THE STRATEGIES USED BY ENGLISH TEACHER TO ENCOURAGE STUDENTS TO SPEAK AT ELEVENTH GRADE OF MAN 1 SURAKARTA ACADEMIC YEAR 2018/2019

THESIS

Submitted as a Partial Requirements for Undergraduate Degree in

English Language Education

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Assalamu'alaikum Wr. Wb.

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Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION

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DEDICATION

THIS THESIS IS DEDICATE TO :

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.

2. My beloved father (Legiyo), my mother (Nanik Rahayu) and my brother (Fatur Cahya Restu Pamungkas) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.

3. My wife (Kurnia Hidayah) . Thanks for your love, help, support, pray and advice, so I am better than before.

4. My new born son (Agashtya Hasya Rizaldi) who motivates and boosts my enthusiasm in completing this thesis.

MOTTO

Actually, after difficulty there is ease (QS: Al Insyirah)

"A Miracle is another Name of an Effort"

(To The Beautiful You, Choi Min Ho)

"Never give up on something you really want. It's difficult to wait, but more difficult to regret ''

(Mario Teguh)

PRONOUNCEMENT

Name   : Tori Ade Rizaldi

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I hereby sincerely state that the thesis titled "The Strategies Used by English

Teacher to Encourage Students to Speak at Eleventh Grade of MAN 1 Surakarta

." is my real masterpiece. The things out of my masterpiece in this thesis are

signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic

 sanctions in the form of repeating my thesis and academic degree.

Surakarta, August^{23} 2020

Stated by,

Tori Ade Rizaldi

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ACKNOWLEDMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, for all blessings and mercies so the researcher was able to finish this thesis "The Strategies Used by English Teacher to Encourage Students to Speak at Eleventh Grade of MAN 1 Surakarta". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested his during the process of writing this thesis. This goes to:

1. Dr. H. Mudofir, S.Ag, M.Pd., as the Rector of the State Islamic Institute of Surakarta.
2. Prof. Dr.Toto Suharto, S.Ag., M.Ag as the Dean of Culture and Languages Faculty
3. Budiasih, M.Pd., as the Head of English Languages Education.
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, August^{23} 2020

The researcher

Tori Ade Rizaldi

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ABSTRACT

Tori Ade Rizaldi. 2020.The Strategies Used by English Teacher to Encourage Students to Speak at Eleventh Grade of MAN 1 Surakarta. Thesis, English Languages Education of Culture and Languages Faculty, The State Islamic Institute of Surakarta.

Advisor   : H.Zainal 'Arifin,S.Pd, M.Pd.,
The Key Words   : Strategies, Speaking Skill, Teacher Strategies

The objectives of this research were to describe the strategies used by the English teacher to encourage students to speak, and how the teacher applies the strategies to encourage students to speak. The type of this research is qualitative research. The method of collecting data is interview, observation, and documentation.

The results of the research showed as follow: (1) The strategies which are used by the English teacher at eleventh grade of MAN 1 Surakarta are role play, discussion, games, and brainstorming. (2) The teacher used these strategies by doing many sequences of activity. Some of the activities are: 1) The teacher starts the activities by saying *salam* and checks the students' attendance, 2) The teacher reviews the last materials, 3) The teachers explains the materials, then the teacher uses the strategies to encourage students to speak, and 4) The teacher closes the class. The researcher concluded that the English teachers of MAN 1 Surakarta used strategies to encourage students to speak which could improve their speaking skill.

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language used by many countries. In some countries, English is the second language for the people, the role of English as a language of international communication is very important for various sectors, and Indonesia is one of the countries that now make English as a second language. In the Indonesian education sector, English has been taught since kindergarten to college level. For the students, English is very important to master. This is because, when they enter the world of work in the globalization era, many companies are looking for employees who are qualified to be able to speak English accurately. This cannot be denied because nowadays many local companies are starting to enter the world market.

Students have to master the four basic language skill, namely listening, speaking, reading and writing. As stated by Morrow in Demirbaş (2013:108), receptive and productive skills are the combination of four skills listening, reading, speaking, and writing skills. Therefore, we can divide the language skills into two types. First is receptive skill. It is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

Speaking seems to be the most difficult skills of all the four skills (listening, speaking, reading and writing). According to Nunan (2003:48) explains that there are two reasons why language learners have difficulties in speaking. Speaking is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the person that other person are talking to is waiting for her or him to speak right then. Second, when a person speaks, he or she cannot edit and revise what you wish to say, as you can if you are writing. According to Ur (1995:121) there are some problems in speaking in the class : Inhibition (fear of making mistakes, losing face, criticism, shyness), nothing to say (learners have problems with finding motives to speak, formulating opinions or relevant comments), low or uneven participation (often caused by the tendency of some learners to dominate in the group), mother tongue use (particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language).

Teaching strategy is a teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently (Hamruni, 2009: 2). Strategy in teaching speaking has a purpose to make the students easy to understand the material and speak English more fluent. The duty of teacher in teaching language is making the students interested in understanding the material. According to Wehrli and Nyquist (2003), there are some strategy that can be used in teaching speaking skill, such as brainstorming, problem solving strategy,

simulation, demonstration, games, large group discussion, role play, lecturing, direct contact and one to one strategy. Every grade of education has different strategies in teaching material.

MAN 1 Surakarta is one of the islamic school in Banjarsari, Surakarta. This school is a bona fide school in Surakarta, it is because MAN 1 Surakarta has accreditation A. Based on the researcher's pre-observation at the eleventh grade of MAN 1 Surakarta on Wednesday, 31 July 2019, The researcher wants to do the research in MAN 1 Surakarta because some reasons. The first is that the researcher wants to know the strategies used by English teachers and how the English teachers use the strategies to encourage students to speak. They have a lot of strategies in teaching speaking such as role play, playing games, brainstorming and etc. The second is that the school has good reputation and accreditation. The English teachers in MAN 1 Surakarta have a lot of experiences and also good ability in teaching English.

Based on the explanation, the researcher decided to conduct research under the title "THE STRATEGIES USED BY ENGLISH TEACHER TO ENCOURAGE STUDENTS TO SPEAK AT ELEVENTH GRADE OF MAN 1 SURAKARTA".

B. Identification of Problem

Based on the background of study above, the problems can be formulated as follows:

1. Students have different character and motivation in learning speaking.

2. Students have different problem in the process of learning speaking.

C. Problem Limitation

This study is limited to the teachers of eleventh grade of MAN 1 Surakarta. This study focuses to know the strategies used by English teachers and how English teachers use the strategies to encourage students to speak.

D. Problem Statement

1. What are the strategies used by English teachers to encourage students to speak at eleventh grade of MAN 1 Surakarta?

2. How do the English teachers use the strategies to encourage students to speak at eleventh grade of MAN 1 Surakarta?

E. Research Objective

Based on the research question, the research objective are :

1. To describe what the strategies used by English teachers to encourage students to speak at eleventh grade of MAN 1 Surakarta.

2. To describe how the English teachers use the strategies to encourage students to speak at eleventh grade of MAN 1 Surakarta.

F. The Benefit of Study

The researcher expects that this research has two major benefits :

1. Theoretical benefit

   a. The result of this research can be used as a reference for further research.

   b. The result of this research can add knowledge to readers about teacher strategies to encourage students to speak.

2. Practical benefit

   a. Teacher

   Information from this research will help the English teacher in designing the learning process in the classroom where there are many students with different characters and motivation. In addition, it makes the English teaching-learning process become interesting. The result of this research can be used as input for the teacher of MAN 1 Surakarta to pay attention to their student's ability in learning speaking.

G. Definition Key Terms

To avoid misunderstanding in reading this study the researcher should give the definition of some key terms :

1. Strategies

   Specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2000:113).

2. Speaking Skill

   The ability to speak fluently and presupposes not only knowledge of language features, but also the ability (Harmer, 2007:284).

3. Teacher Strategies

   Teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently (Hamruni, 2009: 2).

H. Previous Study

   The researcher will show the previous studies that are in line with this research one is entitled *" Strategies Applied by English Teacher to Encourage Students to Speak at Tenth Grade of Senior High School 3 Sukoharjo in Academic Year 2016/2017 ".* This thesis was written by Shalindri Saraswati. The purpose of this study was to identifying the strategies used by the English teacher to encourage students to speak and describing the teacher applies the strategies to encourage students to speak. The result of this study was the strategies applied by English teacher to encourage students to speak, the teacher used strategies as follows : dividing the students into group randomly, structuring group discussion, hunting tourist, using games, using bilingual in teaching-learning for speaking skill, giving reward and the way of implementing the strategies to encourage students to speak.

   Second previous study is written by Muhammad Wahyudi. The title of the research is *" The Strategies of The Teacher in Motivating Their Students in Learning English (A Study at the Tenth Grade MAN 2 Boyolali*

in the Academic Year 2016/2017) ". The purpose of this study was to describe how is the English teacher's the strategies to increase motivation to the students is and to describe the students" responses for the English teacher motivating. The result of this study was the strategies of the English teacher to increase motivation in teaching English are giving praise, subtle ridicule, giving a suggestion, playing motivation videos and idol story are extrinsic motivation (based on the source of motivation) and instrumental motivation (based on the purpose)

Third previous study is written by Adi Nugroho. The title of the research is *"Teachers' Strategies in Teaching Speaking: A Study at LPK Padma Widyanata"*. The purpose of this study was o investigate and describe the teachers' strategies in teaching speaking to students at LPK Padma Widyanata Easy English Education Salatiga (Easy English). The result of this study was the results revealed that encouraging students to speak, giving motivation and making aware of scripts were the strategies used by the teachers.

Basically, this research has similarity with the previous research which concern on teaching speaking. The different between those researches and this research can be seen from what aspect that the researcher studies. In this research, the researcher want to describe the strategies used by English teachers to encourage students to speak at eleventh grade of MAN 1 Surakarta.

CHAPTER II

REVIEW ON RELATED THEORIES

I. Theoretical Review

In this section, the researcher would like to present the foundation of the researcher's theory which is related to the teacher strategy to encourage speaking. This section consists of definition of speaking (nature of speaking, basic types of speaking, the purpose of speaking and the function of speaking), teaching speaking and strategy in teaching speaking (definition of teaching strategy, the component of teaching strategy and types of strategy to encourage speaking).

1. Definition of Speaking

a. Nature of Speaking

Speaking is one of the four language skills that is taught in the teaching of English. Many experts have their own ideas in defining the meaning of speaking. Speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people (Cameron, 2001:40).

Thornburry (2001) states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for the detailed planning. Further, he adds the nature of speaking process means

that the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

In other words, Burns and Joyce in Florez (1999:1) defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. The standard of the successful language acquisition is the learners' ability to interact with others. Brown (2001) cites that when someone speaks a language, it means that he/she can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language. Harmer (2001) adds that speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communicative purposes, and they select from their language store.

According to the theories, the researcher concludes that speaking can be interpreted as the use of language by someone to communicate with other people in order to say something.

According to Syukur (1987:5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation;

phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown,1997:4).

b. Basic Types of Speaking

According to Brown (2004:141), There are five basic types of speaking or oral production. They are:

1) Imitative

It is someone interested in what is labeled by "pronunciation." She/he imitates a native speaker's pronunciation

2) Intensive

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

3) Responsive

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

4) Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining a social relationship. It is more complex than responsive.

5) Extensive (monologue)

Extensive oral production includes speech, oral presentation, and storytelling, in which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. All of the components can sign how far students' speaking proficiency is.

c. Micro Skill of Speaking

According to Brown (2001) the micro skills refer to producing the smaller of language such as phonemes, morphemes, words, collocations, and phrasal, units. Micro skills of oral production are as follows:

1) Produce differences among English phonemes and allophonic variants.

2) Produce chunks of language of different lengths.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery.

7) Monitor one's own oral production and use various strategic devices – pauses, filles - self correction variety to exchange.

8) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement and pluralism), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituents: in appropriate phrases, pause groups, breat groups, and sentence constituents.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse

d. Macro Skill of speaking

According to Brown. H. (2001), here is some of the macro-Skills involved in speaking. The speaker has to:

1) Appropriately accomplish communicative functions according to situations, participants, and goals.

2) Use appropriate styles, registed, implicature, redundancies, pragmatic conventions, convertation rules, floor-keeping and – yielding, interrupting. And other sociolinguistic features in face-to-face conversations.

3) Convey link and connections between events and communicate such relations as peripheral ideas, events and feeling, new information and given information, generalization and exemplification

4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5) Develop and use a battrey of speaking strategies, such as emphasizing key words rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your inter locator is understanding you.

e. The Purpose of Speaking

Speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language (Irawati, 2003: 7).

According to Djago Tarigan (1995:149), there are 4 purposes of speaking:

1) Entertain speaking, it means that the speaker has a purpose to console the hearer through the joke, spontaneous story, and adventure story.

2) Informing speaking, it means that the speaker explaining the process, interpreting something, and giving information.

3) Stimulate speaking, it means that if the speaker has an interest, an inspiration, and hearer's necessary, so he or she can persuade and convince the hearer easily.

4) Motivate speaking, it means that the speaker must have authority. Through her or his cleverness in speaking and easy to maintain the situation, he or she can move her or his hearer.

f. The Function of Speaking

According to Richards (2008:21) there are three kinds of speaking function, they are:

1) Talk as Interaction

Talk as interaction refers to what we normally mean by conversation and describes the interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The speaker can make the listener understand when he/she uses good language. Here, the speaker should make understand to the listener about the message which conveyed. The way of the speaker to speak is important because can influences of the listeners understand.

3) Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to the public talk, which is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. In this type, the function of speaking is to show about the speaker's performances when he/she conveys the message. The speaker's preparation before performing in from of the audiences is needed. So, the speaker ready to speak when he/she has the readiness of her/his mental

g. Factors Affecting Speaking Skill

According to Tuan & Mai (2015), if teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance.

1) Pertinent to performance conditions

Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

2) Affective side of students

According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

3) Listening ability

Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

4) Topical knowledge

Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

5) Feedback during speaking activities.

According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

h. Factors Affecting Students Anxiety

According to Wilder (1999) there are 5 basic sources of fear of speaking. They are:

1) Career terror.

Students who does not have good speaking ability prefer to choose job which does not require the speaking skill, they panic if promoted in higher position if must face a lot of people and want to ask a lot of materials, so they prefer to stay quite in order they safe in their positions.

2) Perfectionism.

Perfectionism always presses students' mental. They always think to be the best, not to be the good speakers. If they just think it, they will be failed and hard to deliver their arguments. The most important thing is they can communicate their idea, opinion, and knowledge, not to be the great person that mastering in all sections.

3) Panic.

It happens caused by negative thought. Almost all the students think bad opinion from the audiences. If they look the audiences, there are many negative thinking appear from their brain. It could happened because they less preparation, they should make relax on their self, especially their emotional and psychologist.

4) Avoidance.

Many students avoid preparing the preparation. Just take the paper and pen and doing many exercises so they can utter their arguments. Avoidance is caused by many things, student feels afraid, anxiety, and think that their performance will not great as the others. "Avoidance is a problem shared by many. It is self sabotage that virtually guarantees anxiety, fear, and diminished performance. If you're not sure of what you're

saying, it is obvious. Your listeners know it, just as you would in their position."

5) Trauma

People who ever gotten bad experiences will feel traumatic. Especially on public speaking. If they are ever done mistakes onsaying something they will remember and feel shy to face it again. So, many students feel trauma if they are asked to speak in front of people, and they feel it is better to stay silent than to do something. "Victims of trauma patterning are people who were told, over and over, by parents or other adults, that they weren't capable enough, they were stupid, dull, homely, clumsy, doomed to fail. Consequently, they became conditioned to fear humiliation, ridicule, parental anger, a teacher's negative assessments of them, and the resulting hurt feelings. They find it less painful and easier to simply not speak, to just hide, to stay mute".

In other references there some aspects that makes speaking difficult. Here are some problem that comes from the language target itself. (Brown, 2001: 270) :

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

Contractions ,reduced vowels, etc. all are special problems in teaching spoken English.

4) Performance variable

One of the advantages of spoken languages is that the process of thinking as you speak allows you to manifest a certain number ofperformance hesitations, pauses, backtracking, and corrections.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms

6) Rate of delivery

One of your task as teacher in teaching spoken English is to have learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

The stress-times rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning is to produce wave in language in vacuum-

without interlocutors-would rob speaking skills of its richest component: the creativity of conversational negotiation.

g. Strategies to Reduce Anxiety

In the teaching and learning process, especially in foreign language anxiety, students should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and reduce their worry about speaking. There are many strategies for students' to minimize students' anxiety especially when they perform in front of the class. Meanwhile, Kondo and Ling (2004: 262) write in the academic journal about strategies for coping with language anxiety, such as:

1) Preparation

Preparation can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in the class. Preparation is an effective way to help students to cope with their anxiety in oral performance because they develop students' self-esteem in speaking which can minimize the level of anxiety. Students should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation. Preparation is the key to feeling confident about giving a speech or presentation in front of the class. So, preparation can improve students'

proficiency in the language helping them in decreasing anxiety. In addition, students should develop their self-confidence to diminish their anxiety. Students have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and improve their communication in foreign language.

2) Relaxation

Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal. Relaxation is one the best way to help students to cope with worry and anxiety in the classroom. Students should do this way too before performing their speeches in order to decrease their anxiety. A few minutes calm is a good way for the anxious students. Relaxing can be done by taking a deep breath and trying for close the eyes for a while. Students can also feel comfortable by forgetting everything that can make them feel uncomfortable and nervous.

3) Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student. Positive thinking is one of the strategies to reduce students' anxiety. It can be useful,

especially for dealing with state anxiety which refers to students' anxiety because of a specific evaluative situation, a test or competition, and an oral performance. Positive thinking is considered as an effective strategy for students to alleviate their speaking anxiety. Students have to stop their negative thinking. Therefore, students must learn how to talk to their selves in relaxing manner with using positive dialogues instead of negative one.

4) Peer Seeking

Peer seeking is distinguished by students' willingness to look for other students who have the same trouble in understanding in the class and control their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source or reduce their burden because they have friends to sharing.

5) Resignation

Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. Some of the actions are giving up, sleeping in the class.

2. Teaching Speaking

Teaching speaking is delivering the English language by saying the voice, sound system, an intonation, words, and emphasizing sentence in understandably value to express the meaning (Kayi, 2006). There are some principles that teacher should comprehend to make students easier to learn English. According to Finocchiaro (1974:18), there are a handful of principles in teaching language through speaking to the students as follow:

a. Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of a language used should be given clearly.

b. Good pronunciation should be showed to the students correctly so that they can differentiate each word and the meaning well when they produce the language in their speaking.

c. In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation, and into the other meaningful features in English. For instance, the teacher can give some sentences that use the same root by using a different pattern, and then the students are expected to be curious about the meaning which can be found by observing, asking, and finally, they will be getting the answer by themselves.

d. The essential of language learning through speaking is improving the ability to ask, answer questions, make statements and respond appropriately. Speaking is different from writing, so the way to response the question will be different too. Finocchiaro (1974:20) states that the way to response a question in speaking is usually simple while writing is using a complete and correct order sentence to response a question.

e. Confirming comprehension of the students. It can be solved by using some steps to teach speaking. First, select the material for intensive "active" presentation. It aims to make students interest to participate in speaking class enthusiastically. Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. A good arrangement is always making students easier to understand. Third, order it according to criteria of frequency of use. Fourth, arrange the model utterances in a way which will permit students to observe the repetitive features so that the principal rule can be understood.

f. Learning speaking is not similar with writing. Therefore learn and practice the language through speaking also will be different. In spoken language, we do not only need the competence to master and understand the language, but we also need to learn the culture, gestures, and the expressions which give added meaning to the words or sentences. An intonation pattern can also show the feeling

of the speaker. It may express some kinds of expression, like as show the anger, happiness, sadness, and etc.

According to David Nunan (2003), teaching speaking is to teach ESL learners to:

a. Produce the English speech sounds and sound patterns

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence

e. Use language as a means of expressing values and judgments

f. Use language quickly and confidently with few unnatural pauses, which is called as fluency.

The aim of teaching speaking skill is to improve and strengthen students' ability and competence in communicative skill so that students can express their feeling, words, and ideas to others in English and will be able to communicate with others, even cross-culture, in successful ways.

3. **Strategy in Teaching Speaking**

   a. Definition of Teaching Strategy

   According to Aswan et al (2010), teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planed. In other word, teaching strategies are approaches

to teaching students. The teacher has to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material.

Teaching strategy has been defined by several experts, such as Hamruni (2009: 2) stated that teaching strategy is a teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. Stone and Morris (in Issac, 2010) state that teaching strategy is a program which contains the sequence, lesson target, sketch of a plan, and utility to apply the strategies. The other definitions stated by Kayi (2006) teaching speaking is delivering English language by saying the voice, sound system, an intonation, words, and emphasizing sentence in understandably value to express the meaning.

It can be concluded that teaching strategies is a plan that have been prepared by the teacher in the learning process that must be followed by the teacher and students to reach the goal what was planned

According (Ur: 1996), a speaking activity can be said to be a success if fulfill several conditions below

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses

2) Participation is even

   Classroom discussion is not dominated by minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

   Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of acceptable level

   Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

b. The Component of Teaching Strategy

   According to Hamruni (2009: 10-12), the components of teaching strategy are consisting of:

1) Teacher

   Teacher is teaching agent so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy cannot manipulate the teacher. The teaching manipulation purposes are to make student's environment to be expected environment from teaching-learning process, that finally make students reach an expectation standard competence.

In teaching manipulation, the teacher must be based on the curriculum which implemented.

2) Student

Student is a component that do study program to improve the ability to reach study purposes.

3) Purpose

Purpose is base to determine strategy, material, media, and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

4) Teaching material

Teaching material is media to reach teaching purpose. According to Suharsini (1990), teaching material is a core component in the teaching process.

5) Method

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

6) Media

Media is the plural form of the term " medium". Media includes many things around us, like television, computer, picture, radio,

and newspaper. In education, there are certain media used in the teaching-learning process to convey the knowledge to students. this called by the media education.

7) Evaluation

Evaluation is component to know the result teaching-learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

8) Situation or environment

Environment influence teacher in decides teaching strategy. Situation in this matter means situations and physical condition, such as climate, school, location, facilitation, and others.

c. Types of Strategy to encourage Speaking

Wehrli and Nyquist (2003) mentioned some teaching strategies that can be used in a speaking class:

1) Brainstorming

Brainstorming is a strategy in which learners think of ideas or solutions towards a problem. It is usually done to lead learners to the materials that will be taught, so the learners get initial knowledge on what they are going to learn. Conklin (2006) pointed out that brainstorming enhances learners' teamwork and productivity. It also allows learners to generate as many ideas as possible in a short period of time.

Brainstorming can be done in small groups and let learners share their ideas either in a written form or in an oral one.

2) Problem Solving Strategy

Leading learners to critical thinking as well as improving their speaking fluency can be done through problem-solving learning. Problem-solving strategy enables learners to work collaboratively as a team to solve a problem raised by the teacher. It also increases learners' motivation. Through the use of English to solve real-life problems, learners are encouraged to practice speaking, which will lead to learners not only to think critically but also to learn as a team with others (Conklin, 2006).

3) Simulation

Simulation is a good strategy to improve oral fluency. In a simulation, learners play as themselves in a particular situation, for instance, attending a business meeting, reserving a table in a cafeteria, and many other. Harmer (2007) pointed out three advantages of bringing simulation in the classroom: it is fun and motivating, it helps reluctant learners to speak, and it provides a wider range of language as it is used in the world outside the classroom. Through this strategy, learners can actively practice their English.

4) Demonstration

Wehrli and Nyquist (2003) stated that demonstration can be in a form of performing an activity so that learners can observe how it is done in order to help learners prepare transferring theory to practical application. This particular teaching strategy enables learners to visualize what they are going to learn. For example, learners can experiment on making something and explain it to their classmates and teacher. With the use and exposure of English, it will likely enhance their speaking skills.

5) Games

Many teachers use learning games as a medium to teach a lesson to learners. Through the use of games in learning, both teachers and learners can create learning games, which can be helpful in the language class. Harmer (2007:349) revealed that games "aim to get learners talking as quickly and fluently as possible". They can also create fun learning. With a good awareness on the language items taught through games and the appropriate selection on the kinds of games, teachers can promote learning in a non-threatening way. Brewster, Ellis, and Girard (2002) claimed that games for teaching encourage learners to participate and motivate shy ones to speak. Also, learning through games offers practice in fluency which is dominated by learners rather teachers.

6) Large Group Discussion

Discussion is a teaching strategy, which is appropriate to be applied in learner-centered learning. It can be prepared and unprepared as Harmer (2007:351) stated that "some discussion just happen in the middle of lessons; they are unprepared for by teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes". By participating in a large group discussion, learners can articulate their ideas and feelings as well as listen to others' perspective.

7) Role Play

Learning a language means learning how to use it in a real-life situation. Therefore, role-play can be a proper teaching strategy used in a language classroom. Harmer (2007:352) stated that role-play is very effective "to encourage general oral fluency or to train learners for specific situations", for example becoming a receptionist, seeing a doctor, and so on. In a role play, learners are prepared to encounter situations where they must use English in the real world (Thornbury, 2005).

8) Lecturing

Lecturing is a conventional teaching strategy and tends to be regarded as an old teaching method. However, some teachers still apply this teaching strategy. Wehrly and Nyquist (2003) asserted that lecture is "primarily didactic presentation

of information, usually to a large group and often with the use of audiovisual aids to transmit information."

9) Direct Contact

Direct contact teaching strategy means that classroom teachers invite a guest speaker while teaching. In language learning, direct contact with native speakers of the target language offers an experience for learners as well as becomes a trigger to form a good attitude towards a target language and its speakers (Bartram, 2010). To promote speaking, teachers can invite English native speakers so learners can practice their English with native speakers.

10) One to One Strategy

Harmer (2007:122) explained that teaching one-to-one means "an individual learner working alone with a teacher over a period of hours or weeks". It is usually called 'private classes'. As in one-to-one class, a teacher focuses only on one learner, the learner has a greater chance to do all the speaking rather than in a large class in which the teacher must share his attention to more than one learner.

d. Factors that Influence the Teachers' Strategies in Teaching Speaking

There are numerous approaches to teaching English as a Second Language (ESL), each with its own pros and cons. Each approach has a situation where it is likely the best choice. One of an ESL teacher's jobs is to select the best approach and materials

for the given situation and ensure that the students are responding to the selected materials. As Reiser and Dick (1996) argue that teacher can use different strategies of teaching to achieve teaching learning goals and objectives. There are factors that influence the teachers' strategies in teaching speaking.

1) Student's Age

   A factor that will play a huge role in what materials you should use is the student's age. Teaching a pre-school child is very different than teaching an adult. The child's attention span is much shorter; therefore the teacher will need a greater variety of materials to keep the child interested. The material will also need to have a theme that interests kids, such as cartoon characters. Adults, on the other hand, will quickly tire of such simplicity and will want something more practical and stimulating. In short, try to match the material to the interests someone of the student's age might expect to have.

2) Student's English Level

   Starting off watching a dramatic film in English with someone who only knows a few words is not very effective. But for advanced learners it can be a great way to work on comprehension. ESL teachers should first screen all students with a simple English test to as certain their level. Once you know that, selecting the appropriate level of materials will be much easier. But remember, regardless of the student's English

level, try to keep the materials interesting. A little textbook learning is essential, but it should be varied with more interesting activities

3) Class Size

The materials will also differ depending on whether you are teaching one-on-one, a class of three or four or a class of 25. Audio and video media are great tools for larger classes, but for one-on-one lessons they may seem too impersonal. For a large class it will be hard to individualize materials. When working with one or two students, it's easier to choose materials with which they are comfortable.

4) Individual Learning Style

After you've been with a student for a few lessons, you should start to pick up on his strong and weak points. Some people learn best when they can see the language while others do better hearing it. Once you know which type of learner a student is, you can focus your materials to his style. For large classes where there is a variety of learning styles, you'll also need to use a variety of materials to ensure everyone receives what they need.

5) Specific Purpose

For students learning English for a specific purpose, such as business or medicine, you will need to use specific materials.

These learners are usually either advanced or have a short period of time to learn as much essential material as possible.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell 2002: 3. According to Djajasudarma (1993, in Sugiyono, 2012), there are two types of research, namely, quantitative and qualitative research. Quantitative research contains every kind of research based on percentage, table, and the other statistical counting. While qualitative research is a certain tradition in social science which fundamentally depends on the person and his surrounding through his language. In this research, the researcher chooses descriptive qualitative research to present the result of research. Isaac (1971: 46) explains that the purpose of descriptive research is to describe the fact and the characteristic of the interested area of population in a systematical, factual, and accurate procedure. In addition, Miles and Huberman (1994: 10) state that qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting.

In this case, the researcher describes the strategies used by English teachers and how the English teachers use the strategies to encourage students to speak at eleventh grade of MAN 1 Surakarta.

B. Research Setting

This research was conducted in MAN 1 Surakarta. This school is located on Jl. Sumpah Pemuda No.62, Kadipiro, Banjarsari, Kota Surakarta, Jawa Tengah 57136. The researcher took the English teachers of eleventh grade MAN 1 Surakarta as the subject of research.

NO	Activities	2019											
		Jan	Feb	Mar	Apri	Mei	Jun	Jul	Agus	Sep	Okt	Nov	Des
1	Create Proposal	■	■	■	■								
2	Pre-research			■									
3	Examination of Proposal										■		
4	Research: Collecting of Data										■	■	
5	Arrange Thesis										■	■	
6	Examination of Munaqosah												

Table 3.1: Time of the Research Detail

C. Subject of the Research

In this research, the subjects are English teachers of MAN 1 Surakarta. There are three English teachers who teach class XI.

D. Object of the Research

In this research, the object of the study is the strategies applied by the teachers to encourage students to speak English at eleventh grade of MAN 1 Surakarta. The components of teaching speaking are kinds of teaching techniques, material, and media.

E. Data and Source of the Data

Sutopo (2002:6) states that data in qualitative research are collection of information and or fact in the form of words in sentences that is meaningful. According to Lofland in Moleong (2008: 157), sources of data in qualitative research are words and actions, the additional data can be documents or other sources. The research data in this research is collected in the form of information about strategies used by the teacher to encourage students to speak at eleventh grade of MAN 1 Surakarta. The source of the data in this research include events, information, and documents.

1. Event

Events can be series of activities that occur in the research process. All of the activities occur during teaching and learning process can be characterized as an event. In the line with this, Sutopo (2006:58) states that through observation on behavior, events or activities, the researcher can get information more accurately about something

happens. The event in this research is in the form of the teaching and learning process of English.

2. Informant

A kind of data source which is human, in the terms of research is called informant (Sutopo, 2006:57). Informants can be persons who give supporting information to the researcher. In qualitative research, an informant gives many contributions in the research, because the informant can give information that the researcher needs to be reported as the result of the research activity. Informant must give the valid data to the researcher in order to support data validity. The informants in this research are teachers of MAN 1 Surakarta.

3. Document

Documents are sources of data which provide the data in the form of words, pictures or symbols. The documents in this research were all written information dealing with communicative activities in the teaching-learning process such as lesson plan, slides, field note, and so on. According to Creswell (2012: 223), documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letter. Documents that are used as the supportive data in this research is a lesson plan.

F. Instrument of the Research

Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this case, the researcher uses observation, interview, and documentation review as the way to collect the data.

1. Observation

Burns (1999: 80) stated that observation is a kind of activities in action research that enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur. In this research the researcher observing the classroom, the teacher and the students. In this research, the researcher acts as a passive participant observed. It means that the researcher only comes to the class and paid full attention on the classroom activities.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interview and discussion are faces to face personal interactions, which generate data about the research issue and allow specific to discuss from other people perspective (Burns, 1999: 17). Based on the type of questions, there are three kinds of interview (Arikunto, 2010: 199) :

1. Unguided interview, in this interview, the interviewer carries out the interview with no systematic plan of questions.

2. Guided interview, the interviewer carries out the interview by using a set of questions which have been arranged and prepared.

3. Guided and unguided interview, the interviewer uses a set of questions, which are developed to gain specific data.

In this research, the researcher used guided interview. The purpose of this interview was finding the problems openly and deeply. The researcher passed some producers in doing interview. First, the researcher prepared the instrument, the interview guide which contained question-related to the research topic. Second, the researcher asked and talked to the teachers. The last, the researcher wrote interview transcript based on the answer of the teachers.

3. Documentation

Documentation is a technique of collecting data which are appropriate with the research goals by accumulating and analyzing documents, both in written and electronic forms (Sukmadinata, 2011:221). Document has the important role in qualitative research. It is used in the research because of some reasons. Document is the source of research which is stable, rich and supported, it is as evidence to test and it has natural characteristics. In this research, the documentation is the lesson plan.

G. Trustworthiness of Data

To avoid the bias data, the researcher uses the triangulation. Moleong (2002: 178) stated that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data.

Triangulation is the most common way that is used in improving data validity in qualitative research. According to Moleong in Damayanti (2017: 42-43), there are four ways to examine the validity of the data:

1. Data triangulation: It refers to gather the data in many ways in unequal time, people, and situation. If the sources from interviewers, it must be tested to other interviewers.

2. Investigator triangulation: It refers to collect and describe the data. In this case, the informant should not be allowed from the researcher's group.

3. Theoretical triangulation: It refers to interpret many theories in the data and to check a suitable description between one to other theory.

4. Methodological triangulation: It refers to the use of many methods collecting the data. The data should be suitable with the result of research field.

From those types of triangulation the researcher used Data triangulation and Method triangulation. In this research, the researcher uses many sources, for the example: document, event, and informant and to collect the suitable data, the researcher uses various methods, such as: observing, interviewing, and documenting.

E. Technique of Analyzing Data

After collecting the data, the researcher analyzes the data. Wiersma (1991: 85) stated that data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study. In short, data analysis is systematically process to analyze data which have been collected. To analyze the data, the researcher uses descriptive qualitative to analyze data.

According to Miles and Huberman (1984: 21) stated that analyze the data, the researcher needs to go through some steps that are data reduction, data display and conclusion drawing, and verification.

1. Reduction of Data

Data reduction was used for collecting the data from observation, interview, and documentation. In data reduction, the researcher summarized and focused on the important data that could ease. The data that support the researcher findings were taken by the researcher.

2. Display

In data display, the researcher analyzed the result from observation, interview, and the document. Then the data were organized and arranged in a pattern so that they will be understood easily. The researcher would mark which data that support the findings that answer the first problem statement and so on.

3. Conclusion drawing/verification

        The third step of data analysis in qualitative research conclusion drawing or verification. It uses to describe all of the data so that it would become clearly.

CHAPTER IV
FINDING AND DISCUSSION

A. Research Findings

The findings in this study are discussed in relevance to the problem limitation mentioned in chapter I, there are : (1) The strategies used by English teachers to encourage students to speak at eleventh grade of MAN 1 Surakarta. (2) How the English teachers use the strategies to encourage students to speak at eleventh grade of MAN 1 Surakarta. Each of finding described and provided with supporting data. The following section presented detail findings of the study.

1. The Strategies Used by English Teachers to Encourage Students to Speak

Based on the observation, interview and documentation. The teachers used strategies as follows: role play, discussion, game, and brainstorming.

a. Role Play Strategy

In the observation on 21 August 2019, the researcher came to the class and sat in the back seat. By using observation, the researcher knew the real condition in the classroom and about the teachers' teaching speaking by using role play strategy. In the first, the teacher explained about the topic. The teacher gives a little explanation about the material. The teacher gives an example of the materials into a conversation. After the explanation was over, the teacher asked the students to divide into some groups. Then, the teacher asked the

students to make a situation that every student should act like someone else according to the situation. In that situation must be contained with the material that was explained by the teacher. When the students finished their task, the teacher asked them to come in front of the class to practice with their group. When the student made mistakes while they performing, the teacher corrected the students' sentence by giving the true sentence.

This data also supported by interview with the teachers about how the teaching process in the class was going on. These are some data related to the interview.

Interview with teacher F

Biasanya kalau conversation itu kebanyakan menggunakan ekspresi. Jadi dibagi dua pasangan atau berpasangan-pasangan. Seumpama drama atau misalnya situasi direstoran situasi dihotel butuh beberapa orang itu bisa jadi.(Usually, the conversation is mostly using expressions. So it will divided into two couples or couples. For example drama or a situation in a restaurant, it takes a number of people)

Interview with teacher N

Biasanya kita tematik. Kita kasih tema misalnya situasional hari ini kita ada di pasar. Role play adalah pembelajaran dimana dia memerankan karakter. Ada penjual ada pembeli, bagaimana cara menawar. Main role play saja kelompok kelompok. (Usually, we are thematic. We give the students the situation, for example, today we are in the market. Role play is learning where the students play the

characters. There are sellers,buyers, how to bid. Just playing role play

in a groups)

b. Discussion

Based on the observation on 16 August 2019, the second strategy used by the teacher is discussion. The discussion was consists of 4 students. At first, the teacher explained the material about suggestion and recommendation. The teacher gives an example of suggestion and recommendation then asked the students to make an example of suggestion and recommendation orally. The teacher divided the students into a group. The teacher asked the students to discuss and make a conversation that contains suggestions and recommendations. The teacher chooses this way because it will train the students to work together and be able to express their opinions.

This data also supported by interview with the teachers about how the teaching process in the class was going on. These data related to the interview.

Interview with teacher SH

Selain itu dikelas biasanya mereka discus dengan temannya dulu ya satu meja atau dua meja. Jadi untuk penerapannya kita buat kelompok dulu kemudian mereka diskusi dan setiap kelompok maju kedepan perwakilan. (Besides, in the class they usually discuss it with their classmates or other friends. So to implement it, we create a group

first, then students discuss with their friends, then each representative of

a group comes forward).

c. Game Strategy

Based on the observation on 15 August 2019, the third strategy used by the teacher is game. At first, the teacher gives a card that contains an expression of asking or giving advice to each student. Some students get the expression asking advice and the others get giving advice. After all of the students get all the cards, then the teacher asks one student to read the card with the correct pronunciation. Another student who holds the expression which is a pair of that should standing and read the response. The other students have to comment if the expressions are not matched.

This data also supported by interview with the teacher about how the teaching process in the class was going on. These data related to the interview.

Interview with Teacher F

Biasanya mungkin kita memakai system yang menyenangkan seperti game. Kalau game biasanya anak anak senang. (Usually, we might use a fun system like a game. If we use a game, usually the students are happy).

d. Brainstorming Strategy

Based on the observation on 9 August 2019, the fourth strategy used by the teacher is brainstorming. At the first, the teacher shows a picture to the students, then the teacher ask to the students about the

name of the building, the location of the building, the function of the building, is there an origin story about the building, etc. this way is used by the teacher to make all students can express their ideas or opinions related to the picture. After the teacher has collected all students' ideas or opinions, the teacher and the students choose which opinions are suitable based on the picture

This data also supported by interview with the teachers about how the teaching process in the class was going on. These data related to the interview.

Interview with teacher SH

Setelah itu nanti kita brainstorming kita lempar ide dulu. Ini siapa yang mau jawab pertanyaan ini. trus setelah itu nanti disimpulkan, nanti ada perwakilan yang maju kedepan kelas untuk mempresentasikan. (After that, we will brainstorming our ideas first. Who wants to answer the question. Then after that, it will be concluded. Then there will be students from each group who present their result).

2. **The Way of Implementing the Strategies to Encourage Students to Speak**

   a. **Role play Strategy**

   After entering the classroom, the teacher gives *salam* to the students and asks about students' condition by using the phrase "How are you today?". Then the students answer using the phrase "I am fine, how about you?". The teacher then answers "good".

Before starting the lesson the teacher briefly discusses asking and giving opinion. The teacher asks for the definition examples of how to ask and give an opinion. After briefly discussing the previous material, then the teacher explains that in this lesson they will use role play as a learning tool. The teacher explains that later in the class will be divided into groups then each student will play a role in a situation and the situation will be determined by the teacher.

After the teacher explains the rules in role play then the teacher goes on to explain the material. The material that explain by the teacher is expression satisfying and dissatisfying. The teacher asks students about what is the expression satisfying and dissatisfying mean. Some students answer about the way a person expresses satisfaction and dissatisfaction about what they receive. Some students answer about someone's opinion on the services that have been given. After collecting the opinions from the students then the teacher concludes the definition of the material by combining each student's opinions. The teacher then goes on to give an example of using expression satisfying and dissatisfying in sentences. After the explanation is finished, the teacher asks students about the materials that they do not understand. The students shook their heads and it means they understood everything.

The teacher then divides students into groups, each group consisting of three or four students. After the students gather with their groups, then the teacher asks students to make a conversation together

with their group with a note of the situation in the conversation is in a restaurant, hotel or market. So each student will act as a figure that is different from their self. The students will be acts as a waiter, seller, buyer, receptionist, and others. After students understand the instructions of the teacher, the teacher gives the students 20 minutes to discuss and make the conversation. After students finish writing the conversation, the students are asked to do conversations with their groups and perform randomly in front of the class. The students are evaluated for their speaking abilities that consist of pronunciation, fluency, and comprehensibility. The students are giving comments, suggestions, and evaluates from the teacher related to their performance that consist of pronunciation, fluency, and comprehensibility. Not all groups come forward to display their performance due to limited time. The teacher asks the students what they have learned. Before the teacher closes the meeting, the students are given a chance to ask questions. After there are no more questions, the teacher closes the meeting with *salam*.

b. **Discussion**

Before starting the learning process the teacher gives *salam* to the students. Students answer *salam* from the teacher. The teacher then writes a sentence on the whiteboard. The teacher asks the meaning of the sentence to the students then continues by explaining the sentence and explaining the material about the preposition to the students. After finishing with the preposition material, the teacher continues to discuss

the material regarding gerund. Preposition and gerund have been taught by the teacher at a previous meeting. At this meeting only discussed briefly the material. This is intended for the students to understand the material preposition and gerund.

The teacher checks the attendance. Then the students answer the teacher's questions by mentioning the names of friends who do not come. The teacher then continues the learning process by explaining the suggestion material. The teacher asks the students what they know about suggestions. The students answer give and ask for advice. The teacher then defines suggestion and continues to give an example suggestion. The teacher writes examples of suggestions on the whiteboard. After the teacher has finished explaining the suggestion material, then the teacher explains about recommendation. The teacher explains the recommendation material and then writes an example on the whiteboard and asks students to copy it in their notebooks. The teacher asks the students about what is the difference between suggestion and recommendation. The teacher encourages students to speak up about the difference between suggestion and recommendation. Some students express their opinions about the difference between suggestion and recommendation. The teacher gives an appreciation to the students by saying good. The teacher asks students to open their textbook. The teacher asks students to learn material about recommendations then students are asked to make

recommendations sentences. Some students try to express their opinions in making recommendation sentence.

The teacher then asks students to open the next page. The teacher asks students to make a group that consists of 4 people. Then the teacher assigns students to discuss to make a conversation that contains suggestions and recommendations. When the students are working on assignments given by the teacher, the teacher approaches each group and asks is there any difficulty in doing the assignment. Because the learning time has finished, the teacher asks to continue the task at home and it will be discussed at the next meeting. The teacher closes the learning process with *salam*.

c. **Game Strategy**

The teacher opens the learning process by saying *salam*. The students respond by answering *salam*. Before proceeding to the learning process, the teacher checks student attendance. The teacher then tries to review the material at the last meeting. The teacher asks about the definition of asking and giving advice and asks students to give examples of sentences about asking and giving advice. Some students try to answer questions from the teacher. a student explains that asking and giving advice is interpreted as "an expression in asking or giving advice to others." Then there is also a student who answers "how to ask and give advice to others with good and delicate". Besides, some students try to give examples in asking for advice such as "Do you think I should go to the party? ", "Do you think I should go to see

a doctor?". Some give examples of giving advice such as "I advice you to study more harder", "I advice you to wear a dress".

After reviewing the materials, at this meeting, the teacher slipped the game as a strategy in teaching speaking. The teacher gives a card that contains an expression of asking or giving advice to each student. Some students get the expression asking advice and the others get giving advice. After all of the students get all the cards, then the teacher asks one student to read the card with the correct pronunciation. Another student who holds the expression which is a pair of that should standing and read the response. The other students have to comment if the expressions are not matched. After all of the students read the card, the teacher then asks students to gather with their partners. The teacher asks students to make a dialogue which contains the expression asking and giving advice. The teacher gives time for students to do the task. After students finish their task, the teacher then comes to the student's desk and asks them to stand up and practice their work. The teacher justifies a word that is not appropriate in their work and gives an appreciation by asking other students to clap their hands. Then the teacher goes to the other students'desk. When the learning time is over, the teacher says that the material will continue at the next meeting. The teacher closes the learning process with *salam*.

d. Brainstorming Strategy

Before starting the learning process, the teacher gives *salam* to students. After the students answered her *salam* then the teacher said a

greeting in the form of a good morning followed by students by answering the greeting. The teacher then checks the presence of the students. Asking the students for those day whose not present and the reason why they not present.

The teacher starts the learning process by asking students about what they know about a narrative text. Then the students respond to the teacher's questions about a narrative text. There is a student who thinks that narrative is a story that cannot be proven yet. Some students argue that the narrative text is only a fictitious story or a fiction. After the students expressed their opinions about the narrative text then the teacher explained the meaning of the narrative text. The teacher shows a picture for the students. The picture is in the form of a temple building. The teacher invites students to guess where the building is located, the function of the building, and is there a story attached to the temple. The students answered in unison that the picture is Prambanan temple, it is located in the Yogyakarta area and the story related to the temple was Roro jonggrang. Then the teacher asks students about their opinions on the Roro Jonggrang story.

After the students give their opinion about the story, the teacher asks students to open a textbook book, in that book, there is a roro jonggrang story. The teacher asks the students about a generic structure in narrative text. The teacher asks about definition orientation, complication, resolution and where the generic structure lies in the story. The teacher asks students to open a textbook with different pages, then

the teacher explains the material in the book. The material taught is in the form of suggestion sentences. Before entering the material, the teacher asks the students for remembering the material about the suggestion expression. The teacher approaches each student's desk randomly and asks about the example of a suggestion expression that they remember. After the students answer the example of suggestion expression then the teacher asks students to make the expression in a sentence. After a student tries to make a sentence from a suggestion expression, then the teacher starts writing an example of a suggestion sentence using the expression "my opinion is ...", "my suggestion is ...". The teacher asks students to read the suggestion sentences in the textbook and ask if there are any difficulties in the sentences when they are reading.

After students understand the material, then the teacher asks students to discuss with their tablemates about a story in the textbook. The teacher asks students to understand and answer questions about who are the characters in the story, about what happened in the story, about the ending of the story and the conclusions that can be drawn from the story. After students have finished the discussion then the teacher comes to where the students sit and ask the answers to the results of their discussions with their tablemates. Besides answering the questions, some students were asked to retell the story. The teacher gives appreciation to students who have told the story correctly with the phrase "good, nice". The teacher asks what are the difficulties that the

students face about the story and then the teacher concludes the story. The teacher closes the learning process by thanksgiving and saying *salam*.

3. Discussion of Previous

This part presents the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the strategies used by English teachers to encourage students to speak. The second discussion focuses on the way of implementing the strategies to encourage students to speak.

According to Xiong (1997: 38) teacher strategy means the arrangements of teaching activities and the true communication between teacher and students. To be more exact, I refers o a series of effective teaching actions o achieve he expected result. There are some strategy which are used by the English teacher to encourage students to speaks at eleventh grade of MAN 1 Surakarta such as role play, discussion, game, and brainstorming. Strategy in teaching speaking is very important, with the availability of so many different strategies, teachers can determine what best suites their intended learning concept and apply it to their classroom setting.

In the teaching learning process The teacher used the strategies of role play, discussion, game, and brainstorming by doing some steps of activity. The first, the teacher starts the activities by saying *salam* and checking the students' attendance. The second, the teacher reviewing the last materials. The third the teachers explaining the materials, then the teacher used the strategies to encourage students to speak. For example, in role play, the teacher asked the students to divide into some groups. Then,

the teacher asked the students to make a situation that every student should act like someone else according to the situation. In that situation must be contained with the material that was explained by the teacher. When the students finished their task, the teacher asked them to come in front of the class to practice with their group. In discussion, the teacher divided the students into a group. The teacher asked the students to discuss and make a conversation that contains suggestions and recommendations.When the students finished their task, every group should present their task in front of the class. In the game, the teacher gives a card that contains an expression of asking or giving advice to each student. Some students get the expression asking advice and the others get giving advice. After all of the students get all the cards, then the teacher asks one student to read the card with the correct pronunciation. Another student who holds the expression which is a pair of that should standing and read the response. The other students have to comment if the expressions are not matched. In the brainstorming, the teacher shows a picture to the students, then the teacher ask to the students about the name of the building, the location of the building, the function of the building, is there an origin story about the building, etc. After the teacher has collected all students' ideas or opinions, the teacher and the students choose which opinions are suitable based on the picture The Fourth, the teacher closes with s*alam*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

In this part, the researcher makes the conclusions of this study. Based on the observations and interviews at MAN 1 Surakarta, the findings and discussion can be concluded as follows:

1. The strategies which are used by the English teacher at eleventh grade of MAN 1 Surakarta are role play, discussion, game, and brainstorming. These strategies can encourage the student ability to speak English because they are practice and speaking in English.

2. The way teacher implementing used the strategies. In role play, the students divide into some group and then they play a character. in discussion, the students divide into some group, then they discuss with their friends about a task which was given to them. In the game, the students are given a card by the teacher then half of students should read the sentence in the card and another student who holds the expression which is a pair of that should standing and read the response. In the brainstorming, the students should express their idea or opinions about questions or pictures provided by the teacher.

B. Suggestion

1. For the teachers

   Every student have differences in their ability, characteristics, and interest. So, the teacher should be understanding what the students needed and the teacher must use a suitable strategies in teaching English. It will make students easier to understand the materials.

2. For the students

   The students are hoped to be more active in learning English, especially in learning speaking. Don't be afraid to express your ideas or opinions.

3. For the other researcher

   For the other researchers who want to conduct research about teacher strategies especially in speaking, the result of the study can be used as an additional reference for further research.

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Appendices

(APPENDIX 1)

Interviews

Date   : Friday, August 9th, 2019

Place   : MAN 1 Surakarta

Interviewee   : English teacher of eleventh grade

Interviewer   : The researcher

The conversation was between the researcher and the English teacher of eleventh grade. The conversation was about the strategies used by English teachers and how English teachers use the strategies to encourage students to speak.

The Researcher : Bahasa inggris termasuk dalam salah satu mata pelajaran yang sulit bagi siswa, disisi lain setiap siswa juga mempunyai cara belajar yang berbeda beda. Bagaimana caranya agar semua siswa mampu menangkap materi yang diajarkan?

Teacher SH   : Khususnya untuk speaking ya mas itu. Untuk kelas sebelas mungkin sudah ada bekal ya dari kelas Sembilan smp, dari kelas sepuluhnya itu juga sudah ada bekal, sehingga bagi saya tinggal meneruskan saja. Walaupun ada kesalahan maka hal itu bisa secepatnya diperbaiki karena trik-trik itu sudah ditanamkan dikelas sepuluh. Untuk menangani kesulitan speaking itu biasanya kita

mengadakan drill apa yang anak sukai, misalnya tentang English sound, itu kita programkan setiap pertemuan untuk familiar speaknya. Pagi saya mainkan permainan dulu sejenis question answer. Intinya yang menyenangkan lah, misalnya Have you breakfast ? hal hal yang simple dulu, sehingga anak merasa enjoy tidak tertekan dan merasa senang. Yang penting itu menananmkan anak senang dulu. Kalau anak sudah seakan kurang senang itu akan menjadi kendala. Itu tinggal gurunya bagaimana menanamkan trik kepada anak sehingga anak itu merasa enjoy dalam speaking English begitu.

The Researcher : Untuk siswa yang dirasa tertinggal dalam mata pelajaran dibanding teman temanya apakah diberikan suatu perlakuan yang khusus?

Teacher SH : Oh iya, itu kan sejenis sekarang harus ramah dengan anak ya, tidak boleh anak yang lemah kemudian disingkirkan tapi dia harus dihandle bagaimana anak itu punya kepercayaan diri untuk speaking English juga. Bagaimana kita melakukan misalnya diberi tugas trus disuruh latihan dulu dirumah. Nanti setelah mereka paham tentang itu baru presented of the dialogue.

The Researcher : Jadi tidak boleh didiskriminasikan ya bu?

Teacher SH : Itu tidak bisa ya. Jadi misalnya yang lain langsung bisa spontan dan yang lain harus berfikir dulu. Jadi harus

diperlakukan berbeda, misalkan diberikan waktu sehingga mereka bisa belajar dulu, mempraktikan diri dulu.

The Researcher : Salah satu skill dalam bahasa inggris yang cukup sulit adalah speaking. Nah untuk siswa siswa sendiri masalah yang sering mereka hadapi ketika speaking apa saja bu?

Teacher SH : Anak-anak biasanya berfikir seperti structure saya nanti benar tidak ya. Itu kendala utama. Padahal speaking itu kan tidak terlalu memperdulikan structure walaupun itu juga ditekankan. Kadang ketidak lancaran itu membuat siswa berfikir apakah structure saya benar ya, tatanan kalimat saya benar tidak ya, itu yang menjadi kendala. Kalau untuk anak yang percaya diri ya sudah bisa bicara dengan lantang tapi kalau dia terpengaruh dengan itu, belum terbiasa dengan berbicara maka ia akan menjadikan itu sebagai kendala.

The Researcher : Untuk proses pembelajaran dalam speaking skill ibu menggunakan strategy apa saja?

Teacher SH : Biasanya saya daily speaking setiap hari. Jadi nanti anak akan familiar dengan speaking. Nanti anak bagaimana pun caranya dalam proses pembelajaran mengunakan bahasa inggris, walaupun dengan campuran bahasa Indonesia. misalnya oh I sudah breakfast lo. Selain itu paling anak saya suruh untuk berdiskusi setelah itu nanti hasil diskusi maju ke depan kelas untuk dfipresentasikan.

The Researcher   : Untuk cara penerapannya dikelas seperti apa bu?

Teacher SH   : Penerapannya dikelas biasanya saya menggunakan dialog ya mas itu. komunikasi antar teman, anatara guru jadi mereka menggunakan English juga. Selain itu dikelas biasanya ya mereka discus dengan temannya dulu ya satu meja atau dua meja gitu. Setelah itu nanti kita brainstorming kita lempar ide dulu. Ini siapa yang mau jawab pertanyaan ini. trus setelah itu nanti disimpulkan conclude nanti ada perwakilan yang maju kedepan kelas untuk mempresentasikan. Jadi untuk penerapannya kita buat kelompok dulu trus mereka diskusi kemudian nanti kita lemparkan siapa yang mau menjawab pertanyaan yang ini trus nanti setelah disimpulkan trus mereka maju kedepan perwakilan.

The Researcher   : Apakah strategi tersebut bisa diterapkan pada kelas yang berbeda beda?

Teacher SH   : Oh tidak bisa mas. Misalkan anak bording dengan lancarnya dengan santainya terfokus pada speaking English tapi misalkan dengan anak regular ips itu memang kita harus penuh dengan kesabaran menuntun kesana. Ya itu tadi diberi tugas dulu dihafalkan dirumah disuruh latihan dirumah dulu nanti baru presentasi begitu. tapi untuk anak boarding kan langsung mas. misalkan materi dialogue tentang congratulation langsung tidak perlu untuk menulis

nulis dulu. diberikan berapa menit langsung praktek langsung speak up. tapi untuk anak yang ips regular tadi banyak waktu.

The Researcher : Adakah kelebihan dan kekurangan ketika strategy tersebut digunakan?

Teacher SH : Untuk kelebihan satu, mereka lebih berani. yang kedua mereka merasa tertantang. Jadi kalau ada temanya yang maju teman-teman yang lain akan merasa kalau cuma seperti itu saya juga bisa. Yang ketiga kalau saya kasih reward mereka akan berlomba lomba mereka serasa berkompetisi. Kekurangannya mungkin beberapa anak tertentu merasa minder tapi pinter pinternya kita sih mas untuk membackup mereka.

Date : Friday, August 9th, 2019

Place : MAN 1 Surakarta

Interviewee : English teacher of eleventh grade

Interviewer : The researcher

The conversation was between the researcher and the English teacher of eleventh grade. The conversation was about the strategies used by English teachers and how English teachers use the strategies to encourage students to speak.

The Researcher : Bahasa inggris termasuk dalam salah satu mata pelajaran yang sulit bagi siswa, disisi lain setiap siswa juga mempunyai cara belajar yang berbeda beda. Bagaimana caranya agar semua siswa mampu menangkap materi yang diajarkan?

Teacher F : Ya biasanya sulit, biasanya mungkin kita memakai system yang menyenangkan seperti game. Kalau game biasanya anak anak senang.

The Researcher : Untuk siswa yang dirasa tertinggal dalam mata pelajaran dibanding teman temanya apakah diberikan suatu perlakuan yang khusus?

Teacher F : Iya kalau nanti dia dibedakan kalau dengan yang pinter nanti dia kemungkinan minder jadi nanti ada perlakuan

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The Researcher : Untuk siswa yang dirasa tertinggal dalam mata pelajaran dibanding teman temanya apakah diberikan suatu perlakuan yang khusus?

Teacher F : Iya kalau nanti dia dibedakan kalau dengan yang pinter nanti dia kemungkinan minder jadi nanti ada perlakuan

sendiri. Bisa jadi nanti ditambah materi tugas biar bisa mengejar temennya.

The Researcher : Salah satu skill dalam bahasa inggris yang cukup sulit adalah speaking. Nah untuk siswa siswa sendiri masalah yang sering mereka hadapi ketika speaking apa saja bu?

Teacher F : Biasanya pronounciation karena tulisan sama ngomongnya beda. Yang kedua vocab, banyak yang vocabnya sedikit jadi kalau mau ngomong Englishnya apa bingung, trus juga keberanian jadi dia enggak berani untuk memulai.

The Researcher : Untuk proses pembelajaran dalam speaking skill ibu menggunakan strategy apa saja?

Teacher F : Depends di materi sih mas, kalau materinya daily activity ya pake daily activity pair itu dilakukan kadang dua orang mungkin juga dengan berkelompok.

The Researcher : Untuk cara penerapannya dikelas seperti apa bu?

Teacher F : Biasanya kalau conversation itu kebanyakan menggunakan ekspresi. Jadi dua pasangan atau berpasangan pasangan gitu. Seumpama drama atau misalnya situasi direstoran situasi dihotel butuh beberapa orang itu bisa jadi.

The Researcher : Apakah strategi tersebut bisa diterapkan pada kelas yang berbeda beda?

Teacher F : Bisa

The Researcher : Kemampuan siswa ipa dan ips kan berbeda bu terkadang cara tangkap siswa nya pun berbeda, nah itu bagaimana bu?

Teacher F : Kalau mempraktikkan itu bedanya paling dalam keberanian dan dia tidak bisa ngomongnya. Kalau penerapannya dalam setiap kelas bisa lah, cuma paling ya itu mereka actionnya itu lo. Yang pinter mereka lancar ngomong gitu bedanya cuma disitu kalau penerapannya bisa.

The Researcher : Adakah kelebihan dan kekurangan ketika strategy tersebut digunakan?

Teacher F : Ada, kelebihannya kalau siswanya aktif ya enak tapi kalau kurang percaya diri atau kurang vocabnya itu jadi garing. Jadi enggak asik cuma diem aja.

Date : Friday, August 9th, 2019

Place : MAN 1 Surakarta

Interviewee : English teacher of eleventh grade

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Teacher N : Mungkin kita buka open question dulu ya di akhir kita biasanya tanya siapa yang belum paham. dan materi yang belum mereka pahami mungkin nanti akan kita jelaskan ulang. misal pas awal kita menjelaskan dengan cepat jadi kita rubah menjelaskannya dengan pelan.

The Researcher : Untuk siswa yang dirasa tertinggal dalam mata pelajaran dibanding teman temanya apakah diberikan suatu perlakuan yang khusus?

Teacher N	: Kalau disini kan classical traditional jadi tidak ada perlakukan khusus tapi disaat kuis tes seperti itu yang kita tahu bahwa dia kurang nanti kita akan kasih tambahan. Tambahan atau remedial, dijelaskan ulang lagi biar benar benar paham.
The Researcher	: Salah satu skill dalam bahasa inggris yang cukup sulit adalah speaking. Nah untuk siswa siswa sendiri masalah yang sering mereka hadapi ketika speaking apa saja bu?
Teacher N	: Speaking itu keberanian, jadi mereka takut merasa tidak bisa. Mereka takut ngomong itu yang pertama. yang kedua itu karena mereka punya mindset bahasa Indonesia. Jadi system dalam bahasa Indonesia di transfer ke bahasa inggris, otomatis sistemnya bahasa inggris dan bahasa Indonesia kan berbeda. Ketika dia mentransfer literally kedalam bahasa inggris itu akan berbeda urutannya. Word ordernya beda habis itu structurenya berbeda misalnya kamar mandi dimana, harusnya where is the bathroom kadang anak anak itu bathroom where. Nah itu problemnya.
The Researcher	: Untuk proses pembelajaran dalam speaking skill ibu menggunakan strategy apa saja?
Teacher N	: Biasanya kita tematik. Kita kasih tema misalnya situasional hari ini kita ada di pasar. Role play ada pembelajaran dimana dia memerankan karakter. Ada penjul

ada pembeli, bagaimana cara menawar. Main role play saja

kelompok kelompok.

The Researcher : Untuk cara penerapannya dikelas seperti apa bu?

Teacher N : Ya itu tadi dibuat kempok kelompok kecil tadi. Partneran

The Researcher : Apakah strategi tersebut bisa diterapkan pada kelas yang

berbeda beda?

Teacher N : Bisa tapi dengan standart yang berbeda, karena kelas kita

itu kan beda beda program. Ada program yang basicnya

kita sudah punya English. Kita kasih tema mereka langsung

bisa jalan. tapi kalau kelas lain kita harus memberikan

contoh kalimat contoh percakapan ngasih vocab juga.

Diberikan pancingan istilahnya.

The Researcher : Adakah kelebihan dan kekurangan ketika strategy tersebut

digunakan?

Teacher N : Ada, ini kekurangnya ya anak itu tidak natural. Jadi dia itu

scripted, kadang kadang kayak baca script gitu. Anak masih

mengingat ingat nanti dia harus ngomong gimana gitu jadi

tidak terasa natural. Kalau kelebihannya bisa membuat anak

berani ngomong sama memperkaya vocab.

(APPENDIX 2)

The Photographs

The Learning Process of English Subject

(**APPENDIX 3)**

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN 1 SURAKARTA

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/Satu

Materi Pokok   : Asking and Giving Opinion

Skill   : Speaking

Alokasi Waktu   : 2x45menit

A. Kompetensi Inti

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :Memahami pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan

membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	KompetensiDasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .
	2.1 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dancinta damai, dalam melaksanakan komunikasi transaksional.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung

		jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.
	4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris terkait teks deskriptif sederhana tentang orang;

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dengan tepat.

D. Materi Pembelajaran

(Power Point)

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Role Play

F. Media dan Sumber Pembelajaran

1. Media

Buku yang relevan, laptop, audio dan in focus.

2. Sumber Belajar

Buku Siswa: Bashir Mahrukh, Helena I.R, et

al.2014.*BahasaInggisBukuSiswa.*Jakarta: Pusat Kurikulum dan

Perbukuan Balitbang kemdikbud.

G. Langkah-Langkah Pembelajaran

   a. Pendahuluan (10 menit)

   1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan member salam, mengajak peserta didik untuk merapikan kelas dan penampilan meeker, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

   2) Guru menstimulasi siwa melalui sebuah gambar dan meminta siswa untuk menebak gambar tersebut sesuai dengan pendapat mereka.

   3) Guru memberikan brainstorming mengenai ungkapan asking and giving opinion, pertanyaan yang akan disampaikan seperti:

4) *"Based on the video, now please guess! What the topic are we discuss today?''*

b. Inti (70 menit)

1) Mengamati

a) Siswa mengidentifikasi ungkapan-ungkapan mengenai ungkapan menanyakan dan memberikan pendapat

b) Siswa mengidentifikasi perbedaan ungkapan agreement and disagreement dengan sebuah pendapat.

c) Siswa mengamati vidoe tentang ungkapan-ungkapan asking and giving opinion.

2) Menanya

a) Dengan bimbingan dan arahan guru siswa mempertanyakan antara lain, perbedaan ungkapan pendapat antara berbagai ungkapan dalam budaya bahasa Inggris dan bahasa Indonesia.

b) Dengan bimbingan dan arahan guru siswa diminta untuk menanyakan apa perbedaan fakta dan pendapat.

3) Mencoba/Mengumpulkan Data atau Informasi

Siswa diputarkan sebuah video, dan siswa diminta untuk mengisi sebuah kalimat rumpang sesuai audio yang didalamnya terdapat asking opinion, giving opinion, agreeing with an opinion and disagreeing with an opinion.

(LAMPIRAN I)

4) Mengasosiasi/Menganalisis Data atau Informasi

Siswa diminta untuk mengetahui isi sebuah percakapan yang dikerjakan sehinnga mereka bisa membedakan antara asking, giving, agreement, disagreement sebuah pendapat.

5) Mengomunikasikan

Setelah siswa selesai mengerjakan, siswa mempraktekkan jawaban yang mereka buat tersebut kedepan kelas secara berpasangan, siswa menyatakan dan menanyakan tentang ungkapan pendapat dalam konteks tertentu.

c. **Penutup (10 Menit)**

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

H. **PENILAIAN**

KRITERIA	SKOR 4	SKOR 3	SKOR 2	SKOR 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu kelur dalam pelafalan sehingga tidak

		sangat fokus dan kadang-kadang menimbulkan kesalahfahaman		dapat dimengerti
Tata Bahasa (Grammar	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan Mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesua	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog

Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak tercipta
Comprehension	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada dialog umum dengan percakapan yang perlahan dan banyak pengulangan	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara Penilaian Percakapan:

No.	Nama Siswa	Perolehan Skor					Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.	Annisa Larasati	4	3	3	2	4	16
2.	Asep Sudrajat	3	3	3	3	3	15
3.	Beni Hermawan	3	4	4	3	3	17
....	....	...	...	...	...	...	

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal/idea. Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari

kriteria ke-1 sampai dengan ke-5

Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah

kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4x5 = 20

Sehingga perhitungan nilai akhir siswa adalah :

Annisa Larasati:16 x100= 80 2. Asep Sudrajat:15x100 = 75

 20   20

LAMPIRAN I

Exercise

Practice with your partner in front of the class!

Liza : **Hey Mike, what is your opinion about homework for kids?**

Mike : **I think homework is great to be given for kids because it can make them remember the lesson. What about you?**

Liza : **Maybe you're right. But for me, homework should be banned for kid.**

Mike : **Should be banned. Why?**

Liza : **Because kids need to enjoy their time by playing. So they are not stress.**

Mike : **But they can do their homework at night and play at noon. It will not make them stress.**

Liza : **But now, they have full day school. They even have no time to rest. Moreover, to do their homework.**

Mike : **I appreciate your opinion, but for me, homework is still important for kids.**

Liza : **Ok thank you for your opinion Mike. I need to go now. See you**

Mike : **See you too Liza.**

Dena : **What a great movie! Did you like it?**

Luiz : Well, I enjoyed the movie, but I don't really like the character of Edward Cullen.

Dena : Why? I think he's so great and also handsome.

Luiz : He was. But I don't like the way he treats Bella. It's like a little baby.

Dena : He did it because Bella is his lover. I think it's normal.

Luiz : Ok let's forget it, maybe we can watch another movie next time. Do you like action?

Dena : Yes, I like it. I watched *The Raid* last week and it was amazing movie.

Luiz : Really? Do you want to watch it again with me?

Dena : Yes of course. Let's watch it at my home tonight.

Luiz : Ok, I'll be there at 8.

Zayn : Hey dude, do you see that red jacket?

Malik : You mean the red jacket in the corner?

Zayn : Yes. What do you think?

Malik : I think it is suitable with you and your appearance.

Zayn : No, it's not for me. I'll give it to my brother as his graduation gift next week.

Malik : But I think it's too small for your brother, isn't it?

Zayn : I guess not. He's thinner now after studying from USA. Maybe he didn't eat well there.

Malik : Really? When did he get home anyway?

Zayn : Yesterday. I picked him up at airport, I almost didn't recognize him. He's so thin.

Malik : What a pity Joe. Well, if you think the jacket is great for him. Just buy it.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN 1 SURAKARTA

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/Satu

Materi Pokok   : Why Do You Do That?

Skill   : Speaking

Alokasi Waktu   : 2x45menit

I. **Kompetensi Inti**

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :Memahami pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar,

danmengarang) sesuai dengan yang dipelajari di sekolah dan
sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator

No.	KompetensiDasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .
	2.1 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dancinta damai, dalam melaksanakan komunikasi transaksional.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta

		damai, dalam melaksanakan komunikasi fungsional.
	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang sebab akibat sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.
	4.1 Menyusun teks interaksi transaksional, lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan sebab akibat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

K. Tujuan Pembelajaran

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1.1.3 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris terkait teks deskriptif sederhana tentang orang;

1.1.4 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang sebab akibat sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan sebab akibat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. Materi Pembelajaran

(Lampiran 1)

M. Metode Pembelajaran

Pendekatan   : Scientific Approach

N. Media dan Sumber Pembelajaran

3. Media

Buku yang relevan, laptop dan in focus, video.

4. Sumber Belajar

Buku Siswa dan Buku Guru Kurikulum 2013 kelas XII Revisi.

O. Langkah-Langkah Pembelajaran

d. Pendahuluan (10 menit)

5) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan member salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

6) Guru menstimulasi siswa melalui tayangan sebuah video atau pertanyaan yang akan disampaikan seperti:

After watching the video, what is the moral value you can get?

From the video, we know that smoking cause a bad impact of our life. Right?

7) Guru memberikan brainstorming mengenai ungkapan sebab akibat kepada peserta didik

e. **Inti (70 menit)**

6) Mengamati

d) Siswa mengidentifikasi ungkapan-ungkapan mengenai ungkapan menanyakan dan memberikan pendapat

e) Siswa mengidentifikasi perbedaan ungkapan *cause and effect* dengan sebuah pendapat.

f) Siswa mengamati video tentang ungkapan-ungkapan *cause and effect.*

7) Menanya

c) Dengan bimbingan dan arahan guru siswa mempertanyakan antara lain, perbedaan ungkapan *cause and effect* dalam budaya bahasa Inggris dan bahasa Indonesia.

d) Dengan bimbingan dan arahan guru siswa diminta untuk menanyakan apa struktur kalimat tentang *cause and effect.*

8) Mencoba/Mengumpulkan Data atau Informasi

Siswa diputarkan sebuah video, dan siswa diminta untuk mengisi sebuah kalimat rumpang sesuai audio yang didalamnya terdapat cause and effect

9) Mengasosiasi/Menganalisis Data atau Informasi

Siswa diminta untuk mengetahui isi sebuah percakapan yang dikerjakan sehinnga mereka bisa mempraktikkan ungkapan cause and effect.

10) Mengomunikasikan

Setelah siswa selesai mengerjakan, siswa mempraktekkan jawaban yang mereka buat tersebut kedepan kelas secara berpasangan, siswa ungkapan cause and effect dalam konteks tertentu.

f. Penutup (10 Menit)

3) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

4) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

P. PENILAIAN

KRITERIA	SKOR 4	SKOR 3	SKOR 2	SKOR 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata	Kadang-kadang pelafalan tidak	Sering menggunakan	Menggunakan kosakata yang	Kosakata sangat terbatas sehingga

(Vocabulary)	tepat dan Mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesua	kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	salah sehingga tidak dapat difahami.	tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak tercipta
Comprehension	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada dialog umum dengan percakapan yang perlahan dan banyak	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

				pengulangan	

Cara Penilaian Percakapan:

No.	Nama Siswa	Perolehan Skor					Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.	Annisa Larasati	4	3	3	2	4	16
2.	Asep Sudrajat	3	3	3	3	3	15
3.	Beni Hermawan	3	4	4	3	3	17
....	....	...	...	...	...	...	

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal/idea. Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari

kriteria ke-1 sampai dengan ke-5

Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah

kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4x5 = 20

Sehingga perhitungan nilai akhir siswa adalah :

Annisa Larasati:16 x100= 80 2. Asep Sudrajat:15x100 = 75

 20   20

Lampiran I

Exercise

Practice these dialogues with your partner in front of the class! (choose one

dialogue)

A: Hey did you watched TV last night?

B: Nope. Why?

A: They said there's many bad effects if we consume Flakka drug. They said the

effect could make person act like a zombie.

B: Really, how?

A: Yes, watch on youtube if want to know more. It's so scary.

B: We should more careful then. I'll watch on my youtube later

A: Yeah you're right.

A: Good morning Mr. Joe. I'm sorry I didn't come the class yesterday.

B: Good morning Mike. Why you didn't come yesterday?

A: I got rained last night Sir so I got headache.

B: I see. Are you ok now?

A: Yes sir I feel better after consuming some medicine last night.

B: Good. Have a sit the. We'll start our lesson

A: Yes sir, thank you.

Dida   : What do you think about transportation growth in Indonesia?

Nela : I think this is a bad. You know, the gas of transportation produce CO_2 and it can be dangerour for our health

Risti : You're right. Beside, car and motorcycle's price is now cheaper and almost people had it.

Dida : It was really sad if that problem always occur

Risti : Agree. Indonesians are lazy to walk and prefer drive a motorcycle or car so that the pollution is very bad.

Dida : We need to change our life style I think.

Risti : you're right. Let's walk to school tomorrow.

Dida : No, thanks. It's 10 Km far.