ENGLISH TEACHING STRATEGIES ON SPEAKING SKILL OF TAHFIDZ CLASS AT THE TENTH GRADE OF SMA AL-AZHAR SYIFA BUDI SOLO IN ACADEMIC YEAR 2019/2020

THESIS

Submitted as A Partial Requirements

For the Undergraduate Degree in English Language Education

By:

SITI FILDATI NUR KASANAH

SRN. 163221068

ENGLISH LANGUAGE EDUCATION

CULTURES AND LANGUAGE FACULTY

STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

ADVISORS SHEET

Subject   : Thesis of Siti Fildati Nur Kasanah

SRN   : 16.32.2.1.068

To:

The Dean of Cultures and

Language

Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr.Wb.

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Siti Fildati Nur Kasanah

SRN : 16.32.2.1.068

Title : English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020.

has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

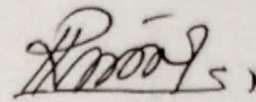Surakarta, 07 September 2020

Advisor,

Furqon Edi Wibowo, M.Pd.
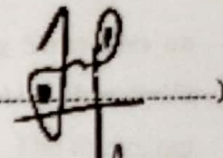
NIK. 1989012 201701 1 128

RATIFICATION

This is certify the *Sarjana* thesis entitled "English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020. By Siti Fildati Nur Kasanah (163221068) has been approved by the Board of Thesis Examiners as the requirements for the degree Sarjana in Cultures and Language Faculty.
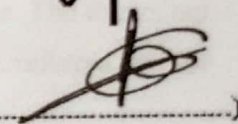
Chairman : Arina Rohmatika, S.Pd., M.Pd. ( )

NIP. 19840613 201503 2 005

Secretary : Furqon Edi Wibowo, M.Pd. (.....................)

NIK. 1989012 201701 1 128

Main Examiner : Dr. H.Giyoto, M.Hum. (.....................)

NIP. 19670224 200003 1 001

Surakarta, 17 November 2020

Approved by

The Dean of Cultures and Language Faculty

Prof. Dr. Toto Suharto, S.Ag., M.Ag

NIP. 197104031998031005

iii

PRONOUNCEMENT

Name   : Siti Fildati Nur Kasanah

SRN   : 163221068

Study Program   : English Language Education

Faculty   : Cultures and Language Faculty

I hereby sincerely state that the thesis totled **"English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020"** 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 sanction in the form of repealing my thesis and academic degree.

Surakarta, 07 September 2020

Stated by,

Siti Fildati Nur Kasanah

SRN. 16.32.2.1.068

iv

DEDICATION

I proudly dedicate this thesis especially for:

1. My beloved parents (Sutardi and Watini)

2. My little brother (M.Ridwan)

3. My great family

4. All my friends

5. My Almamater, the State Islamic Institute of Surakarta

MOTTO

Education is the passport to the future,

For tomorrow belongs to those who prepare for it today.

Malcolm X

The difference between school and life?
In school, you're taught a lesson and then given a test.

In life, you're given a test that teaches you a lesson.

Tom Bodett

Always be yourself no matter what they say and never be anyone else even if they
look better than you.

The researcher

ACKNOWLEDGMENT

Alhamdulillah, all praises be to allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blesinggs and mercies so the researcher was able to finish this thesis entitled **"English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020".** Peace is 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 her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudofir, S.Ag., M.Pd. as the Rector of State Islamic Institute of Surakarta.

2. Prof. Dr. Toto Suharto, S.Ag. as the Dean of Cuktures and Languages Faculty.

3. Budiasih, S.Pd, M.Hum. as the Head of English language education of Cultures and Language Faculty.

4. Furqon Edi Wibowo, M.Pd. as the Advisor who has given her time to guide the researcher until this work finished. Thanks for advice, suggestion, and guidance.

5. All the lecturers in English language Education who have taught their useful knowledge this thesis.

The researcher reakize that this thesis is far for being perfect. Hence, the researcher hopes for some corrections, suggestions, or criticism and improve it. Finally, the researcher hopes that this thesis is useful for researcher in particular and the readers in general.

Surakarta, 07 September 2020

The researcher,

TABLE OF CONTENT

CHAPTER II: REVIEW ON RELATED LITERATURE

A. Theoritical Review

CHAPTER III: RESEARCH METHODOLOGY

CHAPTER IV: FINDING AND SUGGESTION

CHAPTER V: CONCLUSION AND SUGGESTION

ABSTRACT

Siti Fildati Nur Kasanah, 2020. English Teaching Strategies on Speaking Skill of Tahfidz Class at the Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020. Thesis. English Language Education, Cultures and Language Faculty, State islamic Institute of Surakarta.

Advisor   : Furqon Edi Wibowo, M.Pd

Key Words : Descriptive Study, Teacher Strategies, Speaking Skill

The objectives of this study are to describe: (1) the teacher strategies on speaking skill of Tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo, (2) the proble, faced by English teacher in teaching speaking class at the tenth grade of SMA Al-Azhar Syifa Budi Solo.

This study used descriptive-qualitative research. The subject of the research is the teacher and students of Tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo. The researcher only took one class as an object. The class consists of 16 students. The techniques of collecting data in this research is doing interview with English teacher. The reseracher did four steps to analysed the data. There are data collection, data reduction, data display and drawing conclusion. The researcher used triangulation as a trustwothiness the data.

The result of the research is showed the English teacher strategies to teach speaking for tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo 2019/2020 academic year. The teacher used three strategies to teach speaking in tahfidz class. The strategies are role play, brainstorming, and discussion. The used of this strategy can improve the student ability to speak English because they are always practice and speaking. The students have good response for the teacher strategies in teaching learning process. The problems faced by the English teacher in teaching learning process were: the students less confidence to speak and the teacher have problem to motivate the student ro speak up.

LIST OF TABLE

Page

LIST OF APPENDICES

Page

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language that is mostly used around the world. People can build a good relationship with each other by using language. (Brown,1980:pg.4) state that language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of culture, to communicate or to interact. It means that language is important in human being life.

In English, there are four skills shall be mastered. They are reading, writing, speaking, and listening (Rosita 2006). According to Ur (1996: 120) that all the four skills, speaking seems intuitively the most important. Those statements above mean that speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Besides that, speaking can be a reference of someone's ability in communication. But, the point is that speaking is as the message or information which is understood by other people in communication.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown: 2004). Briendly (1994) defines speaking as an oral skill that is used to express a person's understanding, convey intended meanings may be able to be understood

automatically while others may need to be processed first. Lewis and Hill (1993) add that speaking is a process that convers many things in addition to the pronunciation of individual sounds. Based on the definitions above, it can be concluded that speaking is a complex cognitive skill, speakers produce not only sounds but also a set of meaningful words and body language that can be understood by listeners either explicitly or implicitly.

Richards and Renandya (2002: 201) state that we use speaking to give instruction or get things done. It means, when a student wants to convey or express their idea, thoughts and feelings that are compiled and developed according to the goal in order to get understood by listener. The component of speaking such as vocabulary, grammar, and pronunciation must be mastered by students to make students fluent and accurate in speaking. Therefore, speaking is difficult for students. To achieve the goal, it is necessary to have strategies that can help students speak well. Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching learning goals. It means, the teacher have to give a chance to apply various teaching strategies that can help students speak well. The strategies were used based on student's needs and interests.

Teaching strategies in speaking activities are very important to overcome student's difficulties in speaking. Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, teacher can see how the student's understanding in learning

language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom environment for the realization of successful strategies (Brown, 2000: 131). However, it is very important that the strategy applied is relevant with their needs and interest.

In order to know the good process teaching and learning speaking, researcher chooses SMA Al-Azhar Syifa Budi Solo. SMA Al-Azhar Syifa Budi Solo is located in Manahan, Banjarsari, Surakarta. This school has three kinds of classes. There are science class, social class, and tahfidz class. Science class consists of 25 students. Social class consists of 10 students. Tahfidz class consists of 16 students. There consists of 8 male and 8 female students. The researcher chooses tahfidz class of the tenth grade students because this class is different from the others class. Tahfidz class is a boarding school. So they must be able to divide the time between studying and reciting. But, they are more active and have a good ability in English class than other classes.

There many Senior High School, the reasons why the researchers choose SMA Al-Azhar Syifa Budi Solo was because this school has accredits A. SMA Al-Azhar Syifa Budi Solo is the best Islamic school in Surakarta. It can be proved by getting appreciation as best winner Indonesia education of quality award 2019 on the category reputable Islamic school in quality education program of the year 2019. It was expected that the result of this research could be presented to other schools. Besides that, SMA Al-Azhar Syifa Budi Solo is guided by teachers who are competent and experienced in their fields with postgraduate qualifications.

On 6th February 2020, the researcher made a pre-research at SMA Al-Azhar Syifa Budi Solo especially in tahfidz class. On the first lesson, the teacher gave a daily test. After daily test, the next material was about speaking class. In this class, the teacher used a role-play strategy to teach speaking. In teaching learning process, the teacher gave a piece of paper to each student. In that paper there was a name of character. The teacher asked students to make a script about the character they got. Then, the teacher divided students into two groups, male and female. After that, students made a discussion with their group. The students were very enthusiastic and active in doing their assignment. Because the time was up, the lesson would be continue to the next meeting.

Even though they have a good ability in English class, there are some difficulties faced by students. Based on interview on 6th February 2020, the difficulties faced by students in speaking learning process are (1) they have not mastered grammar, (2) pronunciation is not right, and (3) they are still lack confidence. To overcome these all, the teacher have some strategies to improve speaking skills. Based on the researcher interview with the English teacher, she has strategies to make student good in speaking skill and student in tahfidz class have confident when they are speaking. That's why the researcher are interested to know more those strategies by continuity this research.

Based on this condition, the researcher interested to conduct a research entitled **"English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020"**

B. Identification of The Problem

Based on the background of study, the researcher identifies some problems as follow:

1. There are some difficulties when the students speak English.

2. The students must be smart to arrange their time to recite and study.

3. The teacher strategies are important things to help the students to solve their problem in learn speaking.

C. Limitation of The Study

In this research, the researcher make a limitation of the study. The limitation of the study has a function to specify the object of the research. The researcher focuses on the speaking teaching-learning process at the tenth grade students of SMA Al-Azhar Syifa Budi Solo especially in Tahfidz class. The researcher chooses class X Tahfidz because they are more active and have good ability in English class than other class, especially in speaking class.

D. Problem Statement

Based on the limitation of the study above, the problem can be formulated as written bellow:

1. What strategies are used by the teacher in teaching speaking at the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2019/2020?

2. What are the problems faced by the teacher in teaching speaking at the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2019/2020?

E. Objectives of The Study

The objectives of this study are as follow:

1. To know the strategies are used by the teacher in teaching speaking at the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2019/2020.

2. To describe the problems faced by the English teacher and the students in speaking class at the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2019/2020.

F. Benefits of The Study

From this study, it is expected that the result of the research can give a contribution to the language teaching, and learning activity.

1. Theoretical benefit

   a. To improve knowledge for either teacher or students, the researcher hopes that this research will give contribution for the development education.

   b. The finding of this research will give good information related to the teacher's strategies in teaching speaking.

2. Practical benefit

   a. To students

      The result of this study can be used as an additional knowledge to improve the ability of speaking in learning speaking process. And the students can speak more effective after they applied the strategies.

b. To teacher

The result of this study can be used as additional information in teaching speaking to students.

c. To other researcher

The result of this study can be used as references for those who want to conduct a research in English teaching learning process.

G. Definition of Key Term

The researcher gives the definition of key words bellow:

1. Teaching

Teaching is defined as an interactive process, primarily involving classroom talk which takes place between teachers and pupils and occurs during certain definable. (Edmund Amidon, 1967).

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown: 2004).

3. Teaching Speaking

Teaching speaking is to teach ESL learners to produce the English speech sounds and sounds patterns. (Nunan, 2003)

4. Teaching Strategies

Brown (200:172) stated that teaching strategies refers to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the

different available learning methods to enable them to develop the right

strategy to deal with the target group identified

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Speaking

a. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

9

From those theories, it can be conclude that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feeling in order to give or get information and knowledge from other people who do communication.

b. Component of Speaking

Language is an instrument that is used to communicate with other people, and one of the ways to communicate with them is by speaking, and one of the ways to communicate with them is by speaking. Speaking has several components that should understand on speaking ability. According to Harris (1977:81), there are some components of speaking:

1) Pronunciation

Is the way certain sound or sounds are produced, pronunciation stresses more the way sounds are perceived by the listener.

2) Grammar

Is a description of the structure of language of the way in which linguistics units such as word and phrases are combined to produce sentence in the language.

3) Vocabulary

Is a set of lexemes, including single word, compound word and idioms.

4) Fluency

Speaking fluency is the ability to express oneself intelligibly, reasonable accurately and without so much hesitation.

5) Comprehension

Comprehension is the process by which a person understands the meaning of written or spoken language.

c. Skills of Speaking

According to Brown (1994:142-143) state that macro and micro skills are the foundation to master speaking fluently. The macro skill simply the speaker's focus on the larger elements for example: fluency, discourse, function, style, cohesion, nonverbal communication, and strategies options. However, the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collections, and phrasal units.

The macro and micro skills total roughly 15 different objectives to asses speaking. The 15 objectives are explained bellow:

a. Macro skills of speaking

As we know, macro and micro skills also can be called as external skill. Macro skill is viewed common aspect in speaking. Macro skills surround:

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

2) Use appropriate styles, register, implicative redundancies, pragmatic conventions, conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.

3) Convey links and connections between events and communicate such relations as focal and peripheral ideas. Events and feelings, 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 battery 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 interlocutor is understanding you.

b. Micro skills of speaking

Beside micro skills, Brown (1994: 142-143) also stated that micro skills are second skill that should be understood by speaker and researcher. Micro skill also can be called as internal skill because they have 10 objectives aspects that explained how to produce sounds by the internal. Micro skills are viewed specific aspect in speaking. Micro skills surround:

1) Produce differences among English phonemes and allophone.

2) Produce chunks of language of different lengths.

3) Produce English stress patterns, word 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).

6) Monitor one's own oral production and use various strategic devices pauses, filters, self-corrections, backtracking-to enhance to clarify of the message.

7) Use grammatical word classes (noun, verbs act), system (e.g. tense, agreement, and pluralization), word order, pattern, rules and elliptical forms.

8) Produce speech in natural constituents, in appropriate phrases, pause groups, breath groups, and sentence constituents.

9) Express a particular meaning in different grammatical form.

10) Use cohesive devices in spoken discourse.

Thus 15 objectives in macro in micro skill are important aspect should be mastered if someone wants to be a good speaker.

d. Problem in Speaking

According to Ur (1996: 121), there are some problems faced by the learners in speaking activities. Those problems can be explained as follows:

a. Inhibition

Unlike reading, writing and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say in a foreign language in the classroom, such as worried about mistakes, fearful or criticism, or shy of the attention to their speech attracts.

b. The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

d. The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly, it is easier. Secondly, it feels unnatural to speak up to one another in

foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language

e. The Problem Solution

Some solution proposed by Ur (1996:121) in order to overcome the problem in the speaking class. The strategies are explained in the following term:

1) Use the group work

Using the group work will increase the amount of learners to talk going on limited period time.

2) Base the activity on easy language

It is better to review the essential vocabulary before the activities sets.

3) Make a carefull choice of topic and task to stimulate

Give the clear purpose of discussion will make the students are motivated to doing the task. Give some instruction or training in discussion. The participants should give the contribution to the discussion. Appoint a leader to each group who will regulate the participant.

4) Keep students to speak the target language

The best ways to keep students in speaking the target language are: (1) try to be the model for them by using the target language, (2) remind them to always use the language. The teacher is

reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. Example, the teacher uses role play and dialog in teaching learning process.

Give the clear purpose of discussion will make the students ,ore motivated to doing the task. Give some instruction or training in discussion. The participants should give the contribution to the discussion. Appoint a leader to each group who will regulate the participant.

f. Teaching Speaking

Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in the language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity

to practice is not enough. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003:64).

To make it clearer, Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions:

a. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are joined to other when speaking. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b. Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the time of student's speaking practice and to limit the teacher to talk.

c. Planning speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called

negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purpose. Transactional speech involves communicating to get something done, including the exchange of goods or services.

Based on explanation before, a good teacher takes a important role. The teacher has to know how to teach speaking easily and make the students interest to join speaking activities.

g. Aim of Teaching Speaking

The main object of speaking is to promote students to learn to speak in English. In belief, the teacher should create a classroom environment to make the students enjoy in learning then they have much motivation to speak English. Based on the definition, the objective of teaching speaking according to Nunan (2003:236) are to teach learners to:

1) Produce the English speech sound and sound patterns.

2) Use word and sentence stress, intonation patterns and the rhythm of the sound language.

3) Select appropriate words and sentence according to the proper social subject matter.

4) Organize their thought in a meaningful and logical sequence.

5) Use language as a mean of expressing values and judgments.

6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the assumption above, it can conclude that teaching speaking is the way to express speaking emotion, communicative needs, interact to other person in any situation, and influence the other.

h. Strategies of Speaking Activity

Improving the speaking skills and strategies of the students may be difficult, but the added benefits is building confidence in students for speaking skills and strategies. There are also some suggestions proposed by Ur (1996: 121) in order to overcome the problem in the speaking class. The strategies are explained in the following term:

1) Use the group work

Using group work will ibncrease the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

2) Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets.

3) Make a careful choice of topic and task to stimulate interest.

The clearer purpose of the discussion will make the participants more motivated in doing the task.

4) Give some instructions or training in discussion skills

The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation.

5) Keep students to speak the target language

The best ways to keep students in speaking the target language are:

a) Try to be model for them by using the target language ;

b) Remind them to always use the language

2. Teaching Strategy

a. Definition of Teaching Strategy

Teaching strategis refers to method used to have student learn the desired contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identifie strategies are steps that used by teacher/lecturer

for the purpose to achieve of succes goal. Teaching strategy has been defined by some experts, such as Brown (2001: 172) stated that teaching strategy is a teaching learning activities that must done by every teacher, so the process of teaching learning process will run effectively. Then, Dick and Carey stated that teaching strategy consist of whole component of teaching material and procedure or stage of study activity that usd by the teacher to help the students reach certain teaching purpose. Based on the definition by experts above, it can be concluded that teaching strategy is a way to teaching that should have by every teacher to reach the goal.

b. **Significances of Teaching Strategy**

Teaching strategy has importantrole in teaching learning process and it can help the teacher to make the teaching learning process effectively and reach the goal. Every strategy tha teacher used should have special characteristics and various. (Brown 2001:210) stated that no teaching strategy is better than others in all circumstances, so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to most effective.

Based on the Brown explain the researcher can conclude that teaching strategy is the learning process is nothing without the strategies. So, the teacher should have the strategies depend on the material that he/she wants to deliver to the students, and not just one or

two kind of strategies but the teacher should have a various strategies and characteristics of strategies in order to make the teaching learning process run effectively.

c. Variety of Teaching Strategy

There some variety of teaching strategies that instructors can use to improve student learning. The links bellow will show you some ways to make your classes more engaging. Hammer (2003:132) states that there are some activities to promote speaking skill such as jigsaw, discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, learning from movie, learning native speaker, and reporting.

1) Jigsaw Technique

a) The Definition of Jigsaw Technique

Jigsaw technique is designed for cooperative learning which promotes both self and peer teaching and requires students to understand the material at a deeper level and engage in discussion, problem sloving, and learning. The step in jigsaw technique is begining with students made groups comprised of four or five members. Each members of the groups is given a topic to be learned and then move to expert groups. Each expert group learns a different part of the assigned topic (Mengudo 2010 1:2).

Anita Lie (2008: 69) states that Jigsaw technique combines the activities of the four language skills, those are reading, writing, speaking, and listening. The students work together in a cooperative situation and they have many chance to analize the information. It can also improve the ability to communicate with others.

From some definitions above, the researcher can conclude that Jigsaw technique is one of the cooperative learning techniques that is useful for carrying out effective in class group work.

b) Procedures of Jigsaw Technique

Here are ten steps in implementing Jigsaw in classroom according to Mengudo (2010:5)

(1) Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.

(2) The teacher appoints student in each group to be the group leader. These leaders dhould be the most matter student in the group.

(3) The material is divided into 5-6 sefments and distributed for each member of the group.

(4) Each student thought to study their own part of material.

(5) The teacher gives time for students to read and understand the part of the material given.

(6) Next is forming the Jigsaw group in which the student of should gather to with the student with same material. This is called the "expert group". In this group the students have to discuss.

(7) Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encourage to ask questions for clarification.

(8) The teacher floats from the group in order to observe the process. Teacher may students find difficulties. If there is a student in the group that dominates the discussion. It s the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.

(9) The last, the teacher gives a quiz on the material so the student can learn something instead of thinking that it is only for fun and games.

c) Advantages of Jigsaw Technique

The advantages of Jigsaw a according to Mengudo (2010:5)

(1) It gives students the opportunity to teach themselves about the material.

(2) Students are able to practice peer teaching, which requires in-depth understanding about the material.

(3) Studnts become more fluent in English as they have to explain the material to their peers.

(4) Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion.

(5) Each group is fostered in real discussion followed by question answer session.

(6) Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In jigsaw teacher has a role of cofnitive guide or facilitator.

d) Disadvantages of Jigsaw Technique

According to (Soejadi in Isjoni, 2008:550) the disadvantages of using jigsaw technique as follow

(1) Jigsaw takes much time to organize the group. The teacher should make groups that combine the students who have different intellegences. Besides, the class situation become noisy, so the teacher needs to control the students.

(2) The problem of dominant learner. Learners quickly realize that the group runs more effectively if each students is allowed to present her or his material before question and comments are taken.

(3) If the group setting is too big, it will make the group less effective in working among the member

(4) If students don't get into their group quickly enough or read their initial texts quickly enough, it will run out of time.

2) Learning From Movie

Listen to the movie can help someone to understand English pronounce. It is only for pronounce but also can help someone to be fluent and good pronounce, learning English from the movie also help to understandd about western culture. Wang lin (2017:1)

a) The Definition of Movie

Movie is one of the visual aids that show picture with sound coming out through stereo sound. As harmer (2001: 281) state that movie can be used as a visual aid in the teaching and learning process. But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Some films combine entertaunment with instruction, make the learning process more enjoyable. An opinion movie given by Jesse (2007) states that movie is a photograpic record of an artistic performance, but not an art form in its own right.

Based on definition above, the researcher conclude that movie is a photographic record history, science, and human behavior that projected through the projector lens and shown in the cinema or television.

b) Procedures of Using Movie in Teaching

Hamalik (1962: 106-108) suggests some procedures of using film in classroom. Here are steps:

(1) Teacher prepares the lesson units.

(2) Teacher chooses the appropriate film to achive his/her learning objectives.

(3) Teacher integrates the film with his/her lesson olans.

(4) Teacher peviews the film prior to the class. By doing so she/he can gain complete data about the film she/he is going to use.

(5) Teacher explicitly maps the correlation between the film and other learning activities, such as activities in laboratory, activities in library, discussion, creation, and do on.

(6) Teacher prepares the classroom and all required equipments.

(7) Teacher prepares the students' readiness for learning through film.

(8) Presenting teaching materials by using film is common.

(9) After the film has been played, follow-up activities are necessary to reinforce students' mastering the skills and knowledge they have already learned.

c) Advantages of Using Movie in Teaching

Nasution (2005:104) states that the advantages of using movie in teaching and learning process are:

(1) Movie is very good in describing a process, if necessary by using a "slow motion".

(2) Each student can learn something from the movie, from the clever one or less intelligent.

(3) Movies can take a child from one country to another country and from one period to another period.

(4) Movie can be repeated if necessary to add clarity.

d) Disadvantages of Using Movie in Teaching

Azhar (2011:50) tates that the disadvantages of using movie in teaching and learning process are:

(1) English movie generally is expensive and cost a lot of time.

(2) When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.

(3) Movies not always appropriate with the needs and desired learning objective.

This advantages can be solve by teacher's help which lead students to take a part such as repeating the word that mentioned in the movies and simulating the conversation based on movie. This advantages doesn;t make education

institute stop using movie in their teaching learning activity, because many ways to make interaction between students, teachers, and movie that is used in teaching activity.

3) Learning Native speaker

a) The definition of Native Speaker

According to (Miller, 2011) in Kelly book stated that English Native Speaker is someone who know English fluently, they know the cultural and linguistic norms of English. English native speaker also bring new perspectives that can be explored in the classroom.

Native speaker intuition about language are sipposed to result in the production of correct, idiomatic utterance, as well as providing the ability to recognize acceptable and uncceptable version of the language (Harmer, 1991).

From those definition, the researcher can conclude that native speaker is someone Native speaker is someone who has spoken a particular langage since they were a baby, rather than having learned it as a child or adult.

b) Procedures of Native Speaker

The way to learn with native speaker is when we meet native speaker we try to speak with them and cut our sentence in the middle speak, then the native speaker will help us to make a good utterance (walkinshow 2017:3)

c) Advantages of Native Speaker

According to (Harmer, 1991) the advantages of native speaker that are

(1) The English native speaker can speak English fluently in the class, because they are know the pronounciation correctly.

(2) The teacher have many strategy in teaching learning so that the learning activities to be more fun.

d) Disadvantages of Native Speaker

Using native speaker also has disadvantages according to (Harmer, 1991) as follows:

(1) The English native speaker speaking sometimes difficult to understanding by the students.

(2) The students difficult to hear the English native speaker's pronounciation.

4) Discussion

a) Definition of Discussion

According to Oxford Advanced Learners Dictionary (2000:568) discussion is a number of people or things that are togheter in the same place or that are connected in some way. Most experts agree that discussion is a number of people that is consists of more two people interacting wuith each other (Siswart, 2004;157). According to Jones (1994:1)

discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence for solution

From the definitions above, can be concluded that discussion technique is one of the methods that solve the problem through think group, cooperation, and steps.

b) Procedures of Discussion

According to MctCrorie (2006:4), states that the procedure of discussion is as follows:

(1) Setting the goal of teaching learning

(2) Setting the problem in brief

(3) Considering student's characteristic

(4) Preparing outline of discussion; problrm; timing; setting; rule

(5) Preparing the facilitation of discussion; material; decided and and monitor setting; preparing; equipment needed.

(6) Starting the goal of teaching learning

(7) Starting the topic of discussion

(8) Explaining the procedure

(9) Dividing the group of discussion

(10) Doing discussion

(11) Giving students chamce to present their result of discussion

(12)Giving students chance to respond

(13)Giving feedback

(14)Summarizing

c) Advantages of Discussion

According to Harmer (2004: 117), small group discussion has advantages as follows:

(1) Increase the amount of talking for individual students.

(2) Personal relationships are usually less problematic; there is also a greater chance different opinions and varied contributions.

(3) It encourages broader skill of cooperation and negoitation.

(4) It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher

d) Disadvantages of Discussion

According to Harmer (2004: 117), small group discussion has disadvantages as follows:

(1) It likely to be noisy.

(2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.

(3) One members of the group can dominate the discussion.

(4) Shy learners may refuse to become involved or may need a great deal og encouragement to participate.

(5) Individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

(6) Groups can take longer to organize; people move around the class, can take time and be chaotic.

5) Role Play

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

a) Definition of Role Play

Ur stated, "Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction". According to Gower et-al, "A role play is when students take the part of a particular person: a customer, a manager, a shop assistant. Meanwhile according to Revell, role play defined as an individual's spontaneous behavior reacting to others in a hypothetical situation.

The writer concludes that role play is a technique in English teaching in whichthe students learn in an imaginary situations or roles in order to develop the students' fluency.

b) Procedures of Role play

According to Huang (2008), there are six major steps in conducting role play classroom activity:

(1) Decided on the teaching materials. The teacher must decided which teaching materials will be used for role play activities.

(2) Select the situations and create dialogs. For every role plays situation, dialogs should be provided (by teaching materials or by the teacher) or created by the students themselves.

(3) Teach the dialogs for the plays. The teacher needs to teach vocabulary, sentences, and dialogs necessary for the role play situations.

(4) Have students practice the role plays. Students can practice in pairs or in small groups. After they have played their own roles a few times, have them excanges roles.

(5) Have students modify the situations and dialogs. Once students have finished and become familiar with an original role play situation, they can modify the situation

and/or dialogs to create a variation of the original role play.

(6) Evaluate and check students; comprehension. Finaly, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabularies, sentences and dialogs.

c) Advantages of Role Play

Wehrli and Nyquist (2003) state that there are several benefits of using role play activity in the classroom. There are as follows:

(1) Students must involve actively because they should work in group.

(2) Role play adds variety, reality, and specificity to the learning experience.

(3) It develops problem-solving and verbal expression skills.

(4) It provides practice to build skills before real-world application and when real experience are not readily available.

(5) It enables learners to experiment in a safe environment with behaviours which are not.

(6) It can provide an entirely new perspective on a situation and develop insights about feelings and relationship.

(7) It provides teacher immediate feedback about the learner's understanding and ability to apply concepts.

(8) It improves the likelihood of transfer of learning from the classroom to the real world.

d) Disadvantages of Role play

According to Wehrli and Nyquist, (2003), there are several disadvantages of using role play:

(1) It puts pressure on learner to perform which can create embarrassement and even resistance. Not all of students are confident to speak in front of many peaople. So, they are under pressure when they have to do the role activity.

(2) It depend heavily on learners' imagination and willingness to participate.each students has different motivation to join class activity. That is why some of them are not really enthusiastic and have strong willingness to do the practice.

(3) It can evoke strong emotions related to past experiences, empathy, etc. Role play provides many topics and it might be from ourdaily life. Students who have bad experience related to that topic will have strong emotions and empathy on it.

(4) Role play can lack of focus unless well-planned, orchestrated, and monitored. Students will have lack of

focus if they do not prepare the role play activity well and the teacher does not monitor the process.

(5) It can reinforce ineffective behaviours/strategies if performance is not observed by knowledgeable person who provides appropriate feedback.

(6) The outcome may be unpredictable. Even if students have prepared it well, there will be unpredictable outcome due to some disadvantages of role play activity.

(7) It can be time-consuming because role play includes preparation and follow-up work.

6) Simulations

a) Definition of Simulation

Simulation technique is an activity involving complex interaction between groups and individuals based on simulation of real life and experiences (Brown, 2001: 135). In simulations, students can bring items to the class to create a realistic environment. Simulations are very similar to role-plays but what makes simulations different than role plays that they are more elaborate. According to Bygate (1987: 80), simulatins is an activity which involves decision-making, in which the participants may act as themselves or in social roles. It is not performed for the audience, and the participants work together within the constraints of the

imagery setting. This performance is not amuse others, but giving experience for the players.

From those all above definitions, it can be concluded that simulation is an oral activity situated in an imagery real life which the participants have roles, functions, duties, and responsibilities to participate actively in the interaction, solve the problems and make some decisions.

b) Procedures of Using Simulation Technique

Savage 91996) suggests simulation phases as follows:

(1) Overview. In this phase, the teacher will introduce studnts to the simulation. The teacher has to prepare the situation for simulation parts and also make the assignment for students. General rules of the simulation are also introduced at this phase.

(2) Training. Before beginning simulation activity,the teacher selects some students to come to front of the class. Then the teacher assigns students'parts and uses them to illustrate how class members will be involved in the simulation activity.

(3) Activity. This phase is when the actual simulation activity takes place. During this time, teacher plays the roles of discussion, coach and referee. At this phase, teacher may find it necessary to stop the action for a

moment to help students think about their decisions and to explain the purpose of the activity.

(4) Debriefing. This is a critical important part of any simulation activity. During debriefing, teacher leads a discussion to identify various actions that occured during the activity.

c) Advantages of Using Simulation Technique

According to Vernon (2003: 382), there are several advantages of using simulations technique:

(1) Students seek to to solve problems in which they are intimately involved.

(2) Students are satisfied when they sense a new insight as new ideas and concept are formulated.

(3) Students are placed in a more realistic environment that in any other form of learning (except when the actual exoerience occurs)

(4) A full range media can be used to create realistic simulated environments.

(5) A high degree of interest is generated through realistic participation.

(6) Running a Fluency Activity.

d) Disadvantages of using Simulation Technique

According to Sam (1990) the advantages of simulation technique are:

(1) Activity is artificial. The situations sometimes are artificial and not relevant to the needs of the students.

(2) Activities are difficult to monitor. With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student;s performance.

(3) Spontaneity is lost. Very often the students get too much caught up with what to say. They hesitate to choose their words and not interact spontaneously.

(4) Timing lesson is to difficult. The teacher has to spend a lot of time in preparation work especially for simulation.

7) Information Gap

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

a) Definition of Information Gap Technique

According to Richard (2006: 19), information gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess.information gap activity is an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a 'gap' between them. (harmer, 2007:129).

Based on theories above, it can be defined that information gap activities is two speakers have different bits information to complete the whole picture by sharing that information.

b) Procedures of using Information Gap Technique

Rhohmatillah (2010: 14) defined some procedures in teaching in teaching by using information gap activities as follows:

(1) Teacher practices the articulation of vocabulary on the task sheet that will be discussed.

(2) Teacher practices the articulation of vocabulary on the task sheet

(3) Teacher discusses the language function that will be used on the task.

(4) Teacher practices the articulation of language finction that was discussed.

(5) Teacher divides students to dp couple task.

(6) Teacher gives task sheet to the A and B group.

(7) Teacher asks students to do dialogue.

(8) Teacher observes and evaluate students' dialogue

(9) Teacher gives chance to students for asking

(10) Teacher gives reinforcement.

c) Advantages of Using Information Gap Technique

According to Rhohmatillah (2010: 14), the advantages of information gap activities are as follows:

(1) Giving situation that does not put to shame because activities in small group can increase learning motivation.

(2) Increasing responsibility and autonomy because working in small group can accomplish teacher assignment.

(3) Arounsing interaction of using language because this activity gives chance for students to be brave in speaking.

(4) Helping students for achieving separated goals.

(5) Creating situation where students does not be pressed.

d) Disadvantages of Using Information Gap Technique

Cyril J. Weir (19900 sees that are some disadvantages which might appear when information gap used in the classroom, such as:

(1) One of the participants dominates the interaction as his/her partner may have a more limited opportunity to demonstrate communicative patential.

(2) Pair work in information gap is not easy to be administered, since in one class consists of a number of pairs and each pairs can not be paid attention at the same time.

8) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

a) The Definition of Brainstorming Technique

Many experts give definition of brainstorming. (Cullen 1998) defines brainstorming as an activity used to generated ideas in small groups. In addition, (Allman: 2000) defines brainstorming as a technique used to generate a long list of diverse responses without making judgnents about

individual ideas. Shen then explains that brainstorming is a technique used in many different situations that call for a "storm" of ideas. It is important that students learn how to generate ideas without prejudgment. The object is to go back later and eliminate ideas that are not feasible. Anytime you use brainstorming, remind students to go for quantity, creativy, and ingeunity.

From the experts' definition above, the researcher concludes that brainstorming is a technique that can be used by the teacher to build their students' prior knowledge based on their own ideas about topic that will be discussed on the learning process.

b) Procedures of Brainstorming Technique

(Barbara Allman: 2000), explain the procedures for brainstorming technique as follows:

(1) Explain the objective of brainstorming

(2) Establish a short time limit (2 minutes)

(3) Tell students to call out their immediate response

(4) Say anything that comes to mind

(5) Steps to take

(6) Generate as many response as possible

(7) Avoid judging the quality of responses

(8) Be creative, the more extraordinary the better

(9) Remind students there are no correct or incorrect responses

(10) Announce the topic

(11) Record all responses on the chalkboard

(12) When the time is up, stop!

c) Advantages of Brainstorming Technique

Intakhab Alam Khan/Elixir (2013) states that several advantages of brainstorming technique are summarized as follow:

(1) The target group can generate/create a greater number of alternative responsessince the group's information and knowledge tent to be more comprehensive and reliable.

(2) The group decision making is democratic in nature. The democratic processes are more easily acceptable and more consistent with the democratic principles which ensure equal academic opportunities.

(3) Implementation of a brainstorming based decision is more effective as the entire group participate.

d) Disadvantages of Brainstorming Technique

According to Kagan in Anita, 1997: 191), brainstorming has several disadvantages as follows:

(1) It needs finance and long time for making and developing lesson media.

(2) If the class is big enough, the teacher will get difficulty to lead a group who needs the leader.

9) Storytelling

Students can briefly summarized a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmate. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, develoment, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

a) The Definition of Storytelling

According to Zaro and Saberri in Akhyak and Indramawan (2013: 20), storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level. Next, Safdarian (2003: 208) defines storytelling as the way of the students to retell stories in a different word construction after being told the stories by the teacher. Then, Ling in Julia (2015: 14), storytelling is a learner-centered method helps the students to use the information and delivers the messages to others.

From the definition above, can be said that stortelling is a teaching method in which the students are asked to retell the content of the stories in different word construction by involving a certain interaction between the storyteller and the listener.

b) Procedures of Storytelling

Samantary (2014: 42) describes the procedures of storytelling as follows:

(1) The teacher hangs different written stories with colorful papers on whiteboard

(2) The teacher asks the students to make groups of five

(3) The teacher asks every group take a paper from the white board

(4) The teacher asks them to develop a story in 15 minute

(5) The teacher asks them to retell their story based on the group discussion

(6) The teacher gives award to the group considered as the best group

c) Advantages of Storytelling

According to Samantary (2014: 42), some advantages of storytelling techniques as follows:

(1) Storytelling can help children to increase their ability of memory. Students will remember the name of characters and order of events happening in story.

(2) Students will be able to get wide knowledge from storytelling. It will give them practical overview such as experiences, relationships and so on.

(3) Storytelling is a very important way to attract children's attention. It makes students pay attention to learning, so they feel that English is an interesting subject.

d) Disadvantages of Storytelling

S.Dilek Belet and Sibel dal (2010) states that there are several disadvantages of using storytelling, they are:

(1) Using the same techniques all the time would be boring

(2) This method would not be used for every learning area

(3) This method would not address to every students

10) Interviews

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

interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

a) The Definition of Interview

Tehudi and Mitchell (1999) say that interview is the dialogue or question-answer exchange which is considerd as the primary learning. Interview can be effective technique in obtaining information, to motivate the students to speak; it can make the students confident to express their ideas in English, given the opportunity to the students to demonstrate that they communicate freely in English.

Steward (2006: 7) explains that interview technique is a one in which interviewer establish the purpose of interviewing and at least at the outset, control the pacing of the communication situation Besides Underhll (1998: 54) explains that interview technique is the most common of all oral activity for many people, it is the only kind of oral activity that a direct face to face exchange, between interviewee and interviewer.

To sum up all of the theories above it can be taken conclusion that interview technique is a face to face oral activity that has specific purpose through take on verbal

communication in ritual turn taking that can improve speaking skill.

b) Procedures of Using Interview Technique

Based on Olsen and Kagan in Richards and rodgers (2001:198), the procedure of using interview technique as follows:

(1) Teacher makes a group of 4 students and gives them labelled. It can be A,B,C,D.

(2) Teacher pairs the student A with student B, and student C with student D.

(3) Teacher gives topic to the students.

(4) Students are in pairs, one is interviewer and the other is viewee.

(5) Student A interview student B. Student C interview student D.

(6) Students reverse roles.

(7) Each share with team member what was learned during the two interviews.

c) Advantages of Using Interview Technique

Steward (2006: 13-14) adds the advantages of applying interview technique, it is divided into three aspects, they are:

(1) Interviewing are more useful in discovering attitudes, feelings, thought, beliefs, and what binds them together.

(2) Interviewing encourages the use of all kinds and type of questions.

(3) The nature of interviewing generally does not permit kind of selectivity except in phrasing some question.

d) Disadvantages of Using Interview Technique

Saifuddin (2013) stated there are several disadvantages of using interview in speaking classroom

(1) Students face a little bit problem in understanding the meaning of their friends' statement when the interview process.

(2) Students difficult in writing the results of the interview.

11) Story Completion

a) The Definition of Story Completion

Hayrie Kayi (2006) says that story completion is an activity which is very enjoyable for the whole class. Story completion is a good choice activity to push students to do oral communication. It means that the student can develop their idea and interaction with the other. Meanwhile, lansky L (1986) says that kind of story completion, those are structured doll play test, puppetry, thematic apperception (TAT) with a verbal description, and dramatic production test. According to Patel (2008), completing story is a good technique for conduction oral work. In this work, the teacher

twlls a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words.

Based on statements above, the researcher concludes story completion technique is kind of technique for teaching speaking, students in a group are asked to complete the story which is told bybthe previous speaker based on the part given by the teacher.

b) Procedures of Story Completion Technique

The procedures of story completion technique stated by Kayi (2006) as follows:

(1) The teacher asks students to make groups consist of 5 students in each group.

(2) The teacher gives the topic of a recount text, the teacher gives them 15 minutes to discuss with their group.

(3) The teacher starts to tell a story in the beginning

(4) After a few sentences, he or she stop narrating.

(5) Then, each student starts to narrate from the point where the previous one stopped.

(6) Each student is supposed to add from four to ten sentences.

(7) Students can add new characters, events, descriptions and so on.

c) Advantages of Story Completion Technique

According to O'Malley and Pierce (1996), story completion technique has some advantages as follows:

(1) Students produced an oral report, it can be scored on content or language components, it is scoredwith rubric or rating scale, and it can determine reading comprehension, and speaking development.

(2) Stories promote feeling of well-being and relaxation.

(3) Increase childrens' willingness to communicate thoughts and feeling.

(4) Encourage active participants.

(5) Increase verbal proficiency.

(6) Encourages use of imagination and creativity.

(7) Encourage cooperation between students and enhance listening skills.

d) Disadvantages of Story Completion Technique

According to O'Malley and Pierce (1996), Story completion technique also has some disadvantages as follows:

(1) Students need many vocabularies to tell a story, where the most EFL junior high school students, especially in indonesia, lack of vocabulary.

(2) Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge.

12) Reporting

   a) The definition of Reporting

       According to Bassano and Christian (1992: 3). Report is give spoken of something that one has observed, heard, done, or investigated. Next, reporting is providing information about serious wrongdoing that you have become aware of at your place of study (Hvordan). Meanwhile, reporting is pesent oneself formally as having arrived at a particular place or as ready to do something (Wikipedia)

       It can be conclude that reporting is give a description of something or information about something to someone.

   b) Procedures of Using Reporting Technique

       Before coming to class, studets are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. (Hammer 2003:132)

   c) Advantages of Using Reporting Technique

       According to Harmer (2001), advantages of using reporting technique as follows:

(1) The students are stimulated and motivated to become more observant and express themselves.

(2) The students add the frequency of speaking ability

d) Disadvantages of Using Reporting Technique

According to Harmer (2001), reporting technique also has some disadvantages as follows:

(1) The students sometimes can get misunderstanding the meaning when they speak

(2) The students find difficult to pronounce the words well.

d. **The definition of Teaching Speaking Strategies**

Teaching speaking strategies is the ways of the teacher to teach speaking to students variously. It have purpose to make the students more understanding the material and to moivate them. Students may need support in finding ways of constructing links and communicating their understanding and experiences to other. In order word, students needs support from their lecturer to communicate their ideas.

The teacher should be able to prepare students for an activity, to organize or handle students into groups or pairs and as part of the management of the child is an active learner and thinker, constructing his/her own knowledge from working with objects or ideas. That's why the lecturer should be able to organize the students in a group for constructing their ideas in their groups.

B. Previous Study

Related to the present study, the writer needs to review previous studies of similar topics in order find out the similarities and differences between the previous this study. For the previous study, the researcher learns some theses that have similarities and differences with the researcer's thesis. There are five previous researches used ny the researcher.

The first previous research is the research entitled "Strategies Used by The Teacher in Teaching Speaking Skill at The Seventh grade students of *Full Day* Class in MtsN 6 Boyolali Academic Year 2018/2019". The research was conducted by Wijayanti from IAIN Surakarta 2018. The objective of her research is to identify the strategies used by the English teacher in teaching speaking classof full day class at seventh grade in MTsN 6 Boyolali academic year 2018/2019 and to find out the problems faced by the English teacher in teaching strategy on speaking class.

The second research entilted "A Descriptive Study of Teaching Strategies of Mastering Speaking Skill of The Tenth Grade ICT Class SMA Muhammadiyah 01 Karanganyar 2017/2018 Academic Year". The research was conducted by Madonna Muhammad from IAIN Surakarta 2017. The objective of his research is to describe what are strategies used by teacher in class ICT SMA Muhammadiyah 01 Karanganyar 2017/2018 academic year in learning English speaking. According to the research, the researcher found three strategies used to teach speaking of tenth grade in ICT class Muammadiyah 01

Karanganyar. First, the teacher used learning from movie, jigsaw technique and learning from native speaker.

The third previous research is researcher entitled "Teachers' Strategies in Speaking Lesson on Introvert Students in Madrasah Aliyah (MA) Ja-alHaq Bengkulu". The researcher was conducted by M. Arif Ragman Hakim. The objective of his research are to describe English teachers in Indonesia who are experienced in speaking teaching related to the challenges and strategies in teaching and learning process for students with introverted characteristic.

The last, the researcher takes journal international that that related to this study which concerned on speaking skill. The studies are by Ratnadi, Nyi Anom Ari and Putu Kerti (Volume 3 2014) journal international entiled "A descriptive Study of Male and Female Teachers Preferences of Strategies Used for Teaching Speaking in SMP N 1 Singaraja". This study carried to describe male and female teacher preferences of strategies used for teaching speaking and analyzed strategy preferences of five English teacher. The last, the similarities of the study by S.A Razmjoo, S. Ghasemi Ardekani (FALL 2011) Journal international entitled "A Model of Speaking strategies Foe EFL Learners". This study intended to develop a model describing speaking strategies for EFL learners by taking into account the effect of learners gender and proficiency on the application of strategies.

The previous study takes from several sources. So, for make sure the previous study, the researcher wants to show the differences and also the similarity between the previous study and this thesis. Based on the table below:

Table 2.1 The Similarity and Differences Each Journal

No	Previous	Similarity	Differences
1.	Wijayanti (2018). *Strategies Used by The Teacher in Teaching Speaking Skill at The Seventh grade students of Full Day Class in MtsN 6 Boyolali Academic Year 2018/2019.*	The first similarity is the object of the study that is focused on strategies used by English teacher in teaching speaking class and the second object is focused on the problems faced by the English teacher in teaching speaking class. The second similarity is the research methodology that is descriptive-qualitative design.	The differences of the study is the subject of the research, the previous study was doing the research on Full Day class MTsN 6 Boyolali, while in this study was doing the research on tahfidz class SMA Al-Azhar Syifa Budi Solo
2.	Maddona Muhammad (2017). *A Descriptive Study of Teaching Strategies of Mastering Speaking Skill of The*	Both of the researcher is focused on speaking skill to do the research.	The previous focused on teaching strategies on teaching speaking, while in this study, researcher focused on

	Tenth Grade ICT Class SMA Muhammadiyah 01 Karanganyar 2017/2018 Academic Year.		the strategies used by English teacher in teaching speaking.
3.	M. Arif Ragman Hakim. *Teachers' Strategies in Speaking Lesson on Introvert Students in Madrasah Aliyah (MA) Ja-alHaq Bengkulu.*	The similarity is both of the researcher focused on the teacher strategies in speaking class to improve student's speaking skill.	The aim of the journal is to provide a description of English teachers in Indonesia who are experienced in speaking teaching related to the challenges and strategies in teaching and learning process for students with intriverted characteristics.
4.	Ratnadi, Nyi Anom Ari and Putu Kerti (Volume 3 2014) Journal international. *A descriptive Study of*	The similarity is the researcher analyzed the teacher strategy to teach speaking in class and descriptive	The differences is the previous used observation, questionnaire, and interview technique

.	*Male and Female Teachers Preferences of Strategies Used for Teaching Speaking in SMP N 1 Singaraja*	study qualitative research.	for collecting the data, while in this study the researcher only used obseervation and interview for collecting the data.
5.	S.A Razmjoo, S. Ghasemi Ardekani (FALL 2011) Journal international. *A Model of Speaking strategies Foe EFL Learners*	Both of the researcher is focused on speaking skill to do the research.	The journal used qualitative and quantitative research, while in this study the researcher only used qualitative research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research is descriptive qualitative research. Bodgan and Biklen (1982: 28) state that "The data collected is in the form of words or pictures rather than numbers". Qualitative research is a research that produces the analysis procedure which does not use statistic analysis procedure or the other quantitative way. Moleong (2001: 5) defines that qualitative is based on efforts to build object views that is searched accurately, formed by word, holistic picture and complicated.

This research is descriptive qualitataive research that focuses in teacher's strategies in teaching speaking of tenth grade in senior high school. It describes the technique and method use by teacher in teaching speaking in Tahfidz class of SMA AL-Azhar Syifa Budi Solo. The purpose of qualitative research is provide descriptions of social phenomen which happen naturally (Dornyei, 2007). The research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation.

B. Place and Time of The Research

1. Place of Research

This research was conducted in SMA Al-Azhar Syifa Budi Solo. This school is located in jalan R.M Said, Banjarsari, Surakarta. It has three grades, there are the ten grade, eleven grade, and the twelve grade. This school have social class, sains class, and tahfidz class. The object of this research is the tenth grade students in tahfidz class.

Tahfidz class is a boarding school. Its different with regular class. The differences are, students in tahfidz class live in boarding school located in Colomadu, Karanganyar. It's named *Pondok DaruL Qur''an*.They go to school and go to home by car provided by the boarding school. The other differences is tahfidz class start the lessons at 8 a.m and lessons end at 2 p.m, while the regular class start the lessons at 6.30 a.m end at 4 p.m. Based on the researcher interview with some of students in tahfidz class, their daily activities are: they must recite and memorize the Qur'an at least 1 sheet a day. They also have time to study material at school. They have free time also.

SMA Al-Azhar Syifa Budi Solo has a vision and some mission, they are:

a. Vision

"Mewujudkan Sekolah terbaik di Indonesia *(Mumtaz school)* untuk Menciptakan Generasi Muslim berakhlak Qur'ani, Berjiwa Kepemimpinan dan Kewirausahaan, Berprestasi , serta Berwawasan Kebangsaan dan Global".

b. Mission

1) Menciptakan lingkungan pendidikan yang mendukung pembentukan *akhlaqul kharimah*.

2) Melaksanakan proses pembelajaran bidang agama, sains, kecakapan hidup, dan kecakapan berbahasa asing berbasis ICT.

3) Melaksanakan pendidikan berwawasan kepemimpinan, kebangsaan dan global .

4) Menciptakan generasi muslimah yang hafal Al-Quran minimal 3 Juz.

5) Mempersiapkan pemimpin dan pengusaha muslim yang tangguh dan berkarakter Islami.

2. Time of Research

This research was conducted in academic year 2020. This research was started in February 2020 until August 2020. Here is time table of research.

Table 3.1 Research Schedule

No	Activities	February	March	April	July	Aug	Sep
1.	Pre-research	✓					
2.	Designing proposal	✓	✓				
3.	Presenting Proposal			✓			
4.	Collecting Data				✓		
5.	Analyzing the data				✓	✓	
6.	Submitting the report						✓

C. Subject of The Research

The subject of this research is the English teacher at tenth grade students tahfidz class of SMA Al-Azhar Syifa Budi Solo 2019/2020 academic year. The researcher limits the research on teaching speaking to the tenth grade at SMA Al-Azhar Syifa Budi Solo. The researcher chooses class Tahfidz because based on observation and interview to the English teacher they are more active and have good ability in speaking class than others. There are 16 students, 8 male and 8 female.

D. The Data Resources

According to Arikunto (2006: 129), the data resource is the subject of the research where the data would be gained. Sutopo (2002: 50-54) state that the data source in the descriptive qualitative research can be humans, events or activities, place or locations, things, various pictures and records, documents and archives. The data source in this research is *the Speaking Teaching Strategies* in English Speaking class at the tenth grade of Tahfidz class in SMA Al-Azhar Syifa Budi Solo. The data can be taken from the teacher who teachers the speaking class. In this research, the data sources of this research are:

1. Events

   As quoted from Cambridge Advanced Learner's Dictionary third edition (1999: 23), even is anything that happens, especially something important. The event in this research is in the form of teaching and learning activities of English in the classroom especially in the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2019/2020.

2. Informants

   Informant is considered as a person who gives information about something. Related to the study, the informants are the English teacher and the students of the tenth grade of tahfidz class in SMA Al-Azhar Syifa Budi Solo. The researcher interviewed the teacher to gain the information about implementation of speaking teaching learning process. The researcher also gave questionnaires to the teacher and students to gain the information about

the process of teaching learning speaking at the tenth grade students of

Tahfidz class in SMA Al-Azhar Syifa Budi Solo academic year 2019/2020.

3. Documents

Documents are the source of the data which supply the data in the form of words, pictures, or symbols. According to Sutopo (2002:54) document is written material which related with certain event or activities. Document that was used as the supportive data in this research is pictures.

E. The Technique of Collecting Data

In the collecting the data, the researcher used several techniques to collect the data, they are interview and questionnaire.

1. Interview

In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus groups interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (John W. Creswell). Interview is the investigator follows a rigid procedure and seeks answer to a set of pre-conceived questions through personal interviews. This method of collecting data is usually carried out in a structured way where output depends upon the ability of the interviewer to a large extent (C.R.Khotari).

The researcher made interview only with the English teacher. The researcher prepared some questions for interview that was answered by Mrs.

Suci Maharani, M.Pd as the English teacher of Tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo. The interview was held on Monday, July 14th 2020. In other time, the researcher made some interviews again by interview online with Mrs. Suci Maharani to complete some questions needed by the researcher.

2. Questionnaires

Sugiyono (2015: 142) said that a questionnaire is a technique of collecting the data which is done by giving some questions or written declaration to respondent. Arikunto (2005:152) distinguishes two types of questionnaires, such as:

a. Open Questionaires: the respondents can answer the questions using their own words.

b. Close questionnaires: the respondents are given the answer with choose

The researcher employed close questionnaires which asked the respondents to answer the questions by using the answer provided by the researcher. The questionnaire was used in order to reveal the English teacher strategies that used in speaking class. The researcher gave the questionnaire to the teacher and the students. The questionnaire consists of 40 items with four options.

3. Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all short that can be used as supplemental information as part of study whose main

data source is participant observation or interviewing (Bodgan & Biklen 1998:57). Therefore, documentation method is a technique of collecting data is indirectyly given to research subject. The document is pictures. The researcher used this technique to support the data collection from interview and questionnaires.

F. The Data Analysis

After collecting the data, the researcher will analyze the data. According to Miles and Huberman (1994:10-11) explain there are three points of qualitative data analysis. They are data reduction, data display and conclusion drawing and verification.

1. Data collection

    The activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these steps continually in order to grasp all of the information needed in the next steps of data analysis. In the other words, it is the stage where the researcher tries to find out the "unripe" data that will be reduced, displayed, and concluded. In this research, the writer collects the data of the teacher's strategies in the class.

2. Data reduction

    According to Miles and Huberman (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstract, and transforming the data that appear in written-up field notes or transcriptions". Based on description above, the data reduction process are varied from several ways,

such as through selection, summary or paraphrase and being subsume in larger pattern.

3. Data display

The next point of data analysis is data display. After collect and reduces the data, the researcher displays the amassed data in organized and compressed information that will lead to conclusion. The forms of qualitative data display to include types of matrices, graphs, charts, or networks. The next point of data analysis is data display. The function of these types of data displays is to perform accessible, compact, and organized information about the data. The researcher classified the data of the teachers' strategies in speaking class.

4. Conclusion drawing and verification

After the data displayed in a form of tables, then the researcher would able to interpret it and reaches conclusion and verification. Derived from the data displayed in tables, the next step conducted by the writer is describing and interpreting the data so that the conclusions and verifications of the use of strategy in speaking class by the teachers can be drawn.

G. The Trustworthiness of Data

In analyzing the data, researcher also needs to analyze the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research must use the relevant technique of data analysis. To get the validity and reliability of the research, the researcher used triangulation. Triangulation is a technique analysis of data or as

a data comparer Moleong (2001:178). This assumtion is sipported by Denzin (2000:391), he states that:

1. Data triangulation: the use of variety of data source in a study.

2. Investigator triangulation: the use of multiple methods to study a single sent of data.

3. Theory triangulation: the use of multiple methods to study a single sent of data

4. Methodological triangulation: the use of multiple methods to study a single problem.

In this case, researcher uses source triangulation and method triangulation. Source triangulation means to compare and to recheck the validation of information which is the time and the tool collection is different. In other word, source triangulation is purposed to compare the data come from the subject and informant research.

Method triangulation means that in checking the data validation of a problem, researcher has to compare some method of collecting data (observation, interview, and document) in order that the data collection is in the same place or portion. If there is a different of data validation, researcher has to find and to look for the caution why the data is different, then researcher must reconfirm to the subject and informant research

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research findings and discussion. The purpose is to answer the research problem in the first chapter. This chapter will present the data description of English teaching strategies on speaking skill of tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo and the problems faced by the English teacher of tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo. The elaboration of the answer to the research problems will be answered in the research finding then completed in the discussion. There are two description will be divided into some points of view.

A. Research Finding

1. Result of Interview

Monday, July 14th 2020, 13.00-13.30 WIB, the researcher did the interview with English teacher of Tahfidz class. The teacher was Mrs. Suci Maharani. The process of interview was conducted in counseling guidance room of SMA Al-Azhar Syifa Budi Solo. It was located at Jl. R.M. Said No.233, Manahan, Banjarsari, Surakarta. The question was about what strategies used by Mrs. Suci Maharani as an English teacher of Tahfidz class.

Firstly, the researcher asked about how to teach speaking looked like. The teacher said that the principle was student centered. Where

students were required to be more active than the teacher. The teacher also said that in speaking there were several indicators that must be mastered by students. For example pronunciation, vocabulary, grammar and others. Students should be mastered in each indicator. So that, in teaching speaking would done well.

Secondly, the researcher asked about what were strategies used by the teacher in teaching speaking. The teacher said that she had used almost all the techniques, but the ones that was often used was role play. In role play students also had to brainstorm and had a discussion also. So, the teacher got three techniques. The teacher also said that in role play the students got pronunciation more. The students can remembered the vocab that they had written in the description also. Therefore, these technique was very effective to use.

Then, the researcher asked about the procedure of these strategy. The teacher explained there are some steps. The first one was identifying the situation. The situation means adapted to the topic of the material. Secondly, adding the details. The teacher gave the rules of the strategy. Then, assigning roles. The students began to divide roles in the group. Sometimes, the teacher gave a case or problem, then students had to solve it. So, there were brainstorming and discussion in it. The next procedure was preparation. Students had to prepare the script and property. The next step was acting out scenario or performing. Students had to perform in front of the class. The last, discussing and evaluating. Students concluded or retell

the results of the other group performance. At the end, the teacher gave feedback to the students.

Next, the researcher asked about how students respond to these strategies. The teacher said that in brainstorming the students got the problem. The students had difficulty in analyzing the problem. But in role play, the students felt comfortable because there was an acting. Students also got their imagination and put it in there, they also got creativity. So, students were comfortable in role play.

Then, the question was about the problem faced by the teacher when teaching speaking. The teacher replied that students less confidence when speaking. They were afraid of making mistakes. So, the teacher got problem in motivating students to speak up. The teacher said that to solve the problem she provided a stimulus to students in order to get a response back.

2. **The Teacher Strategies that Used for Teaching Speaking in Tenth Grade Tahfidz Class of SMA Al-Azhar Syifa Budi Solo**

The strategies used by the teacher have to appropriate with the competencies because it must be able to increase the students' skill and knowledge in English. The strategies should be able to make the students express their ideas, words and imagination. This condition can increase the students' respond and make them more active especially on speaking class.

Based on the result of interview with the English teacher on Monday, 14th July 2020, the researcher concluded that there were several

strategies that the teacher used in teaching speaking. Here are the explanation of the strategies above:

a. The Implementation of Role Play Strategy

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

In teaching speaking there are several steps of teaching that must be done by the teacher. The implementation of the role play strategy of tahfidz class can be seen as follows:

1) Opening

The teacher opened the lesson by greeting the students. The students responded it by answering the greeting. Then, the teacher checked the student attendance list. Before continue the lesson, the teacher gave motivation to the students. The motivation was related with the material that will be learn. Next, the teacher introduced students to the material. The material was about compliment and asking permission. The teacher gave a rules of the strategy. The strategy used by the teacher was role play. In daily conversation, the teacher always used English language as a native speaker.

2) Main Activity

The learning process began with the teacher made a group discussion. She divided into 2 groups, male and female. Evey group

consists of 8 students. Then the teacher gave a lottery to the students. The lottery was about characters like a teacher, a doctor, a student. Then the students were asked to took the lottery randomly. If she got a doctor, she had to play a doctor. The teacher asked the students to make a script based on what character they got in group. The script had to connect according to each character. The teacher also asked the student to make the properties. Then, the students discussed with their group to prepare everything. From the script to the properties. The situation was very crowded. The students was very active to do their task.

After everything was ready, the teacher asked students to perform in front of the class. It really interested when they perform in front of the class. Because the students were very creative to make conversation and used properties that match with the theme. The students was very excited because there was an acting in this part. The students were very enthusias in following the class. After that, the teacher asked the other group to conclude or retell from the student performance. The other group also did it well.

3) Closing

It was the third session where the teacher closed the meeting by evaluating the today's lesson. The teacher gave comments and appreciations about the students' performance and suggestion

toward what should be improved. Then, the teacher closed the class by greeting the students.

b. The Implementation of Brainstorming Strategy

1) Opening

The teacher came into the classroom and greeted the students. The students responded it by answering the greeting. After it, the teacher checked the students' attendance list. As always, the teacher gave motivation to the students before the lesson started. The motivation was related with the material that will be learn. Next, the teacher introduce students to the material. The material was about simple past tense.

2) Main Activity

The teacher showed the example of past tense in a text. The teaxt was about a case. She gave explanation about past tense. How to use past tense and gave an example of adverbs were often used in past tense. The teacher also gave comment about the case. Then, she divided the students into several groups. Because the teacher used group brainstorming strategy. Every group consists of 2 students.

After the group were formed, the teacher gave each group a case. The case was about something that occured in the past. Then the teacher asked the students to brainstorm with their pairs. Why the problem could arise. Why the problem should be debate. The students had to give an argument about the case. The students had to

use past tense in giving their argument. Afterwards, the teacher asked the students to present the result of the discussion in front of the class. The teacher also asked the other students to pay attention and asked them to give respond to the resultt of the other group discussion.

Several minutes passed, most of students had to finish in doing their task. The teacher asked one of the groups to present their task in front of the class. The other students gave sttention and then they gave a comment to their friend's result of discussion. The classroom situation was very conducive. The students were very active. At the end, the teacher gave reviewed the material that was done. She corect the grammatical error made by the students also.

3) Closing

The third steps was closing. The teacher provided feedback on the process of teaching learning. The teacher close the lesson by greeting the students before leaving the class.

c. The Implementation of Discussion Strategy

1) Opening

The teacher opened the class by greeting the students and the students answered by greeting also. Then the teacher checked the students attedance list. Before the teacher started the lesson, she gave warming up to the students. It could be called as giving

motivation. The warming up could be like giving question related to the material that wil be learn.

2) Main Activity

Then the teacher gave explanation about the material on that day. The material was about recount text. Then the teacher gave material about describing "Borobudur Temple". The students must clear in writing recount text and have to mastered the use of past tense. Because in this topic, the basic grammar was focused on past tense. The teacher asked the students to make a large circle. Then students had to discuss about "Borobudur Temple". Every student had to give an information about "Borobudur Temple". Then they had to compose into a text.

The students started to make a large circle. They sat on the floor. Because of this class only consists of 16 students. So, it was very possible if they were made a circle on the floor. Then they started to discuss about the topic of that day. They were very active. The teacher walk around to check the students work.

After several minutes, the students finished the task. Then the teacher asked one of student to read the text in front of the class. At the end, the teacher gave reviewed the material that was done. She corect the grammatical error made by the students also.

3) Closing

The third steps was closing. The teacher gave evaluation on process of teaching learning. The teacher gave suggestions toward what should be improved. At the end the teacher close the lesson by greeting the students before leaving the class.

3. **The Problem Faced by English Teacher in Teaching Speaking in Tenth Grade Tahfidz Class of SMA Al-Azhar Syifa Budi Solo**

The teaching learning process had some problem that faced by the teacher. Based on interview with Mrs. Suci Maharani on Tuesday 14th July 2020, Mrs. Suci Maharani said,

"Sebenarnya siswa itu lebih takutnya saat produksinya, mereka tidak percaya diri, yang membuat guru susah adalah memotivasi siswa supaya percaya diri dulu, motivasi untuk meraka speak up, mereka kebanyakan takut salah dulu, mereka kurang percaya diri untuk produce speaking mereka."

Based on result of interview, the researcher concluded that there were some problem faced by the teacher. The first problem was students less confidence when speaking. Many students felt less confidence in learning, forcing them to avoid speaking English in the classroom. In the learning process, the students also felt shy and had less confidence to speak. They were afraid of making mistakes which caused them to have low participation in speaking English.

The second problem was the teacher had problem in motivating the student to speak up. Many students in Tahfidz class were less confidence to speak up, they were afraid of making mistakes. So, the teacher should give motivation in order to make students were not afraid. But, sometimes the teacher had problem in motivating students to speak up. Even though motivation was very important to student activity in class.

To solve the problem, the teacher had a way to solve it. The teacher said *"Biasanya kalau kayak gitu, dipancing dengan pertanyaan, jadi memberikan stimulus ke siswa agar mendapatkan respon balik."* (interview with Mrs. Suci Maharani on Tuesday, 14th July 2020). Based on the interview above, the teacher provided a stimulus to students in order to get a response back.

B. Discussion

In this section the researcher tries to discuss the research finding with the other relevant references. In order to justify the research findings, the researcher tries to discuss them with reference to theories related to the technique used in teaching speaking.

1. **The teacher strategies that used for teaching speaking in tenth grade tahfidz class of SMA Al-Azhar Syifa Budi Solo**

   There some variety of teaching strategies that instructors can use to improve student learning. According to Hammer (2003:132) there are some activities to promote speaking skill such as jigsaw technique, discussion,

role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, learning from movie, learning native speaker, and reporting. Based on the result of interview that have been conducted, the researcher obtained three strategies that have been used in accordance with the theory. The strategies are role play, brainstorming, and discussion.

The first strategy is role play. Based on the result of interview, this strategy can make students comfortable because there is an acting, and students can pour their imagination also. Students get their creativity also. This is in line with (Nunan, 2003) state that role play can be used for practicing speaking in comfortable situation of the classroom. Moreover, Cameron (2001) state by using role play activity, students can have god opportunities to practice language in a real situation which can be started by simple task to higher interactions.

The procedure of role play are the teacher makes a group discussion. Then the students discusses to divide the role for each student. Next, students prepared everything. From the script to the properties. After everything is ready, students perform in front of the class. After that, the other students had to conclude or retell and evaluate what should be improved from the student performance.

The following strategy is brainstorming. The procedures are the teacher explained the material and the goals of the lesson. Then the teacher divided the students into several group discussion. The teacher gave a case or problem to each group. In the group students had to discuss to solve the

problem. After the students got the solution of the problem, they began to divide roles in the group. The students made the script and prepare the property. After all ready, students perform in front of the class. The last activities was students concluded or retell the results of the performance.

The next strategy is discussion. The procedure are teacher divide the students into several group discussion. The teacher gave a case or problem to each group. Then in the group students have to discuss to solve the problem. This is in line with Jones (1991:4), discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence for solution. According to the result of interview, the implementation of this strategy is collaborate with role play strategy also.

Based on theory and interview above, the teacher in teaching speaking start in opening, main activity and the last closing. In opening, the teacher always gives greetings and motivation to students. Then in the first step of main activity is identifying the situation. The teacher gives the material and asks student to do instruction. She would explain about the rule of the task. It line with Bryne (1997:2) the practice stage, when the teachers allow the learners to work under their directions, the teacher have a role as conductor and monitors.

The next step is assigning roles, the students begin to divide roles in the group. Then preparation, students prepare the script and property. Acting out scenario or performing, students perform in front of the class. Then

discussing and evaluating. Students conclude or retell the results of the performance. The last is closing. The teacher provided feedback on the process of teaching learning. It lined with Hummer (2001: 257-276) feedback provider, the vexed question of when and how to give feedback in speaking activity is answered by considering carefully the effect to possible difference approach.

2. **The Problem Faced by the English Teacher in Teaching Speaking in Tenth Grade tahfidz class of SMA Al-Azhar Syifa Budi Solo**

Based on result of interview, the researcher concludes that there is problem faced by English teacher when the teacher apply the strategies in teaching speaking. The first problem is students felt less confidence in learning, forcing them to avoid speaking English in the classroom. In the learning process, the students also felt shy and had less confidence to speak. They were afraid of making errors in class. These difficulties were supported by a research finding by Taiqin (1995) about non-language factors, which showed that ninety-five percent of students said that they had difficulty speaking because they were afraid of making errors in class, they had no idea what to say, they were not confident, and they were not interested with the topics that are given by the teacher. To overcome that problem, the teacher should create communicative and fun activities as well as select appropriate topics in teaching so that the students are motivated to speak because speaking is one of the difficult language skills for students. The teacher should also be friendly to students. The teacher should give

more exercise for speaking so that the students can present, produce and practice the language more.

The second problem is from the teacher. The teacher have problem in motivating the student to speak up. Many students less confidence when they speak, they feel afraid of making mistakes. So, the teacher must give motivation in order to make students are not afraid. Motivation is very important to the students. But, sometimes the teacher has difficulty in motivate the students to speak up. To overcome the problem, the teacher should make an activity that make students more interact with the other. This activity is effective to make students more speak up. The teacher also have to give an appreciation for the students who are more active in speaking. It make students feel proud of themselves. This pride will increase self-confidence because they feel that they can do a job well.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions related to what the researcher analyzed and discussed.

A. Conclusion

The strategies that are used in teaching speaking to the tenth grade students of tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2020/2021 are role play, brainstorming, and discussion. The teacher implemented the right steps in teaching the material. They are opening, main activity, and closing. The students also very active in teaching learning process. They are very enthusiastic to follow the lesson. The used of this strategy can improve the student ability to speak English because they are always practice and speaking. The student's response toward these strategies are very well. They are like that strategy because there is an acting. It make the students enjoying the class.

The problem by the English teacher in teaching speaking to the tenth grade student of tahfidz class at SMA Al-Azhar Syifa Budi Solo in academic year 2020/2021 are from the student and from the teacher. From the students, the problem is they less confidence to speak. From the teacher, she have problem in motivate the student to speak up. There are some possible solutions to solve the problem, such the teacher should create

communicative and fun activities as well as select appropriate topics in teaching so that the students are motivated to speak because speaking is one of the difficult language skills for students. The teacher should also be friendly to students. The teacher should give more exercise for speaking so that the students can present, produce and practice the language more.

B. Suggestion

Based on the result of the research findings, the researcher would like to give some suggestions for the following people:

1. For the teachers

   The teacher should give more motivation to the students in order to make students confident and do not shy when speak up. The teacher also have to make the teaching learning process be fun and interesting. In order to make students more active to speak up.

2. For the students

   The students should have high-confidence in teaching learning process especially in speaking class. They do not have to be afraid and shy to making mistakes when speak up.

3. For the other researcher

   For the other researcher who want to conduct the same topic of this research, it can be one of reference to constructing a better research. Even though the researcher realized that this research is not perfect yet.

BIBLIOGRAPHY

Bailey, Lathleen M. 2005. *Practical English language teaching: Speaking.* New

York: The McGraw-Hill.

Bodgan, R.C and Biklen, S.K. 1982. Qualitative Research for Education: An

Introduction to Theory and Methods.Boston: Aliya and Bacon Inc.

Briendly.S. (1994). *Teaching English.* London: Routledge

Brown, H. Douglas, 1980. Principles of Language Learning and Teaching . New

Jersey: Prentice Hall, Inc.

Brown, Douglas H. 1994. Principles of Language Learning and Teaching . New

Jersey: Prentice Hall, Inc.

Brown, H.D. (2000). *Principles of Language learning and Teaching.* New York:

Longman

Brown, H. Doglus, 2001. Teaching By Principle: An Interactive Approuch To

Language Pedagogy. Second Edition. San Franscisco State. University

Longman. INC.

Brown, H.D (2004). *Language Assessment.* San Fransisco: Longman

Dornyei, Zoltan, 2003. *Questionare in Second Language Research: Construction,*

Administration and Processing. New Jersey: Laurence Erlbaum Associates

   Publishers.

Eka Apriani.2017. *Utilizing preservice English Teachers Strategies and*

   Classroom Management Junior High School in Rejang Lebong Regency.

   English Franca Vol 1 no 2.

Fulcher, Glenn. 2003. *Testing Second Language Speaking.* London. Pearson

   Education Limited.

Hammer, 2003. The Practice of English Language Teaching Third Edition.

Harris, 1997. Speaking, Reading, and Writing in Children With Language

      Learning

Ladouse.2009. Best Public Speaking Tips a Technique: Weekend Review.

Laksana, Anita. 2016. *(The Effectiveness of Using Chain Story Game in Teaching*

      Speaking (An Experimental Research at the Eighth Grade Students of

      SMP Negeri 1 Jatilawang in the Academic Year 2015/2016). Purwokerto:

      Universitas Muhammadiyah Purwokerto.

Lewis, M., & Hill, J. (1993). *Practical techniques for Language Teaching.*

      *London:*Language Teaching Publications.

Moleong, Lexy J. 2001. Metodologi Penelitian Kualitatif. Jakarta : department

      Pendidikan dan Kebudayaan Direktoral Jendral Pendidikan Tinggi Proyek

Pengembangan Lembaga Pendidikan Tenaga kependidikan.A

Nunan, D. (2003). *Practical English Language.* New York: McGrow Hill.

Qiao Mengduo, Jin Xialing. 2010. Jigsaw Strategy as a Cooperative Learning

Technique : Focusing on The Language Learning.

Richards, Jack C., & Willy A. Renandya. (2000). *Methodology in Language*

Teaching:An Anthology of Current Practice. USA: Cambridge University

Press.

Reiser, Robert A., & Walter Dick (1996). *Instructional Planning: A Guide for*

Teachers. Florida: Florida State University.

Siahaan, S. 2008. *The English Paragraph.* Yogyakarta: Graha Ilmu.

Ur, P. 1996. *A Course in Language Teaching.* Cambridge: Cambridge University

Press.

Walkinshow, Lan Oanh, Doughthi Hoang, 2014 Native and Non Native English

Language Teachers: Student perception in Vietnam And Japan 3:10

Wang Lin March 22 2017 Film Aided Foreign Language Teaching Under The

Constructivsm Theory 1:3

APPENDIX 1

The Results of Interview

Day/Date   : Monday, July 14th 2020

Time   : 13.00-13.30 WIB

Place   : Counseling guidance room of SMA Al-Azhar Syifa Budi Solo

Teacher   : Suci Maharani, M.Pd. (T)

Researcher   : Siti Fildati Nur Kasanah (R)

         The interview had been done by the researcher to Mrs. Suci Maharani as the teacher. She is the object of the research. The interview had been done in the counseling guidance room. The condition was so quiet. The interview was about the teachers' strategy in teaching English speaking. The interview was done in 30 minutes. The interview as follow:

R   : Menurut Ibu, teaching speaking yang baik itu seperti apa?

T   : Ya sebenarnya prinsipnya itu sama, student centered, dimana siswa dituntut untuk lebih aktif dari gurunya, terus di dalam speaking itu ada beberapa indikator yang harus dikuasai, misalnya pronounciation dan lain lain, siswa harus mastered di each indicatornya itu. Sebenarnya siswa itu lebih takutnya saat produksinya, mereka tidak percaya diri, yang membuat

guru susah adalah memotivasi siswa supaya percaya diri dulu. Tapi yang baik adalah menuntut siswa untuk aktif dan mau memproduksi speaking mereka apapun itu, walaupun nanti akhirnya siswa dituntut untuk memproduksi speaking yang grammaticallynya bagus.

R : Materi apa yang Ibu gunakan untuk bahan mengajar speaking?

T : Kalau bukunya pakenya Erlangga. Tapi ntuk guru memberikan materi itu dari banyak sumber contohnya dari internet, dari film, lagu, itu juga bisa digunakan untuk speaking, terus outentik material kayak speechnya, native juga bisa digunakan untuk pembelajaran.

R : apakah ada perbedaan pengajaran Bahasa Inggris khususnya speaking di kelas Tahfidz dengan kelas lain?

T : Kalau perbedaan pengajaran ada ya, karena ada perbedaan kemampuan di setiap kelasnya, dan Tahfidz ini lebih fokusnya ke bahasa Arabnya mungkin.

R : Strategi apa yang Ibu gunakan untuk mengajar speaking?

T : Hampir semua teknik sudah saya pakai, tapi yang sering digunakan itu yang role play, jadi di role play itu siswa juga harus brainstorming dan juga discussion, jadi dapat tiga metode. Dan di roleplay itu siswa juga bisa lebih dapat pronounciationnya, diingat juga vocabnya yang udah mereka tulis di deskripsinya, seperti itu.

R : Bagaimana prosedur dari strategi tersebut?

T   : Stages of role play yang saya terapkan yang pertama adalah identifying the situation, situation disini maksudnya disesuaikan dengan topic materi yang sedang dibahas. Yang kedua, adding the details, kita ngasih rulesnya harus gimana, apa aja yang harus dilakuin saat roleplay, menjelaskan tujuannya juga. Yang ketiga, assigning roles, nah disini mereka mulai berbagi peran, sebelumnya mereka sudah berkelompok. Kemudian misal topik sudah saya tentukanberarti siswa di dalam grupnya membagi mereka kan berperan sebagai apa. Kadang saya juga I gave lottery for each student nah brarti mereka dapetnya apa ya mereka harus memerankan peran tersebut tetapi tidak boleh keluar dari materi pembelajaran. Nah kadang juga I gave them a case or problem kemudian mereka harus solve it dalam bentuk roleplay, nah nanti setelah I gave them case, adalah brainstorming and discussion di dalamnya. Yang ke-empat, preparation, siswa mulai mempersiapkan segala sesuatunya mulai dari script sampai property. Kemudian, acting out scenario atau performing, siswa mempresentasikan atau perform di depan teman-teman. Selanjutnya discussing and evaluating, nah disini siswa harus menyimpulkan atau menceritakan kembali hasil performnya kelompok lain, kemudian disamping itu kelompok lain juga harus mengevaluasi apa saja yang harus ditingkatkan dan diperbaiki, jadi peer assessment gitu. Diakhir guru menyimpilkan serta memberi feedback kepada siswa."

R   : Bagaimana respon siswa dengan strategi tersebut?

T : Kalau untuk yang brainstorming, saya give problem disitu, kemudian siswa analyzed the problem itu masih kesusahan, tapi untuk yang role play mereka nyaman sih, karena ada actingnya, terus siswa juga dapet imajinasinya dituangkan dalam situ, kreativitasnya juga dapet, jadi siswa nyaman di role play.

R : Apakah ada perbedaan strategi mengajar di kelas tahfidz dengan kelas lain?

T : Hampir sama, cuma kaya ke problem analysisnya itu regular lebih bagus dari tahfidz, kalo tahfidz lebih suka ke roleplay, kalo regular, roleplay bisa tapi lenih suka brainstorming.

R : Masalah apa yang Ibu hadapi dalam mengajar speaking?

T : Itu tadi, motivasi untuk meraka speak up, nggak takut dulu, mereka kebanyakan takut salah dulu, mereka kurang percaya diri untuk produce speaking mereka.

R : Bagaimana solusi untuk mengatasi masalah tersebut?

T : Biasanya kalau kayak gitu, dipancing dengan pertanyaan, jadi memberikan stimulus ke siswa agar mendapatkan respon balik.dan di kelas itu ada satu dua anak yang aktif, nah itu caranya menggabungkan antara anak-anak yang pasif dengan anak-anak yang aktif. Tapi juga kadang-kadang nanti yang kerja yang aktif, biasanyan gitu kan kalau kelompok. Jadi muter aja disitu siklusnya dikasih stimulus nanti biar ada respon.

APPENDIX 2

Questionnaires

Questionnaire 1

Data questionnaires by the teacher

No.	Pernyataan	SS	S	TS	STS
A. Perencanaan Pembelajaran					
1.	Memiliki kejelasan tujuan pembelajaran	√			
2.	Memilih dan mengorganisir materi ajar untuk pembelajaran	√			
3.	Memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa	√			
4.	Memilih sumber pembelajaran yang disesuaikan dengan kurikulum	√			
5.	Memiliki rincian scenario pembelajaran/RPP	√			
6.	Tidak mampu menyesuaikan alokasi waktu				√
7.	Lemah dalam memilih metode mengajar yang disesuaikan dengan materi ajar				√
8.	Teknik mengajar dengan tujuan pembelajaran tidak sesuai				√
9.	Instrument (alat peraga/media/sumber belajar) dalam pembelajaran kurang lengkap			√	
10.	Lemah dalam menyusun perangkat penilaian				√
B. Pelaksanaan Pembelajaran					
11.	Memeriksa kesiapan siswa		√		
12.	Membuka pembelajaran dan mengecek kehadiran siswa	√			
13.	Membuat ice breaking/pre activity sebelum pelajaran dimulai		√		
14.	Memberikan penjelasan tentang tujuan pembelajaran sebelum memulai materi		√		

15.	Menyampaikan materi pelajaran sesuai dengan tujuan pembelajaran	√			
16.	Bertanya kepada siswa dengan menggunakan Bahasa Inggris	√			
17.	Memberikan sanksi kepada siswa yang tidak berbicara menggunakan Bahasa Inggris			√	
18.	Memberikan hukuman kepada siswa yang kurang aktif bertanya di dalam kelas			√	
19.	Menggunakan metode mengajar yang monoton			√	
20.	Tidak memanfaatkan lingkungan sekitar sebagai media pembelajaran				√
21.	Menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan				√
22.	Menutup pembelajaran tanpa memberikan kesimpulan/ringkasan materi yang telah dibahas sebelumnya			√	
C. Strategi Pembelajaran					
23.	Menggunakan teknik jigsaw dalam pembelajaran yaitu pembelajaran yang memfokuskan siswa pada grub belajar bersama untuk berkolaborasi menyelesaikan masalah dalam grub besar dan kecil		√		
24.	Mengajak siswa untuk melihat film yang menggunakan Bahasa Inggris untuk memahami dan menjadi fasih dalam pengucapan Bahasa Inggris (pronunciation)		√		
25.	Menggunakan teknik Learning Native Speaker dalam pembelajaran Bahasa Inggris		√		
26.	Menggunakan teknik Discussion untuk memecahkan suatu masalah dalam kelompok	√			
27.	Memberikan games berupa bermain peran (role play) dimana siswa memainkan karakter dalam latar fiksi untuk meningkatkan keterampilan berbicara siswa	√			
28.	Menggunakan teknik Simulations dalam pembelajaran Bahasa Inggris		√		

No.	Pernyataan				
29.	Menggunakan teknik Information Gap untuk memberikan kesempatan pada siswa praktik berbicara secara langsung menggunakan Bahasa Inggris		√		
30.	Melatih keterampilan berbicara siswa dengan menggunakan teknik Brainstorming yaitu dengan melontarkan suatu masalah ke siswa oleh guru, kemudian siswa menyatakan pendapatnya		√		
31.	Melatih kemampuan berbicara siswa dengan menggunakan teknik Storytelling		√		
32.	Menggunakan teknik interview yaitu antara siswa dengan siswa secara berkelompok untuk melatih kemampuan berbicara		√		
33.	Menggunakan teknik story completion untuk melatih kemampuan berbicara siswa		√		
34.	Menggunakan teknik reporting untuk melatih kemampuan berbicara siswa		√		
D. Evaluasi Pembelajaran					
35.	Melakukan tes awal berupa pretes	√			
36.	Memberikan postes setiap pelajaran selesai	√			
37.	Memberikan tes lisan kepada siswa satu kali dalam seminggu		√		
38.	Tes yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal pembelajaran				√
39.	Membiarkan siswa yang mendapat nilai kurang tanpa memberikan motivasi				√
40.	Tidak ada remedial jika siswa mendapat nilai yang kurang			√	

Questionnaires 2

Data questionnaires by the students

No.	Pernyataan	Jawaban	Frekuensi
1.	Guru memeriksa kesiapan siswa saat akan memulai pelajaran	Sangat Setuju	4
		Setuju	8
		Tidak Setuju	1
		Sangat Tidak Setuju	0
2.	Guru memeriksa kehadiran siswa	Sangat Setuju	4
		Setuju	9
		Tidak Setuju	0
		Sangat Tidak Setuju	0
3.	Guru membuat ice breaking/pre activity sebelum pelajaran dimulai	Sangat Setuju	3
		Setuju	8
		Tidak Setuju	2
		Sangat Tidak Setuju	0
4.	Guru bertanya kepada siswa dengan menggunakan Bahasa Inggris	Sangat Setuju	1
		Setuju	6
		Tidak Setuju	5
		Sangat Tidak Setuju	1
5.	Guru memberikan sanksi kepada siswa yang tidak berbicara menggunakan Bahasa Inggris	Sangat Setuju	0
		Setuju	3
		Tidak Setuju	9
		Sangat Tidak Setuju	1
6.		Sangat Setuju	0

	Saya jarang menggunakan Bahasa Inggris ketika berbicara dengan teman	Setuju	10
		Tidak Setuju	3
		Sangat Tidak Setuju	0
7.	Saya bosan dengan metode mengajar guru yang monoton	Sangat Setuju	4
		Setuju	6
		Tidak Setuju	3
		Sangat Tidak Setuju	0
8.	Guru menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan	Sangat Setuju	0
		Setuju	3
		Tidak Setuju	9
		Sangat Tidak Setuju	1
9.	Guru menutup pembelajaran tanpa memberikan kesimpulan/ringkasan materi yang telah dibahas sebelumnya	Sangat Setuju	0
		Setuju	1
		Tidak Setuju	8
		Sangat Tidak Setuju	4
10.	Apakah dalam pembelajaran speaking, guru menggunakan teknik jigsaw	Sangat Setuju	0
		Setuju	7
		Tidak Setuju	6
		Sangat Tidak Setuju	0
11.	Apakah guru sering mengajak siswa untuk melihat film yang menggunakan Bahasa Inggris untuk memahami dan menjadi fasih dalam pengucapan Bahasa Inggris (pronunciation)	Sangat Setuju	0
		Setuju	6
		Tidak Setuju	7
		Sangat Tidak Setuju	0
12.	Apakah guru menggunakan teknik Learning Native Speaker dalam pembelajaran Bahasa Inggris	Sangat Setuju	0
		Setuju	12
		Tidak Setuju	1
		Sangat Tidak Setuju	0

13.	Apakah guru memberikan games berupa bermain peran (role play) dimana siswa memainkan karakter dalam latar fiksi untuk meningkatkan keterampilan berbicara siswa	Sangat Setuju	6
		Setuju	7
		Tidak Setuju	0
		Sangat Tidak Setuju	0
14.	Apakah guru menggunakan teknik Simulations dalam pembelajaran Bahasa Inggris	Sangat Setuju	0
		Setuju	0
		Tidak Setuju	4
		Sangat Tidak Setuju	9
15.	Apakah guru menggunakan teknik Information Gap untuk memberikan kesempatan pada siswa praktik berbicara secara langsung menggunakan Bahasa Inggris	Sangat Setuju	0
		Setuju	10
		Tidak Setuju	3
		Sangat Tidak Setuju	0
16.	Apakah guru melatih keterampilan berbicara siswa dengan menggunakan teknik Brainstorming yaitu dengan melontarkan suatu masalah ke siswa oleh guru, kemudian siswa menyatakan pendapatnya	Sangat Setuju	1
		Setuju	9
		Tidak Setuju	3
		Sangat Tidak Setuju	0
17.	Apakah guru melatih kemampuan berbicara siswa dengan menggunakan teknik Storytelling	Sangat Setuju	0
		Setuju	1
		Tidak Setuju	9
		Sangat Tidak Setuju	3
18.	Apakah guru menggunakan teknik interview yaitu antara siswa dengan siswa secara berkelompok untuk melatih kemampuan berbicara	Sangat Setuju	1
		Setuju	9
		Tidak Setuju	3
		Sangat Tidak Setuju	0
19.	Apakah guru menggunakan teknik story completion untuk melatih kemampuan berbicara siswa	Sangat Setuju	0
		Setuju	3
		Tidak Setuju	10

		Sangat Tidak Setuju	0
20.	Apakah guru menggunakan teknik reporting untuk melatih kemampuan berbicara siswa	Sangat Setuju	0
		Setuju	1
		Tidak Setuju	10
		Sangat Tidak Setuju	2
21.	Saya merasa senang jika pembelajaran menggunakan teknik jigsaw	Sangat Setuju	0
		Setuju	8
		Tidak Setuju	4
		Sangat Tidak Setuju	0
22.	Saya merasa senang jika guru mengajak nonton film saat pembelajaran	Sangat Setuju	6
		Setuju	7
		Tidak Setuju	0
		Sangat Tidak Setuju	0
23.	Saya merasa senang jika guru menggunakan teknik native speaker	Sangat Setuju	1
		Setuju	10
		Tidak Setuju	1
		Sangat Tidak Setuju	0
24.	Saya merasa nyaman jika pembelajaran menggunakan teknik role play (bermain peran)	Sangat Setuju	0
		Setuju	10
		Tidak Setuju	3
		Sangat Tidak Setuju	0
25.	Saya merasa enjoy saat guru menggunakan teknik simulation dalam pembelajaran	Sangat Setuju	2
		Setuju	11
		Tidak Setuju	0
		Sangat Tidak Setuju	0
26.	Saya merasa malas jika guru menggunakan teknik Information Gap	Sangat Setuju	2
		Setuju	6

No.	Pernyataan	Respon	Jumlah
		Tidak Setuju	5
		Sangat Tidak Setuju	0
27.	Saya merasa bosan jika guru menggunakan teknik brainstorming	Sangat Setuju	0
		Setuju	5
		Tidak Setuju	8
		Sangat Tidak Setuju	0
28.	Saya merasa malu jika guru memerintah untuk storytelling	Sangat Setuju	1
		Setuju	10
		Tidak Setuju	2
		Sangat Tidak Setuju	0
29.	Saya merasa malu jika harus interview dengan teman	Sangat Setuju	0
		Setuju	6
		Tidak Setuju	7
		Sangat Tidak Setuju	0
30.	Saya tidak suka jika guru menggunakan teknik reporting saat pembelajaran	Sangat Setuju	0
		Setuju	6
		Tidak Setuju	6
		Sangat Tidak Setuju	1
31.	Saya kurang percaya diri untuk berbicara bahasa inggris	Sangat Setuju	1
		Setuju	8
		Tidak Setuju	4
		Sangat Tidak Setuju	0
32.	Saya kurang tertarik mempelajari bahasa inggris karena bahasa inggris membuat saya bingung	Sangat Setuju	1
		Setuju	1
		Tidak Setuju	9
		Sangat Tidak Setuju	2
33.		Sangat Setuju	3
		Setuju	8

		Tidak Setuju	1
	Saya tidak mempunyai pengucapan yang tepat sehingga membuat saya malu berbicara bahasa inggris	Sangat Tidak Setuju	1
34.	Saya merasa kaku dan terkadang sulit untuk mengungkapkan kata-kata yang telah saya siapkan	Sangat Setuju	2
		Setuju	10
		Tidak Setuju	1
		Sangat Tidak Setuju	0
35.	Saya mengalami kesulitan untuk menyusun kata-kata menjadi kalimat untuk berbicara dalam bahasa inggris	Sangat Setuju	1
		Setuju	8
		Tidak Setuju	4
		Sangat Tidak Setuju	0
36.	Saya mengalami kesulitan berbicara dalam bahasa inggris karena kosa kata yang terbatas	Sangat Setuju	2
		Setuju	8
		Tidak Setuju	3
		Sangat Tidak Setuju	0
37.	Saya mempunyai kebiasaan menggunakan aksen jawa ketika berbicara dalam bahasa inggris	Sangat Setuju	2
		Setuju	6
		Tidak Setuju	4
		Sangat Tidak Setuju	1
38.	Saya tidak mempunyai tata bahasa Bahasa Inggris dengan baik sehingga saya merasa kesulitan ketika berbicara dalam bahasa inggris	Sangat Setuju	3
		Setuju	8
		Tidak Setuju	1
		Sangat Tidak Setuju	0
39.	Saya kurang lancar berbicara dalam Bahasa Inggris	Sangat Setuju	3
		Setuju	8
		Tidak Setuju	3
		Sangat Tidak Setuju	0
40.		Sangat Setuju	2
		Setuju	9

	Saya mengalami kesulitan untuk merespon dengan baik ketika lawan bicara berbicara lebih cepat.	Tidak Setuju	2
		Sangat Tidak Setuju	0

APPENDIX 3

Photograps

1. The researcher had an interview with the teacher

2. The teacher was filled the questionnaire

3. Teaching learning process