPLICATION				
9	REPORTING				
10	PLAYING CARDS				
11	PICTURE NARRATING				
12	PICTURE DECRIBING				

Note: this checklist observation depend on the theories of the strategies in teaching speaking.

STRATEGIES'S RUBRIC

NO	CATEGORY	ALWAYS (1)	OFTEN (2)	SOMETIME (3)	RARELY (4)	NEVER (5)
1	The teacher creates a small group activity to teach speaking subject.					
2	The teacher designs a role play model in teaching speaking.					
3	The teacher designs a discussion strategy in teaching speaking.					
4	The teacher designs a storytelling strategy in teaching speaking.					
5	The teacher uses interviews strategy in teaching speaking.					
6	The teacher uses playing card strategy in teaching speaking.					
7	The teacher uses reporting strategy in teaching speaking.					
8	The teacher uses brainstorming strategy in teaching speaking.					
9	The Teachers uses picture narrating strategy in teaching speaking.					
10	The teacher uses simulation strategy in teaching speaking.					
11	The teachers uses information gap in teaching speaking.					
12	The teacher uses story complication strategy in teaching speaking.					
13	The teacher uses Picture describing strategy in teaching.					
14	The teachers changes strategies every meeting.					

Note: this strategies' rubric depend on the theories of the strategies in teaching speaking.

Interview guide for the teacher

STRATEGIES OF ENGLISH TEACHERS IN TEACHING SPEAKING IN SENIOR HIGH SCHOOL IN ACEH BESAR

1. Would you describe me about your English teaching experience please?

2. Do you often participate in the English teaching Seminars?

3. Have you taken a part in the English teaching training?

4. How do you make preparation before teaching speaking?

5. What are teaching materials and resources that you select and use in teaching speaking?

6. What strategies do you used in teaching speaking?

7. What is your reason used the strategies?

8. Do you vary the strategies in teaching speaking?

9. How do you encourage the students to speak in speaking class?

10. Does every student have the opportunity to talk?

11. Do you provide new words for the students in every meeting?

12. How many students are there in teaching class? With the number of students, do you face any challenges in teaching speaking class?

13. Do you think that the time for speaking class is enough?

Note: the interview question are made based on career service center at University of Delaware, https://www.udel.edu/CSC/pdf/interviewteach.pdf.

AUTOBIOGRAPHY

A. Personal identity

Name : Rosita Rahmah

Place and date of birth : Aceh Besar, 4 October 1995

Sex : Female

Address : Jln Tgk Glee Iniem. Desa Siem. Kec. Darussalam, Kab. Aceh Besar.

Religion : Islam

Nationality : Indonesia

Marital Status : Single

Occupation : Student

B. Parents Identity

Father's name : Sunarli, S.T

Mother's name : Rosnani

Address : Jln Tgk Glee Iniem. Desa Siem. Kec. Darussalam, Kab. Aceh Besar.

C. Educational Background

Primary school : SDN 32 Banda Aceh

Junior High School : SMPN 6 Banda Aceh

Senior High School : SMAN 4 Banda Aceh

University : English Language Education Department of Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, Entered in 2013.

Banda Aceh, 25 April 2018

Rosita Rahmah