

**ENGLISH TEACHING SPEAKING STRATEGIES APPLIED  
BY TEACHERS AT GAMA ENGLISH COURSE  
IN ACADEMIC YEAR 2018/2019**

**THESIS**

**Submitted as a Partial Requirements for the Undergraduate Degree in  
English Education Department**



**By:**

**Agung Wahyudi**

**SRN. 133221110**

**ENGLISH EDUCATION DEPARTMENT  
CULTURES AND LANGUAGES FACULTY  
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2020**

## ADVISOR SHEET

Subject : Thesis of Agung Wahyudi  
SRN : 133221110

To :  
The Dean of Language Culture  
Faculty  
IAIN Surakarta  
In Surakarta

Assalamu'alaikum Wr.Wb

After reading thoroughly and giving necessary advice, here with, as the advisor,  
I state that the thesis of :

Name : Agung Wahyudi

SRN : 133221110

Title : “ English Teaching Speaking Strategies Applied by Teachers at Gama  
English Course in Academic Year 2018/2019 ”.

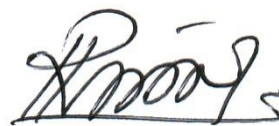
Has already fulfilled the requirements to be presented before the Board of  
Examiner ( *Munagoosyah* ) to gain Undergraduate Degree in English Education  
Department.

Thank you for the attention.

Wassalamu'alaikum Wr Wb.

Surakarta, 28 September 2020

Advisor.



Arina Rohmatika, S.Pd, M.Pd.  
NIP. 19840613 201503 2 005

## **DEDICATION**

**I dedicate this thesis for :**  
**My beloved mother and Father,**  
**( Mrs. Saminah and Mr. Jono )**  
**My Beloved Wife and My Girl Son,**  
**( Khoirun Nisa and Nazira Zoya Alfathunissa )**

**All of friends that always support me**

## **MOTTO**

If education does not encourage humans to strive to realize their dreams, share and work to contribute to their environment, and strengthen faith in the creator, then what is there for education?

( Lenang Manggala )

Only education can save the future, without education Indonesia cannot survive.

( Najwa Shihab )

## PRONOUNCEMENT

Name : Agung Wahyudi  
SRN : 133221110  
Study Program : English Education department  
Faculty : Cultures and Language Faculty

I hereby sincerely state that thesis titled “**English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from repealing my thesis and academic degree.

Surakarta , Oktober 2020

Stated by

Agung Wahyudi  
SRN.133221110

## ACKNOWLEDGEMENT

Alhamdulillahirabil'alamin, All praises be to Allah SWT, the single power, the Lord of the universe, master of the day of the judgment, God almighty, for all blessings and mercies so the researcher was able to finish the thesis entitled titled **“English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019”** Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.`

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

1. Prof. Dr. Mudhofir, S.Ag, M.Pd., the Rector of the State Islamic Institute of Surakarta.
2. Prof. Drs. Toto Suharto, S.Ag., M.Ag., as the Dean of Language and Culture Faculty.
3. Dr. Budiasih., S.Pd., M.Hum., as the Head of English Education Department of Language and Culture Faculty.
4. Arina Rohmatika, S.Pd, M.Pd., the first advisor for her permission, approval, precious advices, corrections and help to revise the mistake during the entire process of writing of this thesis.
5. All the students of Gama English Course, for their participation and the subject of this thesis.
6. Tanks to my Father ( Jono ) thanks for always support me and always give me motivation.
7. The researcher's and or My Wife ( Khoirun Nisa' ), thank you for always help, supported motivating, sharing, advising and accompanying in everyday until the researcher finished this research.
8. All of her friends especially Diamond Class who always supporting his in good times and bad times.
9. Everyone who has helped the researcher to conduct the research and write this thesis who cannot mentioned one by one.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, Oktober 2020

Researcher

## TABLE OF CONTENT

<b>TITLE</b> .....	<b>i</b>
<b>ADVISOR SHEET</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>PRONOUNCEMENT</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Limitation of the Research.....	4
C. Research Problems.....	5
D. Objectives of the Study.....	5
E. Benefits of the Research.....	5
F. Definition of Key Terms.....	6
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>8</b>
A. Teaching Speaking.....	8
1. Definition of Teaching.....	8
2. Definition of Speaking.....	8
3. Teaching Speaking.....	9
4. Component of Speaking.....	10
5. Types of Speaking .....	12
6. Problem in Speaking .....	13
7. Factors Affecting Students' Speaking .....	13
B. Teaching Process.....	15
C. Teaching Strategy.....	17
D. Problems and Problems Solving in Teaching Speaking.....	25
E. Previous Study.....	29
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>35</b>



A. Research Design .....	35
B. Setting of The Research .....	36
C. Subject of the Research .....	36
D. Source of Data.....	37
E. Technique of Collecting Data .....	38
F. Technique of Analyzing Data .....	39
G. The Trustworthiness of the data.....	41
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>43</b>
A. Research Findings .....	43
1. General Description of Gama English Course .....	45
2. Strategies applied by teachers in teaching speaking.....	49
3. Problems of the implementation of teachers' strategies in teaching speaking.....	81
4. The problems solving of the implementation of teachers' strategies in teaching speaking .....	91
B. Discussion.....	97
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>110</b>
A. Conclusion.....	110
B. Suggestions .....	112
<b>BIBLIOGRAPHY .....</b>	<b>xi</b>

## ABSTRACT

Agung Wahyudi, 2020. *English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Arina Rohmatika, S.Pd, M.Pd

Key Words : Strategy, Teaching and Learning, Speaking, Power Speaking

Teaching strategy is a sequence of activities that systematic, general patterns of teacher activities that include about the sequence of learning activities, the order of achieving the goals that have been specified. The objective of the research are: (1) to find out strategies applied by teachers in teaching speaking at Gama English Course in academic year 2018/201, (2) to find out the problems of the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019, and (3) to find out the problems solving of the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019.

The research methodology in this research is a descriptive-qualitative design. The subject of the research is the teachers who teach speaking program in the Power Speaking Program at Gama English Course. The techniques of collecting the data in this research are observations, interview, and document analysis. Observation was conducted during the teaching and learning process, while interview was conducted to the English teacher who teach speaking program. This research applied the technique of data analysis of interactive model of analysis by Miles and Huberman which consists of collecting the data, reducing the data, presenting the data and drawing conclusion. This research used data triangulation, source and theory.

The findings of this research shows that (1) the strategies used by the English teacher in teaching speaking in the Power Speaking Program at Gama English Course are brainstorming, discussion, role-play, group presentation and assignment, and debate. (2) From the findings on students' problems, it shows that problems appear are the students' low self-confident, students' lack of vocabulary, students' pronunciation, and students' motivation and concern for good speaking. (3) There are several solutions to deal with the problems such as stimulating the students to speak, giving positive feedback, giving a model of pronunciation, and guiding the students to produce language. Based on the findings, it can be concluded that the speaking activities in the strategies applied by the teacher in teaching in the Power Speaking Program are able to show students' personal skills in communicating with various styles. Communication in this case shows the students' ability to speak English both inside and outside the classroom.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

English as international language has the important role in running communication nowadays. English used in almost every country in this world as a language to begin any conversation. Crystal (2003) stated “English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process.” In the other hand, English nowadays has an important role in our social life. People who have good English skill usually can follow the development of time or even got more successfully life than others who have not.

Students should learn English because English is one of the keys of success in this global era. Seargeant and Erling (2011) stated that English language skills are seen as a resource which will allow for participation in the financial, political and knowledge economies which, today, are increasingly being conducted at a global level, and which therefore rely on modes of international communication. There are four English skills to learn, namely speaking, reading, writing, and listening skill. Speaking is one of language skills learned start from junior high school. Speaking is not only speech the reading text, but also understands the meaning, intonation, and the pronunciation. Speaking English is not only a difficult language in terms of vocabulary, but contains many examples of quirky pronunciation and grammar that have been with learners through centuries of attempts simplification (Hult, 2003).

The learning of English speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and

textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990).

Initially, the main objective of studying English is to communicate effectively and efficiently by using the international language. In Indonesia, students are obligated to learn English starting from junior high school up to senior high school which is estimated at 6 years of studying in normal phase. As a matter of fact, spending a large amount of time in English lesson is not a guarantee to achieve this enhanced communication skill. Schools concentrate English more on subject rather than on proficiency level which shows a failure in language solely purpose. High score obtained in semester report means that students are able to comprehend English merely in theory. Many designed materials and tests found on the textbooks assess students' other skills such as listening, reading and writing, while speaking, on the other hand, becomes trivial object in teaching and learning process. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

The above matter has become the first cause that makes the students in Indonesia difficult in speaking English. Besides, environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

To overcome the problem, mostly, students or general people in Indonesia go to English course to get additional lesson and improve their

speaking skill. English course is an ideal choice for students or people who want to learn English as quickly as possible since in English course students can develop their language skills and communicate effectively in the language. One of the English courses found in Central Java is GEC. It was built on June 01st , 1993, and now has 12 branches in Surakarta surroundings. The main office of GEC is at Slamet Riyadi Street No. 149, Kartasura.

Gama English Course (GEC) offers a range of English language programs that are designed for students who want to improve their English Communication skills; successfully sit an English language exam; or intend to study at overseas universities in the future.

First is regular program. This program is offered for those who want to study about general English. Second is SPC program. It is offered for those who want to master English conversation. Third is TOEFL program. It is offered for those who want to study about TOEFL and to get the certificate. The last program is Power Speaking. This program is designed for those who want to master English speaking. Among the four programs offered by GEC, the most popular one is Power Speaking program. Most students enrolled in this program are Senior and Junior High School students.

Based on the preliminary observation and interview conducted by the researcher on May 4<sup>th</sup>, 2017, it shows that Power Speaking is the best choice if someone wants to be able to use English better in a variety of situations. While all skills are taught, Power Speaking emphasises speaking and listening, and includes a wide range of functional English to help the students feel at ease in any situation. At all levels, Power Speaking is fun as well as instructive. Students will start to feel more at home in the English-speaking world right from the beginning. Students do a progress test every term to measure their improvement.

Here, teachers or instructor has some strategies in conducting the lesson, particularly to improve the speaking skill of students. A various number of speaking teaching strategies are utilized and used in the classrooms

for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.

Regarding strategies for teaching speaking applied by the instructors of Gama English Course, this research is intended to explore the strategies applied and implemented during teaching learning process, because speaking is one of the main challenges for a basic student. MacIntyre and Gardner (cited in Murrieta and Hernández 2012: 15) found out that using learning strategies reduces the level of anxiety which is very common reaction at these early stages.

As Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. Given that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning (Brown and Yule, 1999), these become the focus of the study.

Considering those explanations, the researcher interested in conducting the research entitled: **“English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019”**

## **B. Limitation of the Research**

In order to focus the topic, the researcher makes the limitations to both the object and subject of the study. Through this research the researcher focuses on the teaching speaking strategies used by teachers at Gama English Course in Academic Year 2018/2019. The researcher wants to explore the strategies applied by the teachers, the problem and problem solving of the implementation of teachers' strategies in teaching speaking. The teaching

speaking here limited and focused on Power Speaking program that consists of Senior and Junior High School students. Power Speaking program is designed for middle and high school students which include intuitive games. It focuses on building students speaking skills while building their reading, writing, and listening skills.

### **C. Research Problems**

Based on the research problem, the researcher proposes the following research problems:

1. What strategies are applied by teachers in English teaching speaking at Gama English Course in academic year 2018/2019?
2. What are the problems on the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019?
3. What are the problems solving on the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019?

### **D. Objectives of the Study**

Based on the problem statements, the research objectives are arranged as follows:

1. To find out strategies applied by teachers in teaching speaking at Gama English Course in academic year 2018/2019.
2. To find out the problems of the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019.
3. To find out the problems solving of the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019.

### **E. Benefits of the Research**

There are two kinds of advantages, namely theoretical and practical. The advantages of this research are as follows:

### 1. Theoretical Benefit

- a. The result of this research paper can be used as the reference to the development of English teaching learning, particularly in teaching speaking.
- b. The result of this research paper can give some input in the strategy for teaching speaking skill at junior high school and senior high school degree.

### 2. Practical Benefit

- a. This research will be useful for the students to find the way of learning speaking English correctly. And the result of this research is hopefully able to bring the students improve their english speaking skill.
- b. The result of this research will give additional information to the teacher or instructor regardless the implementation of strategy for the teaching of English speaking skill at junior high school and senior high school degree, particularly and find an alternative teaching strategy in teaching English speaking skill
- c. This research will give readers extensive knowledge, particularly on the implementation of strategy for the teaching of speaking skill for junior high school and senior high school degree.

## **F. Definition of Key Terms**

### **1. Strategy**

According to David in Gulo (2002) teaching-learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal.

### **2. Speaking**

According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.



### **3. Teaching Speaking**

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Teaching Speaking**

##### **1. Definition of Teaching**

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. Based on the definitions above, it can be concluded that teaching means an interactive process of helping the students to learn particular things. When this process is in progress there is an interactive process between teacher and students, where this process is intended to give the students information, knowledge or skill.

##### **2. Definition of Speaking**

Language will be beneficial if someone can use it in spoken. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. Therefore, speaking skill is most important skill among for skill in English. Language is measured by its result in speaking skill or oral communication. In other word, we can also measure the ability of language from his or her ability in speaking.

According to Hornby (1995:1227) speaking is make use of words in an ordinary voice. In addition, Tarigan (1993:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It means that speaking is the ability of

someone who throws up their ideas in communicative with the listeners by produce an utterances. Richards (2008:20) states that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

### **3. Teaching Speaking**

Teaching speaking is important due to the large number of student who wants to study English in order to be able to use English for communicative purpose. Moreover, students are considered successful if they can communicate effectively in the language. The way does decrease the student difficulties in the classroom, the lecturer use creative strategies to improve students speaking skill.

According to Brown (1994:3) states that teaching is guiding and facilitating learning enables the learner to learn setting condition for learning. It means that teaching is the process of lecturers to guide the students to create a good condition in the process of teaching and learning in the classroom.

According to Carrasquillo (1994:61) teaching is an activity that involves teacher and learner in interaction. Teaching English is one way to deliver some knowledge and share some information needed. According to Oxford Dictionary (2011:455) teaching is an activity to give lesson to somebody. By teaching activity, the students can improve their languages acquisition either in classroom or out of classroom.

Teaching speaking is also considered practice of skill activities and how we can manage the atmosphere of teaching activities conductive. The students need more example and practice applied in classroom. So they can accept the lesson or instruction nicely. “The benchmark of successful language acquisition is almost always the demonstration of an ability to

accomplish pragmatic goals through interactive discourse with other speaker of the language” according to Brown (2000:267)

In teaching and learning process, the teaching speaking can be focused on either training the students to speak accurately or encouraging them to speak fluency.

According to Harmer (2007:123) stated there are three reasons for teaching speaking, they are:

- a. Speaking activities provide rehearsal opportunities chance to practice real life speaking in the safety of the classroom.
- b. Speaking task in which students try to use any oral all of the language they know provide feedback for both teacher and students.
- c. The more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these element become.

#### **4. Component of Speaking**

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are:

- a. Pronunciation

Jill (2008:66) stated that and understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

Harmer (1998:11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

b. Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jil (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c. Vocabulary

According to Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener.

The speaker can say fluently when he/she has a lot of vocabularies. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speakers vocabulary.

d. Fluency

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem. It means the listeners will understand the speakers

speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

## 5. Types of Speaking

According to Brown (1994: 271) stated that there are some types of classroom speaking in planning speaking instruction, they are:

a. Imitative

In this kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form.

b. Intensive

Intensive speaking divide to be many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of the student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

d. Transactional (dialogue)

Dialogue conducted for the purpose for the purpose of information exchange such as information gathering interview, role play or debate.

e. Interpersonal (dialogue)

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

f. Extensive (monologue)

Extended monologue such as oral reports, oral summarize, or perhaps short speeches.

## **6. Problem in Speaking**

Johnson (2001: 67) determine the types of problem in learning speaking:

- a. Over Generalization. Includes where the learners creates a deviant structures on the basis of his experience of the structure in the target language.
- b. Ignorance or rule restrictions. Failure in analyze existing structures in target language.
- c. Incomplete application of rules. The of occurrence structures whose deviancy represents the degree of development of the rules required to procedure acceptable utterances.
- d. False concept hypothesized. Comprehension mistake in distinguish in the target language.

## **7. Factors Affecting Students' Speaking**

There are many factors that affect the students' speaking skills. According to Richards and Renandya (2002: 205-206) there are four factors affecting the students' oral communication. They are age or maturational constrains, aural medium, socio-cultural factors, and affective factors.

### **a. Age or Maturational Constrains**

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. Some experts state that people who begin learning a second language in early childhood through natural exposure will achieve higher proficiency than those who begin in adults. Many language learners fail to reach native-like proficiency in a second language. Their progress seems

to decrease at a certain stage. This fact shows that the aging process may affect or limit the adult learners' ability to pronounce the target language fluently with native-like pronunciation.

b. Aural Medium

Speaking is closely related to listening. Speaking can reinforce listening which precedes it. During interaction, the speaker plays a double role, both as a listener and as a speaker. While listening, the students must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information. Usually a person speaks and the other responds through attending by means of the listening process. If one cannot understand what is said, one cannot certainly respond.

c. Socio-cultural Factors

Many cultural characteristics also affect foreign language learning. In a pragmatic point of view, language is a form of social action because linguistic communication happens in the context of structured interpersonal exchange, and meaning is thus socially regulated. Values and beliefs make the traditions and social structures that bind a community and are expressed in their language. In speaking a language, people must know how the language is used in the social context. It is because each language has its own rules of when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner.

d. Affective Factors

The affective side of the learner is one of the most important influences on the success or failure of language learning (Oxford, 1990: 140). The affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitudes, and motivation. Foreign language learning is a complex task that is susceptible to



human anxiety. It is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language can create great anxiety. Sometimes, extreme anxiety occurs when EFL learners lose words which can lead to a general sense of failure.

## **B. Teaching Process**

In teaching learning process there are some terms that have similar meaning even though basically they are different. The terms are approach, method, technique and strategy.

### **1. Approach**

Anthony in Brown (2000) stated that an approach was a set of assumptions dealing with the nature of language, learning, and teaching. According to Gulo (2002), there are some kinds of approach in teaching learning process

#### **a. Teacher centred approach**

Teacher acts as resource who has a very dominant position. Learning in this approach is an attempt to receive information from the teacher. This approach will produce teaching-learning strategy called teacher center strategies, a teaching-learning strategy that is centered on the teacher.

#### **b. Material centred approach**

Another opinion comes from the idea that learning is an attempt to master the information. In this connection, teaching-learning strategies are focused on the subject matter. This kind of approach produce the material center strategies, the teaching-learning strategy that is centered on material.

#### **c. Student centred approach**

Another approach comes from the definition of teaching as an attempt to create a system that optimizes learning environment. The center in the teaching-learning process is the students. This approach

produce student center strategies, teaching and learning strategies centered on the students.

The researcher concludes that approach is the first step in doing teaching activity. In approach, there are general descriptions of the teaching-learning process. There are some approaches to teaching those are teacher centred approach, student centred approach, and material centred approach.

## 2. Method

Anthony cited in Brown (2000), method was described as an overall plan for systematic presentation of language based upon a selected approach. This explanation describe that method is the implementation of selected approach. Gulo (2002) added the definition of teaching methods, “Teaching method is a tool to operationalize what was planned in the strategy. To implement a particular strategy requires a set of teaching methods. Based on the definition, the teaching methods become one of the elements in the teaching and learning strategies.”

It means that method is the way of teaching that used by teacher in certain strategy. Method can be defined as the way that used by teacher to achieve teaching and learning objectives. Method is the way to apply or implement the teaching strategy or teaching approach.

## 3. Technique

According to Anthony in Brown (2000) techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. It can be concluded that technique is the more specific way that is used by the teacher to do the classroom activity

## 4. Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: *Stratos*, meaning “multitude” or “that which is spread out,” and *again*, meaning “to lead” or, we might say, “to bring together”. According to Bryson (2004) a strategy

is defined as a pattern, of purposes, policies, programmes, actions, decisions, or resource allocations that define what an organisation is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what will do in an activity. Furthermore strategy that used in teaching (teaching strategy) that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes. According to David in Gulo (2002) teaching-learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal.

Based on these explanations strategy that is used in teaching is the plan of activity which is designed to achieve the educational goal. It can be concluded that strategy in general is the plan of an action. Furthermore strategy that is used in teaching (teaching strategy) is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal. In teaching, the term of strategy and method are the most commonly used.

Fanani (2014) stated “Although some of the terms containing different point of views, such as the approach, model, and technique, however, the term method and strategy can be used as interchangeable. It will facilitate the planning process of teaching-learning and eliminate polemic against the two terms which substantially overlap in and difficult to separate.”

## C. Teaching Strategy

### 1. Definition of Teaching Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: *Stratos*, meaning “multitude” or “that which is spread out,” and *again*, meaning “to lead” or, we might say, “to bring together”. Moreover to Bryson (2004) a strategy is defined as a pattern, of purposes, policies, programmes, actions, decisions, or resource allocations that define what an organisation

is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what will do in an activity. Furthermore strategy that used in teaching (teaching strategy) that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes. According to David in Gulo (2002) teaching-learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal. Kemp (in Hamruni 2009: 2) stated that teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

Based on these explanations strategy that is used in teaching is the plan of activity which is designed to achieve the educational goal. It can be concluded that strategy in general is the plan of an action.

## 2. The Component of Teaching Strategy

Hamruni (2009: 10) stated that components of teaching strategy consist of:

### a. Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy can not manipulate the teacher. The teaching manipulation purposes is to make students' environment to be expected environment from teaching learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on curriculum which implemented.

### b. Students

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

### c. Purpose

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

d. Material

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

e. Method

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

f. Media

Media is the plural form of the term “ medium”. Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education.

g. Evaluation

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

h. Situation or Environment

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

### 3. Strategies in Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. To help the students develop communicative efficiency in speaking the teacher must give an interesting way or strategy to the students. In applying some strategies it is expected the students can communicate with them, the native speaker can grow the students' confidence especially for speaking English.

Kayi (2006: 52) suggest some strategies that can be used to promote and practice the students' speaking:

a. Discussion

Discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solution in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to the purpose, so that the students do not spend their time to chatting with other about irrelevant things.

b. Role Play

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

c. Simulation

Simulation are very similiar to role plays but what makes simulation different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if the student is acting as a singer, she brings a microphone to sing.

d. Information Gap

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

e. Brainstorming

On given a 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 the students will open to sharing new ideas.

f. Storytelling

Students can briefly summarize a story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling helps the students express ideas in the format beginning, development, and ending, including the characters and setting story has to have.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students, so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

#### h. Story Completion

For this activity a teacher start to tell a story, but after a few sentence he or she stop narrating. Then each students starts to narrate from the point where the previous one stopped.

#### i. Picture Describing

Another way to make use of pictures in speaking is to give students just one picture and having them describe what it is in the picture.

Furthermore, According to British Council, there are some effective strategies that can be used by teacher in improving the communication or speaking skill of students in the informal courses, they are as follow:

##### a. Watch Films That Model Conversation Skills

Conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as:

- 1) body language
- 2) eye contact
- 3) summarizing
- 4) paraphrasing
- 5) responding

Here, students can learn the foundational elements of conversation by watching films or videos of these interactions taking place. Pause the video and ask questions such as, “What message is the listener sending by crossing his arms? What else can you tell by observing the expressions and body language of both people in the conversation?”



b. Use Technology

From audiobooks to apps, there is a multitude of technological resources you can use for improving student communication skills. Students can listen to or read along with audiobooks to hear how the speaker pronounces and enunciates different words or phrases. Some great free apps that improve student communication skills are VoiceThread (which is suitable for kindergartners through adults) and Paper Telephone.

c. Reinforce Active Listening

Communication isn't just about speaking; it's also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud, and then having the class discuss and reflect on the content.

Active listening also means listening to understand rather than reply. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speaker's intended message.

d. Offer Group Presentations and Assignments

Team-building exercises can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal.

e. Ask Open-Ended Questions

Because they require more than a one- or two-word response, open-ended questions are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. You might set a timer for short

informal conversations and challenge students to use open-ended questions.

For example, you might show children the difference in how much more information they can obtain by asking “what did you like best about the song?” rather than simply “did you like the song?”

f. Use Tasks and Activities That Foster Critical Thinking

Another task-based method for improving student communication skills is through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions. Get a head start with the communication-based critical thinking activities and games in our most popular resource, the Critical Thinking Companion.

g. Offer Reflective Learning Opportunities

Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, ask each student to critique the others so that they can get used to receiving constructive criticism.

h. Find Teachable Moments

Whatever the age group you are working with, maximize on the everyday happenings in the classroom environment. For example, if a student answers a question in a complicated way, you might ask that they rephrase what they said, or challenge the class to ask clarifying questions. If an unfamiliar word pops up in a text or on a film, pause in order for the class to search for the word in the dictionary.

Based on the above explanation, it can be concluded that in the informal courses, there are some strategies that can be applied by teacher in teaching English speaking and improving their communication skill, such as by watch films that model conversation skills, use technology, reinforce active listening, offer group presentations and assignments, ask open-ended questions, use tasks and activities that foster critical thinking, offer reflective learning opportunities, and find teachable moments.

#### **D. Problems and Problems Solving in Teaching Speaking**

Students are lack on English usually because they have low motivation in learning English. It was carried out by Nauli (2014) that there are three parts of problems or difficulties in speaking English. They are cultural difficluties, English difficulties and communication problems. According to Syakur (1987 as cited in Nauli 2014) explained that speaking is complex skill because at least it is concerned with components of grammar, vocabulary and pronunciation. Like Nuraini (2013) indicated that the main challenges factor that English teacher faced in teaching in this research are academic factors they are students demotivating and low students' basic English ability. English speaking is also not easy for students, since they must study hard if they want fluency and good comprehension to speak therefore they must learn more about Vocabulary, Pronunciations, Grammars and they must have willingness. Based on Chens' research (2009) entitled: A Pilot Study of some ROCMA Cadets' Difficulties in English Speaking students' common difficulties are they did not confident, limited fluency and limited vocabulary.

In addition, Raba'ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the

necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Among many problems related to learning speaking English, there are some of them that can be found in almost all journals and research discussing about difficulties or problems in learning speaking English. Here are some of them:

#### 1. Lack of Pronunciation

Many students think that good English speaker assessed by the correct grammar and good pronunciation. Like Burnkart, (1998) argued that speaking is the most important language skills that need to be controlled, and it assess learning achievement based on mastery of speaking skills. However, speaking skill is considered as a hard skill to master-the most complex and difficult skill to master (Hinkel, 2005, p. 485). According to Syakur (1987 as cited in Nauli 2014) explained that speaking is complex skill because at least it is concerned with components of grammar, vocabulary and pronunciation. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11). Hetrakul (1995:76) states that “The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different.

Pronunciation refer to the production of sounds that includes attention to the particular sound of language (segment), such as intonation, phrasing, stress, timing, and rhythm (Centre, 2012). Students’ lack of pronunciation also can effects students problem in speaking. In English pronunciation, it has some components that students should understand such as vowel and consonant sounds,

timing and stress pattern, intonation and rhythms and also spelling. For instance, learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

## 2. Lack of Vocabulary

The students' difficulties when speaking English were vocabulary. According to Sheila (2015), the students do not know the vocabulary, then they use Indonesian language when they have to speak English. It is too pity because they will use Indonesian language for several time. It is an evidence that conversation requires vocabulary mastery. A students have not confidence in speaking English because they are afraid if they choose the wrong word.

Hetrakul (1995:76) states that "Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary".

Nauli (2014) said that without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Similarly, Hornby (1986:959) conclude that vocabulary is stock of words or sets of lexis, which will be combined with the certain rules in making up the language: also vocabulary has function to other four skills effectively. Nirana (2015) explained on her thesis that the difficulty which participants found in learning English, such as English translation, pronunciation, vocabulary, speaking even one of them admitted she did not like arranging the words and English formula because it is difficult to understand. The majority of the participants admitted that they have difficulties in translation and vocabulary.

Vocabulary refers to the words that speakers use when speaking. So in this case, the students should have much vocabulary to get successful communication. For instance, when a student is talking and then gets stuck because she/he does not know what words to say, the point of communication cannot be delivered to the listener. In conclusion, in order for a conversation to run well, the speaker must have much vocabulary.

### 3. Lack of Self Confidence

Dina A & Ghadeer A (2014) in the analysis of their study entitled an investigation of the difficulties faced by EFL Undergraduates in speaking skills that used qualitative method reveals that the 566 undergraduate students in the sample possess low self-efficacy perspectives, which means they have low self-confidence in their ability to communicate in English. Similarly, Nauli (2014) in his thesis explained that students feel inferior when people don't welcome them if they speak English they also think that mockery coming from people around them reduces their desire to speak and practice English, especially speaking skill. They said that self-confidence becomes the important thing of having passion to practice and speak English outside the classroom.

Chang & Cho (2003), they reported that the demotivating factors in English language learning were learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship, punishments, general and language-specific anxiety, lack of self-determination and poor classroom management.

Being a shy person will influence students' confidence in speaking. Students who lack confidence will get difficulty to deliver a sentence. It might cause them to be afraid to make a mistake. Besides, the students are afraid of getting mockery from friends. Students' mockery also influences students' confidence in talking. One example, a student

master linguistic knowledge in speaking, but she/he shy to speak in English because she/he always get mockery from their friend.

Anxiety appears from the students' inner feeling spontaneously when they are speaking English. For instance, the students believe that other students are smarter than him/her. This phenomenon will disturb their psychology, as a result, student's willingness in speaking will be down. Attitude in speaking activity is very important, based on context students have to choose the appropriate attitude in order to get the good speaking situation. Attitude involves evaluation by which to attack good or bad qualities to a topic, an organization or a person. Attitude contain the way expressing feeling. For one example, the students give information about bad news but the information without expressiveness of sad, in this case, the information is not too convincing.

To sum up, language need expressiveness in order the listener easy to understand what the speaker says. Emotion refers on students' mood to speak up at particular time. If the condition of students is unmood, it also influenced students' willingness to say something or short conversation will be happen. Sometimes, short conversation cannot create clear message to the listener. Therefore, it can be concluded that not only shyness, anxiety and attitude that influence effective communication, but also 'mood'.

### **E. Previous Study**

Previous study sheds light on the past research carried out in the present field along with the critical review of them as compared to the present research. The review of previous study in this research is as follows:

Safrianti, Lina (2018), *Teachers' Strategies In Teaching Speaking Skills And Students' Perception Toward Teachers' Strategies At An English Education Department*. This research adopted descriptive research.

In this research, the researcher attempted to find out teachers' strategies in teaching speaking skill and students' perceptions toward teachers' strategies in teaching speaking skill at an English Education Department. The subject of this research were two English teachers that teach students of batch 2016 and three students that joining the subject of Listening and Speaking for Daily Conversation and they were chosen based on some criteria. First, they were teachers who have been teaching speaking more than one year and they have experience in improving teaching strategies. Second, they should be teachers who teach the students of batch 2016 the subject of Listening and Speaking for Daily Conversation. Third, they were accessible and willing to talk, discuss, express and reflect their ideas, knowledge, and experiences. The reason why the researcher chose Listening and Speaking for Daily Conversation because the researcher wants to know more about the speaking ability of different students like the strategy used by both students and teachers in the class. From this subject, Listening and speaking for Daily Conversation also encourages students to be more active in the class to use simple x or daily language. This research was conducted at an English Education Department and the data collected was organized through the research problem. The finding revealed that the strategies that were used by some English Education Department teachers to improve students speaking skill were group discussion, group presentation, brainstorming, and role-play. In addition, related to the students' perception toward the teachers' strategies, the researcher found some perceptions such as, role-play and group presentation strategy that can improve the students' confidence in speaking, for example, first, two strategies make the students feel easier to speak up in front of their friends. Second, brainstorming strategy makes the students easier to share their ideas in the class. Third, role-play strategy allows the students to have more vocabularies. Fourth, group discussion strategy makes the students to be more active and creative in the class. Fifth, group discussion strategy makes the students to know how to be a



good teamwork. And then, brainstorming strategy can help the students recall learnt materials. The last, brainstorming strategy makes the students feel easier to do the task.

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 objective of the research are: (1) to identify the strategies used by the English teacher in teaching speaking class. (2) To find out the problems faced by the English teacher in teaching strategy on speaking class. The research methodology in this research is a descriptive-qualitative design. The subject of the research is the teacher and students of full day class at the seventh grade of Junior High School, in here only one teacher and the students it is consist of 32 students that one class only. Ur the strategies in teaching speaking that are: use the group work, based on activities on easy language, give instruction or training in discussion skills, and keep students to speak the target language. The techniques of collecting the data in this research are: three observations and doing interview with English teacher. This technique of data analysis which used in this research was interactive model of analysis, the model of data analysis from Miles and Huberman. That are: colleting the data, reducing the data, presenting the data and drawing conclusion. In this study used data triangulation, source and theory. This research finding that the teaching strategies used the teacher in speaking class of full day class at seventh grade in MTsN 6 Boyolali. The first meeting, the teacher in teaching speaking skill used three strategies that are: used keep students to speak the target language, base the activities on easy language, and the teacher used the group work. The second meeting, the teacher in teaching speaking skill used three strategies that are: base the activities on easy language, used keep students to speak the target language, and give some instruction or training in discussion skills. The third meeting, the teacher in teaching speaking skill used three strategies that are: the activities on easy language, keep students to speak the target language, and give some

instructions or training in discussion skills. Based on three meeting above, the teacher in teaching speaking skill oftentimes base the activities on easy language, keep students to speak the target language, and give instructions or training in discussion skills. The problems faced by the teacher in teaching speaking process were: the students had lack of vocabulary, the students afraid and shy to speak English, Silent only, Mispronunciation, the students had lack the vocabulary. The researcher hopes that will inspire the English teacher to use these strategies in teaching learning process.

Devi Widyaningsih; Rr. Hasti Robiasih (2018), *Teacher's Strategies In Teaching Speaking Skill For Eleventh Grade Students At Sma Bopkri 2 Yogyakarta*. The objectives of this research are (1) to describe the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and (2) to find out how the English teacher applies the strategies in teaching speaking. This research is descriptive qualitative in the form of a case study. The data were collected from observation and video recording of XI IPA 1, XII IPA 2, and XI Bahasa. The data were transcribed, identified, described, and analyzed by using theory of Shaun Killianof on strategies in teaching speaking. The results indicate that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed.

Leffi Noviyenty (2018), *Strategies in Learning and Techniques in Teaching English Speaking*. This research is descriptive which tries to describe and elaborate the students of SMAN 1 Curup's strategies in learning to speak English and their English techniques in teaching them to speak. There were 47 third year students selected as the sample from 8

classes and 7 English teachers. The instruments used in this study were questionnaire which were given both to the students and teachers with different items and also interview guidance. The findings showed that the strategies used by SMAN 1 Curup's students in learning to speak English were classified into metacognitive strategies, cognitive strategies, social strategies, and affective strategies. The English teacher techniques in teaching student were roleplay, group presentation, group discussion, speech competition, dialogues, direct correction, speaking in group, debate competition, games, and listening song.

Rosa Adriana May Melendez, MA et., al (2014), *Teaching Speaking Strategies To Beginners*. The objective of the research was to train the students on these basic speaking strategies so that they could use them regularly. The methodology to develop the sessions consisted in three stages: 1) a pre-task to know the participants' previous knowledge of speaking strategies, 2) the training sessions, which were taught through formal instruction and practice in oral tasks and, 3) a post task to show if the frequency of strategy use increased after instruction. In order to analyze the progress of the participants, a questionnaire to collect previous knowledge about the students' oral strategies, and a check list to analyze the video recorded sessions were used. The results from the post task showed there was an increase in the use of the strategies. Satisfactorily, the students showed more confidence when communicating or expressing themselves orally.

Yingjie I. J. Yang (2014), *The Implementation Of Speaking Fluency In Communicative Language Teaching: An Observation Of Adopting The 4/3/2 Activity In High Schools In China*. The research in the article is associated with the EFL learners' speaking fluency and the context of communicative language teaching. Thus, an observation of adopting the 4/3/2 activity in the high schools in China is to point out the lack of speaking fluency development is neither beneficial nor sufficient for CLT; to find out the major achievements of the speaking fluency practice in long

term; and to justify the speaking fluency is a trainable skill in the context of CLT. Nonetheless, the obtained results indicate both the EFL teachers and learners are taken into account for the effectiveness and achievement of fluency development in speaking. Findings in data and factor analysis suggest that the EFL teachers should draw attention on relevant pedagogical implication and the EFL learners are strongly encouraged to put efforts on learning strategies. Such considerations are necessary to be involved in the EFL teaching and learning. Therefore, the conclusion of study is, within a collaborative learning environment, the implementation of the speaking fluency is took place dramatically to enhance the effectivenesses of CLT and that indeed needs a long term effort, patience and monitoring in the EFL class.

Dedi Efrizal (2012), *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*.<sup>16</sup> In this research, the writer mentioned about communicative language teaching. The researcher knows about communicative language teaching is general method that she studied. It should also be focus on one of communicative language teaching to teach speaking. It is impossible whether the writer use all of kinds of communicative language teaching one meeting in the class.

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

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

The research design which is used in this study is descriptive qualitative research. Burns and Grove (2003: 19) describe a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning”. Parahoo (1997: 59) states that qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual. Holloway and Wheeler (2002: 30) refer to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”. Researchers use the qualitative approach to explore the behaviour, perspectives, experiences and feelings of people and emphasise the understanding of these elements.

According to Ary (2002: 37), qualitative research is conducted to describe the current status of phenomenon that exists at the time of study.

“Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observations, focused interviews, and historical”.

Based on the explanation above, the current status of phenomenon in this research is the instructional design for the teaching of English speaking at Gama English Course (GEC) which consists of instructional material, and media in teaching speaking. The purpose of this research was to describe the strategies used by the teachers at Gama English Course in teaching speaking to the students.

## B. Setting of The Research

The setting of the research consist of location and time in which the reseracher conduct the research. The research setting will be explained boardly as follow:

### 1. The Location of the Research

This research was carried out in Gama English Course, located in Jl. Slamet Riyadi No.220, Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57169, Indonesia

### 2. The Time of the Research

Time is an important element of any research design, and here the researcher conducted the research on June to August 2018. This research was held during the English teaching and learning process. The schedule will be adjusted with the time table of the program.

**Table 3.1 Schedule of the research**

No.	Activities	June	July - September	October - December	January-July
1	Title submission and approval	✓			
2	Observation		✓		
3	Writing Research Proposal		✓	✓	
4	Seminar Proposal			✓	✓

## C. Subject of the Research

Research subject is an individual who participates in the research study is someone from whom data are collected. Subjects in a study are required to get the needed information. Lodico et.al (2006: 266) revealed “Depending on

the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study". It means that in qualitative research, the researchers select their subject based on the subjects' knowledge which is capable to answer the question.

In this research, the subjects or informants are the English teacher and students of Gama English Course. The researcher focuses the subject or informant in the class of Power Speaking because it was the best choice for someone who wants to be able to speak better in any situation.

They was selected by using purposive sampling technique, which analyzes the data based on the problem statements attempts to find out. Sutopo (2002) stated that in the purposive sampling, a researcher has a tendency to choose the informant based on the position of certain access that is considered having information related to the problem statement and believable to be the source of data. The source of data here is not as a source of data that represents the population but more represent the information needed.

#### **D. Source of Data**

Bodgan and Biklen (in Moleong, 2002: 73) cite that data refer to the rough research materials collected from the world they are studying, they are particulars from the basic analysis. There are the sources of the data in this research include event, informant and document.

##### 1. Event

The event was in the form of the English speaking teaching process at Gama English Course either in the classroom or outside the classroom.

##### 2. Informant

The informants of this research are the teacher who taught English speaking in the Speaking class at Gama English Course and the students.

##### 3. Document

The document in this research was entire document related with the activity of English speaking in the Speaking class. The researcher used

recording to record the teacher and students' interview. It was used to analyze the teachers' strategies, the implementation of strategies and the problems of teaching speaking with their solutions.

### **E. Technique of Collecting Data**

The meaning of the data collection is a technique for obtaining scientific information considered in the study, the result obtained, so as to support the research as a whole. According to Cresswell (1994: 148), "the data collection steps involve (a) setting of boundaries for the study, (b) collecting the information through observations, documents, and visual materials, and (c) establishing the protocol for recording information". In this research, the researcher collects data through several ways as follows:

#### **1. Observation**

According to Ridwan (2004:104) observation is a data collection techniques, researchers conducted observations directly to the object of research for a close look at the activities carried out.

Observation conducted at Gama English Course. The researcher observed the teaching and learning activities in the Speaking class of Gama English Course. The observation sheet was used by the researcher to observe the situation in the teaching and learning process in the classroom which will be done five times from September to November 2018. Observation also conducted outside the classroom with the English teacher since there is an outclass program for the Speaking class conducted by the teachers.

#### **2. Interview**

Kumar (2011:137) stated that interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others. There are many definitions of interviews. According to Monette (1986: 156), "an interview involves an interviewer reading questions to respondents and recording their answers".



In-depth interview is a technique of data collection that is based on an intensive conversation with a specific purpose. Interviews were conducted to obtain information regarding the various issues raised in the research. Here, the information needed is the strategies used by the teachers in teaching speaking as well as the problems arise in teaching speaking. In this research the researcher conducted interview with the teachers and the students. The interview used to strength the data about the strategies applied by the teachers, then to find out the problems and problems solving in implementation of teachers' strategies.

### 3. Documentation

Documentation is constructed from word "document" that means something either written or film which researcher doesn't prepare before or researcher doesn't take a role (Maleong, 2004: 161). This technique is used by researcher to support the data collection from interview and observation. This method is to collect data of the vision, mission, goal, and curriculum, history of school, teacher and official, students, syllabus, lesson plan, and teaching material. The documents was gathered by the researcher from the teachers and administrative.

## **F. Technique of Analyzing Data**

The researcher obtained the raw data after collecting the data. The data then will be analyzed. The data analyze in qualitative research. According to Bogdan and Bilken, is an effort conducted by the researcher in order to organize the data by reducing the data into the organized units, synthesizing the data, finding the pattern, finding the important data, and deciding what to present to the others (Moleong, 2008: 248).

The data in this research were analyzed by using a descriptive study. It is based on the fact that researcher has made limitation of the research before conducting the research. This research is limited on the instructional design used as the teaching of English speaking procedure at Gama English Course and the data analysis is taken from the students of the Speaking class.

According to Miles and Huberman (1984: 21-23) The data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification. Then, the researcher adopted the framework of techniques of data analysis developed by Miles and Huberman with the description as below:

#### 1. Data Reduction

Reduction of data means a process of choosing, centering attention, abstracting and transforming the hard data which is took from field of research. This process is run since the research happened, from the beginning of the research to the end of research. In the process of data reduction, researcher has to find the real valid data. When the researcher knows the trustworthiness of data is still less, the data will be rechecked to other informant as the source of data.

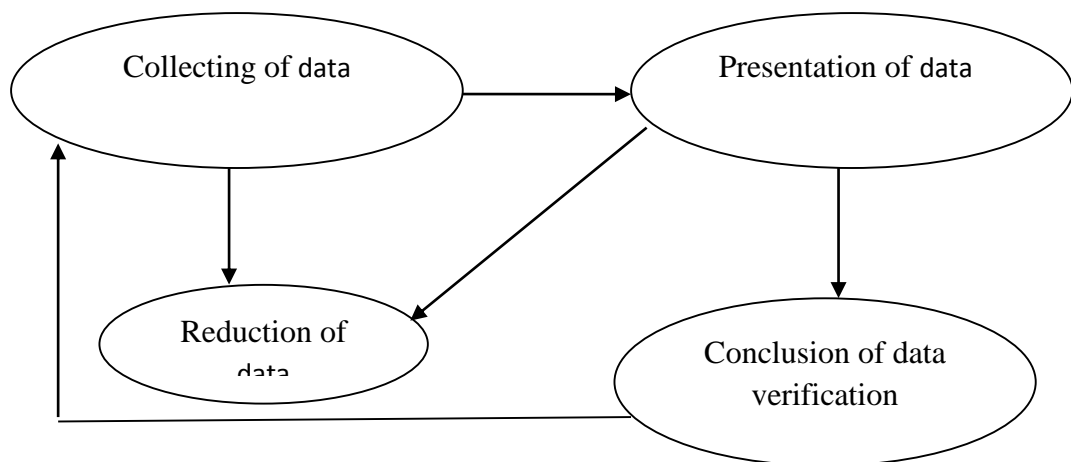
Reduction of data is done as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note, summary and coding the data source, and focusing in collecting data are needed when we are doing research. It means that this process aims to reduce, to shorten, and to reject which one is important data and which one is not. Then researcher analyzes with detail to get conclusion of data.

#### 2. Data display

Presentation of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to rearrange and to reintegrate all of data collection from research's field. The data is data that has been selected, shorted, and coded in the step of reduction of data. The presentation of data is done by arranging the information systematically in a description form that explains about the researcher's conclusion. The researcher's conclusion is in a logical and systematical sentence so that it can be understood by reader.

#### 3. Conclusion of data (verification of data).

In this step, firstly, researcher makes a formulation of propositions related with the logical principal, becoming the proposition as the finding of research, and then doing so deep analysis to the data for times. For the next step, the researcher reports his research finding in detail that shows the new finding different with the other research. Base on the explanation above, it can be drawn as the diagram below:



Diagrams 1.1  
Data Analysis of Interactive Model from Miles and Huberman (1994)

### G. The Trustworthiness of the data

To get the validity and reliability of the research, the researcher used triangulation. Setiyadi (2006: 31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately.

According Lexy, (2000: 178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin in Lexy (2000: 178) divides triangulation into four kinds, they are; triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. The explanations will be present below:

- 1) Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
- 2) Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.
- 3) What means triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
- 4) The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation of method. It was done by comparing the data taken from observation held during teaching and learning process and the data from interview. In validating the data, the researcher observes the process of the teaching learning process, while also observe the problems appeared; the researcher did the crosschecking by comparing them to the data of interviews.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher discuss about the findings of the research and provides discussion on the findings. The findings and discussion in this research are descriptions about (1) the strategies of teaching speaking, (2) the problems appear in the implementation of strategies in teaching speaking, and (3) the problems solving.

#### **A. Research Findings**

In this section of the chapter, the findings of the research obtained by the researcher in the field of study is presented. The data in this research was gathered by using the technique of data collection of observation, interview, and document analysis.

The researcher performed the research from June 10, 2019 to June 20, 2029 2015. The following table presents the information related to the process of research conducted by the researcher:

Table 4.1 Research Activities in the Field of Study

Date	Activities
June 10, 2019	Observation 1: Conducting observation on the process of teaching and learning (first time)
June 11, 2019-June 13, 2019	Interviewing, obtaining the documents or data

June 17, 2019	Conducting observation on the process of teaching and learning (second time)
June 18, 2019	Conducting observation on the process of teaching and learning (third time)
June 19, 2019	Conducting observation on the process of teaching and learning (fourth time)
June 20, 2019	Conducting observation on the assessment (oral test)

The researcher performed the research from June 10, 2019 to June 20, 2019. On June 10, 2019, the researcher did the first observation (observed the activities of teacher in the classroom) for the first time. On June 11, 2019 to June 13, 2019, the researcher made appointment to see with the Director, English teacher, administration staff, and students of Gama English Course, then interviewed them and took some documents to support the findings from observation and interview. On June 17, 2019, the researcher observed the teacher activity in the classroom for the second time. On June 18, 2019, the researcher observed the teacher activity in the classroom for the third time. On June 19, 2019, the researcher observed the teacher activity in the classroom for the fourth time. Then, on June 20, 2019, the researcher did observation to see the assessment made by the teacher on the speaking ability of the students using oral test.

According to the data collected through the observation, interview, and document analysis, the researcher provides findings which are divided into the following sections:

### **1. General Description of Gama English Course**

Gama English Course is an English course with 12 branch offices in Central Java, Jogja and East Java. Currently, Gama English Course has 26 years of experience in helping students to learn English. GEC (Gama English Course) provides an easy way for students to be able to speak English in a very short time. Only 24 times during the meeting, students already can speak English fluently and well. GEC must have a method that can be trusted. GEC has been trusted for over 26 years with an accurate and easy method of learning. GEC method already has a patent license.

Gama English Course has several programs start from young learners to adults. It has also test preparation program such as TOEFL preparation. The programs are described as follow:

#### **a. Elementary Class**

Elementary is the next level of Primary. There are three levels in this program at Gama English Course. This course or program is specifically designed for elementary school children. This program is specifically designed to gradually integrate children's skills (vocabulary, grammar, speaking, listening, and reading) in English, so that children will begin to be trained to be able to communicate in English well. This program helps children speak English fluently and confidently by providing an English speaking atmosphere/

environment and the opportunity to use English as often as possible. In each meeting, the teacher will combine the fun learning method (learning while playing). The program material is divided into several levels, according to the child's age and educational level.

As Gama English Course students, they can learn by using the Gama English Course method which is fun and gets the basics of English, also trains children's confidence, develops social and cognitive skills.

b. Conversation Class

GEC Conversation Class is an innovative new English course for teenagers aged 12-17 years (junior high school (SMP), high school (SMA), and vocational school (SMK)) that was developed specifically to complement the lives of busy teenagers, and help them achieve their learning goals. After years of learning English with school methods that do not help students, GEC comes with very fast English learning innovations. In 24 meetings, students will be guaranteed to be proficient in English actively.

c. Power Speaking

Power Speaking is an advanced program after the conversation level. In the conversation stage, students will be helped to understand basic grammar and be motivated to be confident and brave about their abilities. Power Speaking is designed to maximize students' speaking



abilities so they are bolder, able to deliver accurate and good pronunciation.

d. TOEFL Preparation Class

In this TOEFL course program, students will get various tips in solving various types of TOEFL questions, ranging from reading, listening, and writing. The GEC curriculum is designed so that students can fully understand each session of the material. Students are able to get the best score in the TOEFL test, starting from reading, listening, and writing.

e. Private Class

Gama English Course private class program is an innovative, creative and structured English language program from Gama English Course. Special methods developed over 26 years will be able to make students proficient in English in an instant meeting with limited number of students. Private class is designed to help in improving the speaking skill of English and building confidence of students in speaking English. In this program, communicative teaching methods are focused on improving the competency of communicating in English using techniques such as speaking without thinking and imitating techniques while encouraging students to use English as often as possible with the integration of proper grammar and good pronunciation.

f. Partner Class

Partner Class is an innovative, creative and structured English program from Gama English Course. Partner Class is a program specifically designed by Gama English Course for children aged 3-9 years. As Gama English Course students, students will learn using the fun GEC method and get the basics of English, GEC trains children's confidence, develops social and cognitive skills.

In this research, the program observed was the Power Speaking Class at Gama English Course. It is an advanced program after the conversation level. At Gama English Course, the Power Speaking are designed for students and professionals at all levels who want to develop and improve their practical English skills. The courses offer students the chance to practice their speaking skills, communicate, express their opinion in English and engage in debates and presentations in a non-threatening environment on a range of abstract topics and issues.

Improving the speaking skills of students is the main objective of the course. It covers the fluency, accuracy and pronunciation, and students also spend time on grammar, reading, and writing. The classes are mostly private (1:1), which means that the students get the personal attention they need. Participants are given plenty of opportunities to practice the spoken English language and this program includes mandatory daily vocabulary tests and self-study.

Communicative English is the special focus of the course content of Power Speaking program. It also provides the opportunity for students

to speak out in order to activate their base of passive English vocabulary. Every meeting, students must take a vocabulary test that is graded. In addition to teaching the linguistic aspects of English, it place great importance on giving their students the tools and strategies necessary to use English in a global environment. This includes how to express opinions logically and how to interact appropriately and confidently.

This course is recommended for the students who want to improve their speaking skills in a short period of time. This course provides the details in speaking subjects and is designed for teaching effective speaking skills. Speed Speaking, Active Class conversation, Survival English are special subjects of this curriculum.

## **2. Strategies applied by teachers in teaching speaking**

After conducting observation and interview to the subject of the research, the researcher obtained the first findings which is the strategies of teacher in teaching speaking at Gama English course. The data were also obtained from documentation. They are described as follow:

### **a. Teaching and Learning Speaking Process**

In this part, the researcher provides information on the teaching and learning speaking process which was obtained from the observation made by the researcher. The process of teaching and learning is explained before the results on the strategies used by the teachers in teaching speaking.

The results of observation in the teaching and learning process show that the English teacher at Gama English Course design the

teaching speaking consist of some activities in accordance to the set of plan and a certain times. Here, researcher also observed the procedures that the teacher used in teaching speaking by using observation sheet to obtain complete data on the process. In this case, the researcher wants to get a detail information about the strategies that applied by the teacher in teaching speaking to the student from the process of teaching and learning. The detail of teaching and learning speaking based on the observation can be seen as follow:

1) First Meeting: June 10, 2019

Theme/ Topics: **Interviewing Celebrities**

Language Focus: Direct and Indirect Questions, Reported speech

Table 4.2 Meeting 1 Observation Sheet

Steps	Activity
Opening	Greeting and checking the attendance
Preparing the Class	Preparing the material, brainstorming
Explaining the lesson	Drilling and repetition, discussion, role play
Reassuring the students	Asking the students one by one
Praising and giving warning	Giving some appreciation to the students
Clarification	Giving the students opportunity to speak, then the teacher clarifying the mistakes

Asking questions	Giving direct question for the students either individual or general
Ice breaking (when the situation of the class become stuck or boring	
Closing	Asking the students to conclude the lesson and reviewing in brief

Data on observation at the first meeting, on June 10, 2019, showed that the topic or theme of the lesson was about “Interviewing Celebrities” and Direct and Indirect Questions, Reported speech were the language focus to be taught in the lesson. Here, the teacher opened the class by greeting the students; asking their condition and checking their attendance by calling their names one by one. Then, those who present on that day will raise their hand. After that, the teacher prepared the material.

It showed that the teacher asked the students about something which is related to the material or topic in this lesson before the teacher started the lesson, such as (1) Who is your favorite celebrity?, (2) Why do you like him/ her?, (3) What movie does he/ she play?, (4) What do you like about your celebrity appearance?, (5) What do you know about your celebrity? Where does your favorite celebrity live?. The teacher explored the background knowledge of students about the topic that they would learn and discuss. It is also called as warming up or brainstorming.

In the step of explanation, at first, the teacher divided the students sit into group discussion (pair discussion). Next, the teacher explained the theme/ topic of discussion and material, which is about “Celebrity interview” using Direct and Indirect Questions, Reported speech. Then, the teacher delivered the handout to the students and gave some vocabulary related to “Celebrity Interview” topic, asked the students to repeat some words and sentences. After that, the teacher asked the students to choose their favorite celebrity and make a conversation between the Celebrity and Fans. To start this activity, the teacher asked the students to draw up a list of interview questions. The teacher asked to write them down so that they can concentrate on forming the questions. Then, the teacher looked at the list of questions made by the students and reformulate them if the teacher found any mistakes in the formulation of question. With this lists, the students can then take it in turns to interview each other. Last, the selected group presented the role play entitled “A Fans Meeting with Celebrity” in front of the class. The students adopt a role play they made and play the interviewer. After the interview, the students were asked to report about their favorite celebrity using reporting verbs using verbs like say, tell and mention.

Then, the teacher asked some questions related to the material to students one by one to make sure that the students

understand about the topic and material. Students then answered it. The teacher always give appreciation to the students. The teacher usually say “great job”, “fabulous”, “excellent work”, etc. These words were often said by the teacher since the teacher wanted their students felt comfortable and much appreciated. By doing this, the students can have more confident in practicing speaking and more motivated to follow the lesson. Meanwhile, the teacher will correct the students answer if they make some mistakes or give wrong answer or not appropriate answer. The teacher never give punishment but give opportunity to another students to answer the question or correct the mistake. After another students answered the question, the teacher would clarify it.

Based on the observation made by the researcher, it was found that before the class ended, the teacher asked the students to remember the lesson that they have learnt and asked them to close their books or modules. Then, the teacher asked some students to present their opinion on the topic that have been discussed, which is about “Interviewing Celebrities using direct and indirect question” and also give comment to their friends performance. It showed that to end the teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, and then the teacher answered the questions,

after that the teacher closed the lesson by saying “see you in the next meeting”.

2) Second Meeting: June 17, 2019

Theme/ Topic: Agreement or Disagreement

Language Focus: Reaching consensus, Agreeing and disagreeing

Table 4.3 Meeting 2 Observation Sheet

Steps	Activity
Opening	Greeting and checking the attendance
Preparing the Class	Preparing the material, brainstorming
Explaining the lesson	Drilling and repetition, presentation, debate
Reassuring the students	Asking the students one by one
Praising and giving warning	Giving some appreciation to the students
Clarification	Giving the students opportunity to speak, then the teacher clarifying the mistakes
Asking questions	Giving direct question for the students either individual or general
Ice breaking (when the situation of the class become stuck or boring)	
Closing	Asking the students to conclude the lesson and reviewing in brief



The data on the second observation, on June 17, 2019, showed that the English teacher gave material about “Reaching consensus, Agreeing and disagreeing”. In the opening step, the teacher’s activities were the same as in the first observation. The teacher began the teaching and learning process by greeting, asking the student’s condition and preparing the material and media for teaching.

Similar to the first observation, to explore the students’ background knowledge of material that they would learn before starting the lesson, the teacher applied brainstorming strategy. Since the material given by the teacher was about “Agreeing and Disagreeing”, the teacher asked some questions related to the material such as: (do you agree that smoking should be banned?, do you agree if video games are a waste of time?, do you agree or disagree if alcohol should be illegal?).

In the explanation step, the teacher divide the students into several groups, then delivered the handout to them. In this step, the teacher gave the students about some expressions of agreeing and disagreeing. After the teacher started to explain the material, then the teacher asked the students to repeat some words and sentences or expressions to be used to express agreement or disagreement. The teacher said the expression, and the students will repeat afterward. To practice the speaking, the teacher used presentation

and debate strategy. In this lesson, the teacher asked the members of the group to pointed leader. Then, the teacher ordered the leader of the group to pick up one of debate topic that has been prepared randomly, such as: Sex education should be taught in schools, Teachers should be allowed to carry guns, Software piracy is not really a crime, etc. After that, each group must elaborate the debate topic and present it in front of the class. Other groups will give their comments using expression of agree or disagree.

To check the students' understanding about the material being taught, the teacher asked some questions related the material one by one to the students, such as about the use of agreement or disagreement expression or some expression related to it. The teacher also appreciate everything that have been done by the students by saying "great job", "fabulous", "excellent work", etc.

In closing the session, the teacher's activity was similar to the first observation. The teacher reviewed all lessons that has been taught and ordered one or two of the students to conclude the lesson. The teacher also made sure that the students can apply the expression of agreement or disagreement in English in their daily conversation.

### 3) Third Meeting: June 18, 2019

Theme/ Topic: Phrasal verb recast

Language focus: Phrasal verb

Table 4.4 Meeting 3 Observation Sheet

Steps	Activity
Opening	Greeting and checking the attendance
Preparing the Class	Preparing the material, brainstorming
Explaining the lesson	Drilling and repetition, discussion, role play
Reassuring the students	Asking the students one by one
Praising and giving warning	Giving some appreciation to the students
Clarification	Giving the students opportunity to speak, then the teacher clarifying the mistakes
Asking questions	Giving direct question for the students either individual or general
Ice breaking (when the situation of the class become stuck or boring)	
Closing	Asking the students to conclude the lesson and reviewing in brief

The data on the third observation, on June 18, 2019, showed that the teacher activity in the opening step was similar to the first and the second meeting. The opening of the teaching and learning process was done by the teacher by greeting, asking the

student's condition and preparing the media and material needed. In this meeting, the material was about "Phrasal verb".

Then, similar to the first and second observation, brainstorming strategy was used by the teacher to explore the students' background knowledge of material that they would learn before starting the lesson. In this activity, the teacher asked the students to identify phrasal verb. Here, some statements were written by the teacher on the whiteboard, then the students must identify the part of the statement which belong to phrasal verb. The statement is: "*A few years ago, I gave private lessons to a lawyer from Pakistan. His command of legal English was far better than mine, however, his conversation was stilted, formal longwinded and curiously old-fashioned*". After this, the teacher delivered some phrasal verbs list to the students, such as: break out, called around, call something off, call on somebody, clam down, check in, etc. Then, the teacher asked the students to pronounce the words list after the teacher and explained the meaning to the students.

In the explanation step, the teacher explained more detail about phrasal verb to the students. Then, as usual, the teacher divided the students into groups. In this activity, the teacher asked each group to find a document written in formal English such as letters, emails or marketing materials. Then, the students in the group must go through the document and underline the verbs used.

After that, the teacher asked the students if they know any phrasal verbs which have a similar meaning and rewrite the sentences. For example, *I will collect the samples at 8am could be rewritten as I will pick up the samples at 8am.* If the learner struggles with this, the teacher will show them the phrasal verbs. To make this a speaking activity, the teacher told the students to make a role play, for example, they are going to make a role play about phone calls and communicate the information in the document orally. The teacher gave the students a few minutes to note down the key points but asked them to write phrasal verbs rather than the original verbs. Then, the students must do the conversation and the teacher encourage them to make their language as ‘natural’ as possible.

To check the understanding of students on the material that was being taught, some questions related the material were delivered by the teacher one by one to the students to make sure that the students understand the lesson that already been taught. And the students answered it. The teacher also appreciate the students’ work by saying “great job”, “fabulous”, “excellent work”, etc.

In the closing step, the teacher did the same activities as the first and second observation. All the material in the subject matter that has been taught always reviewed by the teacher. The teacher also ordered one or two of the students to conclude the lesson.

Finally, the teacher also made sure that the students have taken note of the material and able to practice the material in their daily conversation in English.

4) Fourth Meeting: June 19, 2019

Theme/ topic: Resolving Disputes

Language focus: Conditionals used in negotiating, rejecting ideas

Table 4.5 Meeting 4 Observation Sheet

Steps	Activity
Opening	Greeting and checking the attendance
Preparing the Class	Preparing the material, brainstorming
Explaining the lesson	Drilling and repetition, discussion, role play
Reassuring the students	Asking the students one by one
Praising and giving warning	Giving some appreciation to the students
Clarification	Giving the students opportunity to speak, then the teacher clarifying the mistakes
Asking questions	Giving direct question for the students either individual or general
Ice breaking (when the situation of the class become stuck or boring)	
Closing	Asking the students to conclude the

	lesson and reviewing in brief
--	-------------------------------

The data on the fourth observation, on June 19, 2019, showed that the teacher activity in the opening step was also similar to the first, the second, and the third meeting. The opening of the teaching and learning process was done by the teacher by greeting, asking the student's condition and preparing the media and material needed. In this meeting, the material was about "Conditionals used in negotiating, rejecting ideas". Meanwhile, in this fourth meeting, the teacher was accompanied by native speaker since the students will have assessment on their speaking progress. At Gama English Course, in the Power Speaking Program of, the speaking progress of the students is be tested by native speaker who are invited during few session in the program.

Similar to the first and second observation, to explore the students' background knowledge of material that they would learn before starting the lesson, the teacher used brainstorming strategy. In this activity, some material for practicing phrases to give opinions, agree and disagree with opinions, offer, accept and reject possible solutions was used by the teacher for simulation. For this, the teacher provided some issues from problems with parents, teachers, siblings and friends into several issues like work,

marriage, education of our children, business deals, and financial services.

In the explanation step, the students were not divided by the teacher into groups. And, the teacher only explained in brief about the material which is about Conditionals used in negotiating, rejecting ideas. Since it is a speaking test, the students worked individually and practiced their speaking with the native speaker. In this activity, some role play or scene which is relevant to the students was created by the teacher. For example, if they work for a company, the dispute could be based around promotion or a salary increase. If they are university students, the dispute could be about a student grant. If they have children, the dispute could be about a behavioral issue at their school. When a student have decided upon the scenario, choose roles with the native speaker. For example, the native speaker, might play as the boss and the student could be a disgruntled employer, angry because they have not received their annual bonus. Then, individually, answer these questions: 1. What is the cause of the dispute? 2. What is my objective for having this conversation? 3. What am I prepared to offer to make sure I get what I want? 4. What will I not do to get what I want? 5. Am I prepared to change my objective? If so, how much?. In this case, the teacher only make notes about the student's use of language at the same time and record it and play it



back and analyses the language used by the students to assess the progress of student's speaking skill.

To assess the speaking skill of students, the teacher asked some questions about how the learner felt performing the simulation or role play with the native speaker. The teacher praised the students for holding their own in a negotiation with a fluent English speaker. The teacher also provided feedback on the performance of students and gave correction of incorrect language and identify any useful language they emerged in the task. The students can also listen to the native speaker opinion on their speaking progress.

In the closing step, the teacher reviewed about the students' performance in the oral test and given opportunity for the students who still have low progress on their speaking during practice with the native speaker and repeat it in the following meeting.

After reviewing the observation, it can be concluded that in the process of teaching and learning speaking in the Power Speaking Program at Gama English Course, the teacher planned the lesson, prepared materials, achieved the learning goal and the students condition well. The teacher can control the classroom activity well in teaching speaking and the students participate well in the learning. In general, from the observation, it was found that the teacher has given the best performance in teaching and handling the students. It can be

seen from the students' participation and activeness in the learning where they were very interested and enthusiastic in the teaching and learning process. In addition, the process of teaching and learning was appropriate with the teaching material and purpose of the teaching and learning. However, still there was weakness in the process such as the time that the teacher used for teaching the students. The teacher always do drilling and repeat the explanation if some students still did not clear about the material being taught. It took a lot of time and sometimes, it made the allocation time of the learning need to be extended. To assess the students' ability in speaking at Gama English Course, particularly at the Power Speaking Program, the teacher did an oral test to the students accompanied by native speaker. This test was done by the teacher to know more about the students' ability in speaking. The native speaker is invited during few session in the program has purpose for increasing the motivation of students in learning English and to provide them with a role model whose mother tongue is English. Since the native speaker's mother tongue is English, they are considered to have good English competency and can perform accurate pronunciation and accurate grammar which are a very good source for language model. This may help the students to speak English more fluent with natural pronunciation. The English native speaker also play role to stimulate the students to speak English since

they always speak in English and give a give a minimal respond to the students activities.

b. Strategies of Teacher in Teaching Speaking

As stated in the previous section, the researcher collected the data findings in the research by employing interview and observation supported by document analysis. From the use of these three methods of collecting data, then the findings were presented through direct quotations, paraphrasing and description. The findings on strategies implemented by the teacher at Gama English Course in teaching speaking at Power Speaking program shows that there were many strategies used by the teacher in the process of teaching and learning speaking. The strategies to make the students active in the speaking class are brainstorming, discussion, and role play. Meanwhile, to encourage students sharpen both oral and written communication skills, the teacher offer the students group presentation and assignment, and also debate.

For more detail of the strategies implemented by the teacher in teaching speaking, they are explained as follow:

1) Teaching Speaking by Brainstorming

Brainstorming literally means using the term brain to storm a problem. According to Hollingsworth (1991:109), brainstorming is a technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously

contributed by its members. Brain storming technique of applied imagination or creatively.

In addition, brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas (Gultom, 2019). From this, it is concluded that brainstorming strategy is one of the best ways to generate a number of ideas in a short amount of time. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members.

In the observation conducted by the researcher in the teaching and learning process of speaking at Power Speaking Program at Gama English Course, it was found that the teacher always use the strategy of brainstorming to stimulate students to speak their mind. It was particularly conducted in the opening step. In brainstorming strategy, the teacher usually give a problem question as a stimulus and a time limit to eliminate frivolous ideas and daydreaming.

Before the teacher started the lesson, the teacher delivered some questions to the students about something which is related to

the material or topic, such as (1) Who is your favorite celebrity?, (2) Why do you like him/ her?, (3) What movie does he/ she play?, (4) What do you like about your celebrity appearance?, (5) What do you know about your celebrity? Where does your favorite celebrity live?. The teacher explored the background knowledge of students about the topic that they would learn and discuss. It is called as warming up or brainstorming strategy.

This observation is supported by the results of interview with the English teacher as follow:

Interview with Mr. F, he stated that:

*“Saya selalu mengawali proses belajar dan mengajar dengan brainstorming, karena ini sangat penting untuk menarik perhatian siswa dan mengajak mereka memulai pelajaran. Saya akan memberikan beberapa pertanyaan terkait dengan topic yang akan saya bahas. Ini akan membuat siswa langsung tertuju pada materi yang akan saya ajarkan”*. (“I always start the process of teaching and learning using brainstorming since this strategy is very useful to attract the students’ attention and ask them to start the lesson. I will give some questions related to the topic that will be discussed. It will make the students to directly engage with the material that will be taught”).

Then, interview with Mrs. E, she stated that”

*“Mengawali pembelajaran dengan brainstorming itu sangat penting. Strategi ini akan mempermudah siswa untuk memahami topic yang akan di ajarkan dan membeuat mereka berfikir dengan cepat”*. (“To start the lesson using brainstorming is important. This strategy will make the students easier to understand the topic that will be taught and make them think fast”).

The above findings based on the investigation in the classroom and interview with the English teacher show that the

English teacher at Gama English Course always use brainstorming strategy before conducting the process of teaching and learning to stimulate students to speak. Brainstorming itself is a strategy which is aimed at to generate as many ideas as possible within the specified time frame given in the classroom. The ideas generated are not evaluated until the task is completed and often a wide range of ideas is produced. Although not all the ideas generated are useable, the initial ideas can be viewed as a starting point to more useful ideas.

## 2) Teaching Speaking by Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272), discussion range is divided into several stages from highly formal interactions, whole-group staged events to informal small-group interactions. Discussion is a technique in which students are given such kind of topic and they are divided in a group to discuss together. And the group presents the discussion in front of the class. Before conducting the class, the instructor divided the whole students into two groups—group A and group B. Each group has different schedule in speaking.

Findings based on classroom observation, in the process of teaching and learning speaking shows that the teacher often use the

strategy of discussion in teaching speaking. It can be seen from the explanation step conducted by the teacher in the teaching and learning process. In the explanation step, the teacher delivered and explained in detail about the topic, for example: “Interviewing Celebrity” using Direct and Indirect Questions, Reported speech. In this activity, the students are always divided into groups before the teacher explaining the material. Then, the teacher usually give some explanation about the material. And after finished explaining the material, the teacher asked the students to discuss about the subject matter in groups. Each group discuss it by their own, for example: discussing about the use of direct and indirect questions or reported speech for the Celebrity interview. The students must make a list of questions for the interview and write them down. When the students finished their discussion, the teacher looked at the list of questions with the students and reformulate them so that they can learn how to say them in English. If the student did the mistakes in speaking, the teacher corrected the student’s speaking directly by giving the true example.

The results of observation above also supported by the results of interview with the English teacher, as follow:

Interview with Mr. F, he stated that:

*“Biasanya, pada proses pembelajaran, saya selalu menerapkan student center, untuk itu, saya menggunakan diskusi karena dengan melakukan diskusi para siswa dapat belajar untuk berbicara di depan public di mulai dari*

*kelompok kecil*". ("I usually applied student center in the process of teaching and learning, then I choose discussion since by using the discussion activity, students can study to speak in front of the public start from a small group").

Interview with Mrs. E, she stated that:

*"Saya selalu membagi siswa dalam group, menjadi beberapa group dan kemudian saya memberi mereka sebuah topik, dari topik yang saya berikan, saya meminta mereka untuk mengamatinya. Lalu, saya menggunakan strategi diskusi, artinya murid-murid diminta untuk berdiskusi dan maju ke depan kelas untuk mengungkapkan apa yang telah mereka diskusikan"*. ("I usually divide the students into groups, several groups and after I gave them a topic, I asked them to observe it. Then, I used discussion, it means that the students were asked to discuss and come forward in front of the class to tell what they have discussed one by one").

Based on the above data findings obtained from the observation and interview, it can be seen that the English teacher applied discussion strategy to develop the speaking skill of students and to build their critical thinking. The teacher developed the students speaking by dividing them into groups and let them present their opinion and consideration in groups. The step of this strategy is to give explanation about the topic. After that, the teacher asked the students to discuss about the material or subject matter. In this case, the teacher give them topic about "Interviewing Celebrity" using direct and indirect question as the topic of discussion. In this activity, teachers only become a commentator and a facilitator in the discussion. Students must be active in the classroom than the teacher.



### 3) Teaching Speaking by Role Play

Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly. Role-play is established as a teaching technique for organizing controlled, pre-communicative language practice. The role-play will give opportunity to learn language as natural as possible.

In early Role-playing is defined as participation in simulated social situations that are intended to throw light upon the role/rule contexts governing “real life” social episodes, stated by Cohen, Manion and Morrison (2007).

The data finding obtained by the researcher through observation in the teaching and learning process of speaking shows that the English teacher at Gama English Course intend to use role play in teaching speaking. It has purpose to enhance student’s speaking ability. It can be seen from the activity of students during the explanation step. Here, the students were ordered by the teacher to make a role play based on the topic of discussion or subject matter. In the first observation, the teacher asked the students to make a role play on “Interviewing Celebrity”. The students were asked to make a list of question then take it in turn to interview each other in the role play. Students can choose the act or role play

as a celebrity or a fans. The role play entitled “A Fans Meeting with Celebrity”.

Another role play also can be seen in the fourth observation conducted by the researcher. In this case, the topic of discussion is “Resolving Dispute” with the subject matter of Conditionals used in negotiating, rejecting ideas. In this meeting, the teacher provided some scenarios which is relevant to the students. For example, if they work for a company, the dispute could be based around promotion or a salary increase. If they are university students, the dispute could be about a student grant. If they have children, the dispute could be about a behavioral issue at their school. When the students have decided upon the scenario, they must choose roles and practice it with the native speaker. For example, the native speaker, might play as the boss and the student could be a disgruntled employer, angry because they have not received their annual bonus.

The above findings is supported by the following results of interview with the English teacher:

Interview with Mr. F, he stated that:

*“Saya suka menggunakan role-play, ini sangat menarik dan sangat mudah bagi siswa untuk dapat mempraktekkan bahasa Inggris dengan role-play. Siswa juga dapat menggunakan imajinasi mereka untuk peran yang akan dimainkan. Ini juga mempermudah siswa untuk mengembangkan ide mereka ketika berbicara bahasa Inggris dan sangat simple. Di sini, siswa dapat mengekspresikan ide mereka melalui peran dan lebih*

*banyak berbicara*". ("I like to use role-play, it is very interesting and make it easier for the students to practice their English through role-play. Students can also use their imagination for the act that will be played. This also make the students to develop their ideas when speaking in English and very simple. Here, the students can express their ideas through the act and able to speak more intense".

Interview with Mrs. E, she stated that:

*"Mengajar speaking dengan role-play sangat berguna karena dapat membuat siswa berbicara dengan bahasa Inggris tanpa harus kesulitan dengan ide-ide yang akan dibicarakan. Siswa hanya membuat peran dan mempraktekkannya di depan kelas. Kita juga bisa menyiapkan peran untuk siswa dan mereka akan mempraktekkannya dan ini akan membuat mereka berbicara"*. ("In teaching speaking, using role-play is very useful since it can make the students to speak in English without having difficulties with the idea to be spoken. Students can make scenario and practice it in front of the class. We can also provide the students with scenario and they practice it and it will make them speak up").

The results of observation and interview above show that the English teacher at Gama English Course has applied role-play in teaching speaking. The role-play technique gives the students an opportunity to learn English. It is very useful dress rehearsal for real life. It enables them not to just acquire set phrases, but to learn how interaction might take place in a variety of situations.

In conclusion, role play used to stimulate real life situations and to encourage meaningful communication in the classroom. It gives students the opportunity to draw together what they have learn and to practice. So that, the activity of role playing is fun, motivating, and challenging, it can promote students' active

participants, and thus the students will get much chance to practice. It can improve student's ability in speaking.

#### 4) Teaching Speaking by Group Presentations and Assignments

Oral presentations provide realistic language tasks for students to engage in. This is important because speaking tasks that have no relation to real-life language use “are poor preparation for autonomy.” (Thornbury, 2005, p. 91). [Team-building exercises](#) can help students sharpen both oral and written communication skills. Presentations are a great way to get students to practice all areas of the language system (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing, and listening). This presentation will also build confidence, and present the skills needed by most people in the world of work.

From the results of observation, it can be seen that the teacher used group presentations and assignment in teaching speaking. In the explanation step, the students were divided by the teacher into several groups. Then, the teacher explain in brief about the topic or subject matter discussed in the lesson. When finish with this activity, the teacher give task or assignment to the students. In the second observation, the researcher found that the teacher give assignment to the students to elaborate the topic prepared by the teacher, such as: Sex education should be taught in schools, Teachers should be allowed to carry guns, Software piracy

is not really a crime, Climate change is a fact. It was chosen randomly by the students, the leader of the group. After the students finished to elaborate the topic, they must make a presentation in front of the class. While other students became audiences who will give comments on the presentation.

In the third observation, the researcher also found that the teacher has used group presentation and assignment strategy in teaching speaking. In teaching speaking using group presentation and assignment, the teacher asked the students to search for some documents written in formal English, such as letters, emails or marketing materials. Then, the students go through the document and underline the verbs used. After that, the teacher asked the students about any phrasal verbs that recognize by the students. Some phrasal verbs which have a similar meaning and rewrite the sentences into a new sentences using the phrasal verb they found, As an example, *I will collect the samples at 8am* could be rewritten as *I will pick up the samples at 8am*. After finished the assignment, the students must present it in front of the class. The other students will give comments on the performance.

The above findings is supported by the following results of interview with the English teacher, as follow:

Interview with Mr. F, he stated that:

*“Untuk meningkatkan semangat siswa dalam belajar speaking, kadang-kadang saya menggunakan strategi*

*presentasi. Saya memberikan mereka tugas serta meminta mereka untuk mempresentasikannya di depan kelas. Menggunakan strategi tersebut akan membuat siswa untuk berani berbicara di depan public*". ("To increase the motivation of students in learning speaking, sometimes, I give them task or assignment and ask them to present it in front of the class. This way will encourage students to speak in the public").

Interview with Mrs. E, she stated as follow:

*"Siswa perlu untuk berani berbicara di depan publik, begitu pula dengan menggunakan bahasa Inggris, mereka perlu menggunakan bahasa Inggris untuk berbicara di depan publik. Untuk itu, saya menggunakan presentation strategy agar siswa berani tampil untuk berbicara di depan publik. Strategi ini sangat efektif dan berguna untuk membuat siswa lebih berani dan mengurangi rasa ketidakpercayaan mereka dalam berbicara menggunakan bahasa Inggris*". ("Students need to be confident to speak up in front of the public, also by using English, they need to speak in English in front of public. For this reason, I use presentation strategy in order that students can have more confident to speak in front of the public. To increase the students' confidence in speaking English, presentation strategy is very effective and useful").

The results of observation and interview above show that the English teacher at Gama English Course has used group presentation and assignment strategy. According to Apple & Kikuchi (2007), one of the main benefits of using presentations in the classroom is that oral presentations are student-centered. When students are asked to give an oral presentation it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom.

##### 5) Teaching Speaking Using Debate

A debate is a speaking situation in which opposite points of view are presented and argued (Dale and James: 2000. P:176). Debate can discuss about the real or simulated issue. A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue or refute statements made by the opposing side. There are many kinds of debates. In some debates, there is against only one person. Other times, a team or a group against another team or group. One team sometimes has two people, some times three or four. Sometimes, the same team speaks first and last, other times one team speaks first and the other team speaks last. Each team is given time or opportunities to express their idea or opinion.

The results of observation showed that the English teacher at Gama English Course has used the strategy of debate in teaching speaking. It can be seen from the second observation did by the researcher. In this meeting, the researcher found that the teacher applied debate in the process of teaching and learning speaking. In the explanation step, the students were divided by the teacher into some groups. The material being discussed was Reaching consensus, Agreeing and disagreeing. The teacher provides students with several issues for debate after the teacher finished explaining the material, such as Sex education should be taught in schools, Teachers should be allowed to carry guns, Software piracy

is not really a crime, Climate change is a fact, Climate Change is a hoax, The Earth is flat, etc. The students then selected the issues randomly. After that, each group must give statements on the issue and perform it in front of the other groups. In the debate, a moderator formally introduces the debate topic and recognizes students to speak alternating between pro and con. The other groups will listen to it then give their statements of pro and con using agreement and disagreement expression. In the debate activity, students must not speak until all students have had an opportunity to voice their opinion.

The above findings is supported by the following interview with the English teacher:

Interview with Mr. F, he stated as follow:

*“Debate sangat menarik, dan cukup efektif untuk membuat suasana kelas menjadi lebih ramai dan semua siswa dapat mengutarakan pendapatnya. Biasanya saya memberikan beberapa topik untuk dipilih dan membagi siswa dalam beberapa kelompok. Saya juga dapat membaginya menjadi dua kelompok pro dan kontra. Salah satu kelompok akan memberikan opini mereka dan kelompok yang lain akan memberikan argumennya. Debate ini bisa membuat siswa berbicara bahasa Inggris dengan lebih lancar”*. (“Debate is very interesting and quite effective to make the classroom crowded and make all students to express their opinion. I usually give several topics to be chosen and divide the student into several groups. I can also divide the students into two groups of pro and con. One of the group will state their opinion, while the other group will give their arguments. This debate can make the students speak more fluently”).

Interview with Mrs. E, she stated as follow:



*“Saya suka menggunakan debate strategy, karena dapat memberikan kesempatan untuk semua siswa untuk berbicara dengan mengutarakan pendapat mereka, menyatakan opini-opini dan argument-argumen. Aktivitas dalam debate juga dapat meningkatkan motivasi siswa untuk berbicara dan suasana kelas akan menjadi lebih menantang. Dengan menggunakan debate strategy, saya juga dapat membangun critical thinking siswa”. (“I like to use debate strategy since it can give opportunity to all students to speak up by stating their opinions and arguments. The activity in debate can also increase the motivation of students to speak up and the situation in the classroom becomes more challenging. By using debate strategy, I can also build the students’ critical thinking”).*

The results of observation and interview above show that the English teacher at Gama English Course has applied debate strategy in teaching speaking. According to O’ Malley and Pierce (1996: 85), debate is definitely one of the most exciting and valuable experiences for the high school or college students. Those who learn to debate well learn how to research and gather a significant question in depth. They also learn how to organize research or arguments into a meaningful and persuasive presentation. In addition, the debater learns to defend his or her presentation against the attack of the opponents through critical thinking and listening. Thus, the good debater should know how to search and research the data, build the constructive arguments, present and defend the arguments, refute and rebut the opponents’ arguments, and so forth.

Based on the data presentation about the strategy of teacher in teaching speaking, it can be concluded that the English teachers at

Gama English Course, particularly in the Power Speaking Program have used some strategy in improving the speaking skill of the students. The strategies implemented by the teacher in teaching speaking are brainstorming, discussion, role-play, group presentation and assignment, and debate. Those strategies are consider effective for improving the speaking skill of students. It is also appropriate with the learning objective in the Power Speaking Program.

The Power Speaking courses of Gama English Course are designed for students and professionals at all levels who want to develop and improve their practical English skills. The main focus of the course is on improvement of speaking skills, which includes fluency, accuracy and pronunciation, and students also spend time on grammar, reading, and writing. The course content has a special focus on Communicative English and provides ample opportunity for students to speak out in order to activate their base of passive English vocabulary.

In addition to teaching the linguistic aspects of English, it place great importance on giving their students the tools and strategies necessary to use English in a global environment. This includes how to express opinions logically and how to interact appropriately and confidently.

### **3. Problems of the implementation of teachers' strategies in teaching speaking**

In Ramadhani (2017), it is stated that problem in teaching speaking is not only related with the students' factor but also outside context. In the internal aspects, the problems occurred are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. Internal problems are the kinds of problems that appear from the students or the teacher themselves in the process of teaching and learning speaking skills. Here, the researcher presents several discussions about problems that appear from the students and the teacher themselves. The problems are commonly become obstacles in teaching speaking.

In this section of the chapter, the researcher presents the findings on the second problem statement in the research which is about problems appear in the implementation of strategies by the teacher in teaching speaking skill at Gama English Course, particularly in Power Speaking Program. The findings on problems are described as follow:

#### **a. The Problems Comes from Students**

##### **1) Low self-confidence**

Self-confidence has become one of the problem faced by the major students in learning speaking. When the students have to perform in front of class, they still feel nervous and shy. Based on the interview, the students said that *“Saya masih kurang percaya diri dan sedikit malu untuk berbicara dengan bahasa Inggris,*

*apalagi di depan banyak orang, oleh karena itu, terkadang tidak sesuai dengan apa yang saya rencanakan sebelumnya*” (“To speak up using English in front many people, I am still less confident and a little bit shy, then it is not in accordance to my plan. (Interview with the student on June 11, 2019). Students feel less confident and still shy if they have to speak in front of the class. It is natural for someone who has to speak up in public. In this case, the teacher always gives motivation for the students. The teacher always says that they must enjoy and relax in following the learning. This is one of the motivations for the students in the program of Power Speaking at Gama English Course.

## 2) Lack of vocabulary

For many students, vocabulary becomes the main problems in learning speaking. The findings obtained by the researcher through observation conducted in the Power Speaking Program at Gama English Course, showed that there were many students who still have lack of vocabulary. The researcher found that sometimes the students who perform in front of the class look confused when they found an odd word or expression. It decreases their confidence. Based on the interview, the students said that “*Ketika sedang tampil di depan kelas dan saya lupa sebuah kosa kata, itu membuat saya down dan kehilangan kepercayaan diri, kemudian saya menjadi bingung. Perbendaharaan kosa kata saya rasa masih*

*sangat kurang, terutama ekspresi-ekspresi tertentu*". ("When performing in front of the class and I got stuck with some words, it make me down and losing confidence, then I become confuse. My lists of vocabulary is still low especially on some expressions"). (Interview with the student on June 11, 2019). Therefore, the limited list of vocabulary is also one of the problem of students in the speaking program.

### 3) Pronunciation

Pronunciation is also one of the crucial problem appear in the students in learning speaking. Many students are worried that no one will understand them when they speak since they have a strong accent. Based on the observation on June 17, 2019, it was found that many of the students still make mistake in pronunciation. The students realized when they spoke English still use some mother tongue and also sometimes there were some words that still strange in their ears. Therefore, it make them cannot offer the utterance correctly. From this problem, the students solved it by practicing pronunciation with the teacher in order to speak English fluently. Before they present their assignment, the students check it to the dictionary or ask directly to the teacher on how to pronounce the words.

Based on the interview, the students said that "*Pengucapan yang benar merupakan kendala utama saya, kadang-kadang saya*

*salah dalam mengucapkan sebuah kata, dan itu dapat membuat salah pengertian bagi yang lain. Untuk itu saya selalu membawa kamus yang ada pronunciationnya agar bisa mengecek pronunciation yang benar*". ("To pronounce correctly is my biggest problem in speaking English, sometimes I got wrong in pronouncing the words, and it can make other misunderstanding about the meaning. For this, I always bring dictionary which has pronunciation check list so that I can check for the proper pronunciation"). (Interview with the students on June 11, 2019).

The above results of observation and interview made by the researcher show that pronunciation become the crucial matters in the process of teaching and learning speaking.

#### 4) Motivation and concern for good speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which learners 'intrinsic motivation which drive them toward improvement will be perhaps the strongest influence of all other factors in this list. Brown, (2000: 285) says that motivation and concerned are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

The findings obtained by the researcher through observation during the process of teaching and learning in the Power Speaking Program, showed that not all students have the

same motivation in learning English. There are some students who really motivated in learning speaking and there are also some students who are not really motivated in learning speaking. Interview with the student stated that: *“Untuk dapat berbicara Bahasa Inggris dengan lancar dan benar merupakan tujuan saya. Saya sangat ingin dapat berbicara Bahasa Inggris dengan baik dan benar karena menurut saya ini sangat penting untuk karir saya. Saya benar-benar ingin lancar dalam berbicara”*. (“I really want to speak English well and properly, since it is very important to my career. I do really want to speak English fluently”). (Interview with students on June 11, 2019)

Meanwhile, results of interview with another student stated that: *“Saya belajar bahasa Inggris di sini hanya untuk mengisi waktu saja, ikutan teman yang juga belajar di sini. Kalau saya bisa berbicara bahasa Inggris dengan lancar itu bagus, kalau belum ya saya akan belajar lagi”*. (“I study English here to spend my spare time and join with my friend who already study here. It is good if I can speak English well, if not, I will study again”). (Interview with students on June 11, 2019).

The above results show that students in the Power Speaking Program at Gama English Course have different motivation in learning English. In this case, they may have different progress of speaking. According to Atkinson (2000:13), motivation means a

cluster of factor that ‘energizes’ the behavior and gives it ‘direction’. Based on the perspective of Atkinson, motivation is term used to describe what energize a person and what directs his activity, and energy and direction are the center of motivation. Furthermore, Arnold (2000: 14) states that motivation is divided into intrinsic and extrinsic motivation.

Based on the above findings on students’ problems, it can be concluded that there are several problems that appear from students in the implementation of strategies used by the teacher in teaching speaking in Power Speaking Program. The problems including the students’ low self-confident, students’ lack of vocabulary, students’ pronunciation, and students’ motivation and concern for good speaking.

b. The Problems Comes from Teacher

Teacher has an important role on the process of teaching and learning in the classroom. In this case, teaching speaking skills for children or young learners is different on teaching speaking skills for adult. The following are some of the problems of teacher in the implementation of strategies in teaching speaking:

1) Teacher’s speed in speaking

The teacher must speak normally and do not speak too fast. The findings of this research showed that the teacher sometimes speaks too fast to the students. When the teacher gives an example



or explain the material, the students seems a little bit confuse to understand the teacher's speech. This make the students difficult to follow the teacher in speaking English. After that, the students ask to the teacher for slowing down the speed in speaking English. Interview with the teacher stated that: "*Kadang-kadang kalau saya berbicara terlalu cepat, terdapat siswa yang kurang paham dan tidak dapat dengan jelas mengikuti penjelasan saya. Untuk itu saya harus berbicara sedikit lebih pelan atau mengulanginya*". ("Sometimes, if I speak English too fast, there are few students who do not understand my speech and cannot follow my explanation clearly. For this, I have to speak a little slower or repeat my explanation"). (Interview with the teacher on June 11, 2019).

## 2) Correcting the student mistakes well

Based on the findings obtained through observation, few students were indicated to make some mistakes in speaking in English. There were few students who make mistakes in speaking English, for example, the pronunciation mistake. It is a natural thing since they are still learning. But, the task is to guide and to evaluate the errors. Not only justify but the teacher also uses their own way to correct the students' mistake well. In this case, students do not feel embarrassed and traumatized when making mistakes.

Error correction is seen as a form of feedback given to learners on their language use. No teacher can deny the fact that correcting the errors made by students when they speak or write is one of the most difficult tasks in language acquisition.

Teachers are often afraid of their students' making errors. They feel that students might learn their mistakes and so they must make sure that everything they say is correct. Error treatment is a very complicated and weighty problem. Language teachers need to be armed with some theoretical foundations and be aware of what they are doing in the classroom. Interview with the teacher stated that: *“Ketika saya mendapati siswa melakukan kesalahan dalam speaking, seperti pronunciation atau penggunaan kosa kata, saya harus dapat untuk membenarkannya. Terutama dalam pronunciation, saya harus dapat memberikan contoh pronunciation yang tepat. Di sini merupakan tugas yang sangat penting agar siswa dapat memperbaiki kesalahannya. Namun memperbaiki kesalahan siswa, terutama dalam pronunciation tidak selalu dapat dilakukan apabila banyak siswa yg melakukannya, mereka saya minta untuk mengecek pronunciation yang benar di kamus”*. (If I found students make mistakes in speaking, such as pronunciation or the use of vocabulary, I must be able to correcting it, particularly in pronunciation, I must be able to give correct pronunciation and this is a big responsibility in order that the

students can learn from the mistakes. But if many students make mistakes on pronunciation, I cannot always correct it. I will ask the students to check the proper pronunciation on their dictionary”). (Interview with teacher on June 11, 2019).

Based on the above findings, it can be concluded that correcting the mistakes of students is a crucial matter for the teacher since the teacher must provide the correct answer. If many students make mistakes in pronouncing the words, the teacher cannot correct it all or one by one due to limited time. In this case, the teacher will ask the students to check it in their dictionary.

### 3) Dividing time between speech and debate activity

In the program of Power Speaking at Gama English Course, the division of time and attendance of students becomes the obstacle or problem that faced by the English teacher. Based on the interview, the teacher stated that *“Manajemen waktu adalah salah satu hal yang sangat penting dalam proses pembelajaran. Hal yang tersulit di sini adalah untuk membagi waktu tiap sesi dalam pembelajaran. Untuk aktivitas debate, membutuhkan waktu yang cukup lama dan apabila tidak akurat dalam perhitungan, semua siswa tidak akan mendapatkan kesempatan untuk tampil”*. (“Time management is an important things in the learning process. The most difficult matter here is to divide time for each session in the learning. For debate activity, need quite a lot of time and if I

cannot accurately manage the time, not all students will get opportunity to perform”). (Interview with the teacher on June 11, 2019)

4) The lack of students’ consistency in the attendance

The presence of students is also an obstacle. In the beginning of the meeting, many students have a high interest to follow the Power Speaking Program at Gama English Course, however, after several meetings, many students could not attend it. This happens since there are students who have other activities or sick. Weather condition also influence this matter. Not many students will come during rainy season, and this will reduce the motivation of students who attend the class regularly.

In the interview, the teacher stated that *“sebenarnya peminat Power Speaking Program di GEC itu banyak, pada awal pertemuan banyak sekali yang mengikuti Power Speaking Program di GEC, namun, setelah berlangsung beberapa kali pertemuan siswanya semakin berkurang dan terkadang yang datang itu tidak lengkap, ketika yang satu masuk ada lagi yang lain yang tidak masuk, jadi materi tidak di dapat secara maksimal oleh seluruh peserta kursus, hanya beberapa yang konsisten. Pada musim hujan, juga pasti banyak yang meliburkan diri, dan ini dapat menjadi masalah ketika membagi siswa dalam group”*. (“Actually, the Power Speaking Program at GEC has many students. In the

beginning, the class were full of participants, however, after several meeting there are many who absence and the participants are not complete. In this case, not all participant can achieve the material delivered maximally. Then, during rainy season also many will absence, this will make problem to divide students into groups’.) (Interview with the teacher on June 11, 2019).

The above findings show that the consistency of the participant in following the course in the Power Speaking Program at Gama English Course has become a problem for the teacher. In this case, if only few students are coming, the teacher will get difficulty to divide the students into groups since there are lack of students in the meeting.

Overall, from the findings on the teacher’s problems, it can be concluded that the teacher has faced some problems in implementing the strategies in teaching speaking in the Power Speaking Program at Gama English Course. The problems are the teacher speed in speaking, correcting the students’ mistake well, dividing the time between speech and debate, and the lack of students’ consistency in the attendance.

#### **4. The problems solving of the implementation of teachers’ strategies in teaching speaking**

In this section of the chapter, the researcher presents findings on the third problem statement of the research which is on the problems solving of the implementation of teacher’s strategies in teaching speaking.

The problems solving is mainly concern to deal with the problems that comes from students. The findings are as follow:

a. Stimulating the students to speak

Making students speak more English in the classroom is not only a matter of "forcing" them to speak. This demands good preparation of proper material and implementation must be progressive and systematic which demands more teacher's workload.

Based on observation conducted in the classroom during the teaching and learning process, the researcher found that in stimulating the students to speak up and make the teaching strategies can be implemented well, the teacher has some key point, they are:

- 1) Reduce the Teacher Talking Time in the classroom, by giving simple and clear instructions, by asking one or two students to show (by means of speaking) that they understood the task instructions, and also by asking other students to answer a student's question.
- 2) Increase the Student Talking Time, again, by asking other students to answer a student's question, by showing pictures related to the topic of the class and, without saying a single word, eliciting students' participation.
- 3) Avoiding yes/no questions; the teacher provides more questions that make the students speak in order to make themselves clear.
- 4) Pay attention to in the way of correcting the students' mistakes.

- 5) In the activities, such as group discussion/ debate/ presentation, the teacher provides topics that must be of students' interest.
  - 6) When the students are having fluency practice (for instance, free conversation), which is totally different from pronunciation or grammar practice, the teacher never correct them, unless something really serious happen. The teacher just let them talk and let them feel that they can communicate in despite of their mistakes in pronunciation, grammar etc.
  - 7) The teacher always praising the students for their jobs.
- b. Giving positive feedbacks

Based on observation in the classroom in several meeting, it was found that the teacher always appreciates students' skill achievement. In daily practices, the teacher always give the students reward and feedback. It was done to support the students selves-confident. In addition, from the given feedback, the students obtain new inputs to improve the quality of their speaking. Interview with the teacher stated that: *“Saya yakin, tidak masalah apakah para siswa dapat berbicara atau tidak, yang paling penting adalah mereka memiliki kepercayaan diri yang tinggi. Saya pikir para siswa membutuhkan hadiah atau feedback yang positif, saya selalu mengatakan seperti, You are smart, Good job, WOW, excellent job. Saya percaya mereka tidak ingin berbicara bahasa Inggris lebih banyak, mereka akan malu, tetapi jika mereka diberikan feedback*

*yang positif, para siswa dapat lebih percaya diri*". ("I am sure that, it does not matter whether the students can speak or not, the most important thing is they have high selves-confident. I think the students need reward or positive feedback, I always say like are, you are smart, wow good job. I am believe they do not want to speak English more, they will be shy, but if they are given a positive feedback, the students can be more confident"). (Interview with the teacher on June 11, 2019).

From the given feedback, the students felt happy since they could enjoy the activity in the classroom. The teacher often give applause if there is any students who can give responses correctly. Moreover, the teacher also raised thumbs to appreciate the student's answer. Many students felt proud and happy to practice their speaking and able to make conversation in English during the lesson. Consequently, the students could produce more sentences correctly. In addition, the students are able to enjoy the activity in the lesson as well as having more motivation to practice their speaking. Practically, feedback was given in every students' speaking practices. It supported the students to do better in the lesson.

c. Giving a model of pronunciation

In Indonesia, English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of



communication, students may find many difficulties in the pronunciation of English words. To deal with this matter, the teacher at Gama English Course giving model of pronunciation.

Practically, pronunciation and vocabulary became the main problems for all the students in learning speaking. In the classroom activity, the students were confused with the English sentences. The English teacher stated in the interview that: *“Para sering mengalami kesulitan dalam pengucapan dan mengenali pengucapan beberapa kata dalam Bahasa Inggris. Sering harus membenarkan pengucapan mereka dan ini membutuhkan waktu yang lama, untuk itu saya sering menggunakan drilling dan memberikan contoh pengucapan beberapa kosa kata yang benar dan meminta siswa untuk mengikutinya”*. (“Students often find difficulties in either pronouncing or recognize the pronunciation of some words in English. It is necessary to correct their pronunciation mistakes and this will take a longer time in the lesson, for this, I usually use drilling and give example to make a correct pronunciation of words in English. The students then able to imitate the pronunciation”). (Interview with the English teacher on June 11, 2019).

Through the process of imitation, the teacher provided a model on how to pronounce some English words properly. In the EFL context, the way of the teacher in giving model stimulated the students to be more serious in the learning.

In addition, to overcome the problems of English pronunciation, the teacher provided audio-visual media, the teacher also gave oral corrective feedback for those students who got the errors in pronunciation, students can also use their mobile phone application in supporting individually pronunciation learning.

d. Guiding the students' to produce language

When the students mastered many vocabularies, they felt enjoy joining the English lesson. In the interview, the teacher stated that: *“Para siswa dapat lebih percaya diri selama pembelajaran ketika mereka bisa mendapatkan lebih banyak kosa kata dan bisa mengucapkannya dengan benar”*. (“Students will have more confident during the English learning process when they are able to get more knowledge about pronunciation practice and vocabularies”). (Interview with the teacher on June 11, 2019). With various vocabularies that the students have, they will not afraid or shy to speak English with the teacher or with their friends in English.

In the classroom activity, the teacher always supports the students to produce sentences although they were short. The teacher stimulated the students to be active in the speaking activities. Interview with the English teacher stated that *“Saya selalu memberi motivasi kepada siswa untuk berbicara dengan menggunakan Bahasa Inggris, saya memberikan dukungan agar mereka berani berbicara dengan bahasa Inggris setiap waktu”*. (“I always motivate students to speak in

English and encourage them to use English all the time”). (Interview with the English teacher on June 11, 2019). In this case, the teacher had an effort to motivate the students to speak up more and to produce more sentences in English. By guiding the students, the teacher introduced more function of vocabulary and expression. The students were encouraged to explore more knowledge on using the English words and expressions.

From the above findings on the problems solving of the implementation of teachers’ strategies in teaching speaking, it can be concluded that there are several solutions to deal with the problems such as stimulating the students to speak, giving positive feedback, giving a model of pronunciation, and guiding the students to produce language.

## **B. Discussion**

In this part, the researcher presents the discussion based on the findings of the research. The discussion consists of (1) strategies applied by teachers in teaching speaking, (2) problems of the implementation of teachers’ strategies in teaching speaking, and (3) problems solving of the implementation of teachers’ strategies in teaching speaking. They are discussed in detail as follow.

First, the strategies applied by teachers in teaching speaking. There are several steps conducted by the teacher in the teaching and learning process of speaking in the Power Speaking Program at Gama English Course. The process consists of opening step, preparing step, explanation step, and closing

step. In teaching speaking and improving the speaking skill of the students, there are several strategies that used by the teacher. The strategies are brainstorming, discussion, role-play, group presentation and assignment, and debate. The strategies used by the teacher in Power Speaking Program are consider effective to improve the speaking skill of students. It is also appropriate with the learning objective in the Power Speaking Program. This course is recommended to students who want to improve their speaking skills in a short period of time. This course provides the details in speaking subjects and is designed for teaching effective speaking skills.

In Power Speaking course, speaking subjects are divided carefully to come up with good results. This course provides 1:1 class for 5 hours, 1:4 group class for 2 hours and 1:2 group class with native teacher for 1 hour. There are 3 speaking classes in a day. It means, this course focuses on teaching speaking subjects. In this case, brainstorming, discussion, role-play, group presentation and assignment, and debate strategy are suitable to be applied in the program.

Harmer (2007:129) give some suggestions about the activities in the speaking classroom, those are: information-gap activities, telling stories, favorite objects, meeting and greeting, survey, famous people, student presentations, balloon debate, and moral dilemmas. By doing those activities with high attention, the students are expected to improve their speaking.

Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time-

period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that the teacher need lots of ideas to get good ideas.

The good learner makes intelligent guesses, but the language classroom often works against this. Because of nervousness in a foreign language or fear of teacher correction, many students are afraid of using language unless they are sure that it is totally correct (Lucas 1984). This stops them making intelligent guesses and slows down learning.

Brainstorming can help students to learn to take risks. McCoy (1976) makes a strong argument in favor of learning problem-solving skills in order to reduce anxiety. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction. By carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses.

A research study on the use of brainstorming was carried out in Oral Communication classes at a Japanese senior high school. The students had studied English since junior high school, but it was their first introduction to spoken English. Many students carried out the speaking tasks very slowly which resulted in very little speaking time. Many learners seemed to have a low level of the characteristics of the "good learner" which were previously discussed. Brainstorming was introduced as a short warm-up activity that

could direct the minds of the students towards the speaking task and maximize their speaking time.

Research by Norseha Unin (2015) found that students were more confident and motivated to express their ideas when brainstorming in small groups. Accordingly, the findings support Cullen's (1998) belief that brainstorming activities encourage students to become better learners, especially when low proficiency students can learn from the better ones. This study not only sheds light on the use of brainstorming to address students' reluctance to speak English more voluntarily, but also provides useful insights for teachers to deal with the reluctance to speak in the ESL classroom.

In conclusion, brainstorming is a very useful activity that can be easily introduced into language classes. The research study previously discussed shows that it helps students to become better learners. In addition, it is a fun activity which students enjoy and well worth trying out in your own classes.

Then, a discussion is one of the ways to share an idea of an event, or find the solution of the problems. Discussions must be done by the students in a group. The teacher just sets of the discussion activity. The teacher may not give input in a process of discussion, and Allow students to solve a problem (Kluge, 2008: 157), before the discussions, the teacher asks students to make a group of 5 or 6 students and sit in circle. After that the teacher asks them to find about a problem or topic. Each group must present their topic in front of the class for given time period.

The other group has to give critics, share the best ideas, question, support agree or disagree or give the other reasons. Every student in each group must rise their hand and say about something. They may not just keep silent and listen to their friends. The group that are presenting in front of the class must answer their friends' questions. And then the group explains about that question (Kluge, 2008: 157). This activity can make students learn how to say politely to other people when their idea is different from the others. This activity also teaches students to talk about something spontaneously. However, students that had presented their topic have to ask question, give their ideas or check for clarification. The teacher should give explanation about the topic of the group that present their topic at the end of presentation. Teachers just become a commentator and a facilitator in the discussion. Students must be active in the classroom than the teacher.

The findings of this research show that discussion strategy enables the students organize their ideas and express them freely. The ideas in their mind will motivate them to talk freely and link ideas with other field of knowledge that will create heated conversation in the class.

Next, by using role play, students have an opportunity to involve in thinking about how to act and react in real world situation. Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly. Role-play is established as a teaching technique for organizing controlled, pre-communicative language practice. The role-play will give opportunity to learn language as natural as possible (Littlewood, 1981).

According to Ladousse (2009:5), role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The student will playing role to be another person in certain situation. It is important to train the students to be aware to speak in a certain situation. Of course when people speak they have to know the setting or where the conversation happens and what situation it is.

Using the role-play technique can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using the role-play technique. It gives a very high variety of experiences which can be brought into the classroom. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communications games, or humanistic exercise. Through the role-play technique, the teachers can train the students in speaking skill in any situation. This explanation makes us understand that the role-play technique is very flexible. The teacher can set the material beyond the students and they can learn from the material given. Blatner (2009) states that the role-play technique is a method for exploring issues involved in complex social relation. They have very little small talk, and in consequence often appear unnecessary brusque and abrupt. It is possible to build up these social skills from a very low level through the role-play technique.

In the research by Gavin Brooks and John Wilson (2014), it is stated that in socio-cultural theory one of the most important factors in second language (L2) acquisition is that learners are able to use the language that they



are learning in meaningful activities. As socio-cultural theorists see language as a social phenomenon, the only way for students to improve as L2 learners is if they are allowed to use the language they are learning to communicate with others. Students who are not given the chance “to interact with other members of the discourse community remain outside the language community, and therefore fail to learn the language.” (Apple, 2006: 286) Therefore, it is important that language teachers include tasks that allow students to use the language skills that they have learned to communicate with others in the classroom.

Brooks and Wilson (2014) state that one of the benefits of using oral presentations in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way. If the activity is properly scaffolded, participating in an oral presentation can provide students with an enjoyable learning experience that allows them to interact with others using only their L2. This is because presentations require the students who are giving the presentation to use only English to communicate an idea to one or more interlocutors. This type of communication is one of the most important goals of communicative language teaching. Also, oral presentations, especially group presentations, allow students to engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a larger community of language learners while they are planning and practicing their presentations.

Furthermore, by using debate, students are able to improve their speaking ability and encourage their critical thinking, students' speaking proficiency in communication and students' appreciation to their friends' point of view. Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate is definitely one of the most exciting and valuable experiences for the high school or college students. Those who learn to debate well learn how to research and gather a significant question in depth. They also learn how to organize research or arguments into a meaningful and persuasive presentation. In addition, the debater learns to defend his or her presentation against the attack of the opponents through critical thinking and listening. Thus, the good debater should know how to search and research the data, build the constructive arguments, present and defend the arguments, refute and rebut the opponents' arguments, and so forth.

Debate is the process of presenting ideas or opinions which two opposing parties try to defend their idea or opinion. Krieger (2005) says that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Similarly, Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. In addition to critical thinking skills, debates also demand the development of oral communication skills, which are vital for success in most careers (Combs & Bourne, 1994). "Debate involves not only

determining what to say but how to say it” (Roy & Macchiette, 2005: 265). Williams, McGee, and Worth (2001) surveyed 286 participants of competitive debate teams at 70 different universities. These students rated improved communication skills as the most substantial benefit of debate participation. Similarly, the marketing students surveyed by Combs and Bourne (1994) reported a statistically significant improvement in their communication and their peers’ oral communication skills as a result of in-class debate participation.

From the above-mentioned explanation, it can be inferred that debate is considered statistically significant in accordance with improving students’ critical thinking and speaking skill. This also can stimulate the students to think critically in relation to the multiple viewpoints in the debate process and activity and require the students to deliver their argument and viewpoints structurally.

Second, the problems of the implementation of teachers’ strategies in teaching speaking. This findings is divided into two, the problems comes from students and the problems comes from teacher. From the findings on students’ problems, it shows that there are several problems that appear from students in the implementation of strategies used by the teacher in teaching speaking in Power Speaking Program. The problems including the students’ low self-confident, students’ lack of vocabulary, students’ pronunciation, and students’ motivation and concern for good speaking.

Meanwhile, from the findings on the teacher's problems, it shows that the teacher has faced some problems in implementing the strategies in teaching speaking in the Power Speaking Program at Gama English Course. The problems are the teacher speed in speaking, correcting the students' mistake well, dividing the time between speech and debate, and the lack of students' consistency in the attendance.

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

The timing of a speaking activity in a class can be crucial sometimes. Another way to discourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need it.

According to Greene, and Preeti (1967) teachers often face the problems form, the duration of teaching and learning process is limited. The material on the text books is different from the lesson plan. Teacher's problems are the quantity of the students in the class because a better class

should have 12 to 20 students because young learners need more attention in learning. He also stated that another problem which is encountered by a teacher came from the availability of the text books for the students. Learning a foreign language is very useful if the lesson material relate to our daily activity or using real media to increase their curiosity in motivating the students (Ningsih & Fata, 2015).

While Hammalainen (1995) said that the way to increase students' motivation of learners in studying is using movies, body movement, globe, picture and tape recorder. Others problems that are commonly faced by the teacher stated by Ur (1996) are related to individual learners personalities and attitude to the learning process and learning speaking in particular. Inhibition like fear of making mistakes, losing face, criticism, shyness. Nothing to say, learners have problems with finding motives to speak, formulating opinions or relevant comments. Low or uneven participation often caused by the tendency of some learners to dominate in the group. Mother tongue use, particularly common in less disciplined or less motived classes, learners find it easier or more natural to express themselves in their native language.

Third, the problems solving of the implementation of teachers' strategies in teaching speaking. Findings on the problems solving of the implementation of teachers' strategies in teaching speaking show that there are several solutions to deal with the problems such as stimulating the students to speak, giving positive feedback, giving a model of pronunciation, and guiding the students to produce language. Harmer (1998) as cited in Achmad (2012:2)

points out that good speaking activities can and should be highly motivating. He (2007:12) also added that good speaking activities can and should be extremely engaging for the students.

Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term.

The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001). There are a number of factors relating to speaking skills to be considered for effective speaking English performance. Pronunciation, vocabulary and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997).

Confidence and competence usually lead to strengths of speaking English skills. Patil (2008) asserted that building up the learners' confidence

to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Songsiri, 2007). For effectiveness of speaking pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic and strategic competence. In order to convey meaning, EFL learners must have an understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. These grammatical competent enable speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in speaking.

## **CHAPTER V CONCLUSION AND SUGGESTION**

This chapter is divided into two parts; the first part is the conclusion of the research, the second part is the suggestion for several parties who can take the benefits of this research.

### **A. Conclusion**

Based on the data analysis in the previous chapter which covers the research finding and discussion, the researcher draws some conclusion as follow:

1. The first point is the strategies applied by teachers in teaching speaking.

There are several steps conducted by the teacher in the teaching and learning process of speaking in the Power Speaking Program at Gama English Course. The process consists of opening step, preparing step, explanation step, and closing step. In teaching speaking and improving the speaking skill of the students, there are several strategies that used by the teacher. The strategies are brainstorming, discussion, role-play, group presentation and assignment, and debate. The strategies used by the teacher in Power Speaking Program are consider effective to improve the speaking skill of students and also appropriate with the learning objective in the Power Speaking Program since this course is recommended to students who want to improve their speaking skills in a short period of



time. This course also provides the details in speaking subjects and is designed for teaching effective speaking skills.

2. The second point is the problems of the implementation of teachers' strategies in teaching speaking. This findings is divided into two, the problems comes from students and the problems comes from teacher. From the findings on students' problems, it shows that there are several problems that appear from students in the implementation of strategies used by the teacher in teaching speaking in Power Speaking Program. The problems including the students' low self-confident, students' lack of vocabulary, students' pronunciation, and students' motivation and concern for good speaking.
3. The third point is the problems solving of the implementation of teachers' strategies in teaching speaking. Findings on the problems solving of the implementation of teachers' strategies in teaching speaking show that there are several solutions to deal with the problems such as stimulating the students to speak, giving positive feedback, giving a model of pronunciation, and guiding the students to produce language.

In general, it can be concluded that language learning strategies use have been receiving growing attention in the areas of foreign language teaching and learning. It is fair to say that language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages. The application of foreign language learning and use strategies is viewed as one

vehicle for promoting greater success. A strategy is considered to be effective if it provides positive support to the students in their attempts to learn or use the foreign language.

## **B. Suggestions**

Based on the research findings, the researcher in this opportunity would like to give some suggestion for several parties, as follow:

### 1. For the Teacher

It is suggested for the teacher to apply the appropriate strategy in the speaking activities to build a comfortable atmosphere and encourage the students to speak. The teacher also needs to apply activities and media which make the students confident to speak English.

### 2. For the Students

To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to follow the program provided by the institution regularly to obtain the maximum achievement in the speaking skill. Students also should consistent in attending the lesson since there are many benefits to the students in improving the speaking skill.

## BIBLIOGRAPHY

- Burns, A. (1999). *Doing Action Research English Language Teaching*. In A. G. Practitioners. Sydney: Routledge.
- Bowman, B. (2006). *Methods of Teaching Vocabulary to Students with Disabilities*. In Tonya, *Curriculum and Instructional* (p. 599). College of William and Marry.
- Brown, H. (2004). *Language Assessment: Principles and Classroom Practice*. Englewood Cliffs: Prentice Hall.
- Brown, H. (2004). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York : Longman Inc.
- Brown, H. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle&Heinle Publishers.
- Crotty, L. (1998). *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*. St. Leonard: Allen & Unwinn.
- David, N. (1999). *Research Methods in Language Learning* . USA : Cambridge University.
- Diane, L. (2000). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Diane, L. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University.
- Douglas, B. (2000). *Principles of Language Learning and Teaching*. San

Francisco: San Francisco State University.

Douglas, B. (1994). *Teaching by Principles An Interactive Approach to*. San Francisco: San Francisco State University.

Fauziati, E. (2008). *Introduction to Methods and Approach in Second or Foreign Language Teaching*. Solo: Era Pustaka Utama.

Fauziati, E. (2014). *Methods of Teaching English as a Foreign Language (TEFL)*.

Surakarta: Era Pustaka Utama.

Fauziati, E. (2010). *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University of Surakarta.

Fauziati, E. (2015). *Methods of Teaching English as a Foreign Language*. Surakarta: Era Pustaka Utama.

Fauziati, E. (2001). *Introduction To Methods and Approaches in Second of Foreign Language Teaching*. Surakarta: Era Pustaka.

Freeman, D. (2000). *Techniques and Principles in Language Teaching*. New York: New York; Oxford University Press.

Ginanjari, A. (2013). *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. *Journal of English Educations* , 12.

Habib, S. (2002). *Metode Penelitian Kualitatif* . Surakarta: UNS Press.

Harmer, J. (2001). *How to Teach English*. Harlow Longman: Pearson Education Limited.

Harmer, J. (2001). *Teaching and Researching Speaking*. Malaysia :

Longman. Harmer, J. (1991). *The Practice of English Language Teaching New Edition*.

London: New York: Longman.

- Johnson, D. (2000). *Cooperative Learning Methods: A Meta Analysis*. .  
Minnesota: University of Minnesota.
- Kheider, M. (2012). Enchanging EFL Learners' Speaking Skill Through Effective Teaching Methods and Strategies. 42.
- Larsen, F. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Miles, M. (1992). The management of organizations: Strategy, structure, behavior.  
Houghton Mifflin.
- Miles, M. (1992). *Analisis data Kualitatif: Buku Sumber Tentang Metode - Metode Baru*. Jakarta: UIPress.
- Moleong, L. (2001). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Muktiono, C. (2015). *A Descriptive Study on Teaching Learning Speaking at The Eight Grade Students of SMP N 13 Surakarta 2014/2015 Academic Year*. 56-89.
- Mustafa, H. (2003). *The management of organizations: Strategy, structure, behavior*. Bandung: Alfabeta. Nana, S. (1989). *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*.  
Bandung: CV Sinar Baru.
- Zarin, R. (2014). of, Teaching speaking and listening skills: A scenario of Young Learners of Bangladesh. p. 14.
- Zorn, B. (1990). Teaching and Researching Speaking
- Nasrollah, H. (2014). The Use of Speaking Strategies by Iranian EFL University Students. *International Journal of Foreign Language Teaching & Research*

, 10.

Oseno, B. (2015). Teaching Speaking Skills in English Language using Classroom Activities in Secondary Level in Endoret Municipality, Kenya. *Journal of Education and Practice* , 4.

Rallis, R. (1998). *The Qualitative Quantitative debate:New Perspective*.  
New Direction for program evaluations.

Rogers, R. (2001). *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

Ruhdiningsih, L. (2012, September). *A Study on Techniques for Teaching Speaking to the Second Year Students of SMP N 1 Trangkil* .

Stoval, G. (1998). *Spoken Language What is it and how to Teach it*. Washington Dc: Center of International Education .

Sudjana, M. (1988). *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*.

Bandung: CV Sinar Baru.

Sutopo, H. (2006). *Metodologi Penelitian Kualitatif*. Surakarta; Universitas Negeri SebelasMaret.

Sutrisno, H. (2004). *Metodology Research* . Yogyakarta: Andi.

Tran, Nguyen. (2015). Factors Affecting Students' Speaking Performance At Le Tank Hien High School. *Asian Journal of Educational Research* , 6-9.

Trianto, I. (2009). *Mendesain Model Pembelajaran Inovatif Progresif. Konsep Dasar, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Prenada Media Group.

Wardatul, A. (2010). the effect of classroom Interaction on Developing The Learner's Speaking Skill. *2009-2010* , p. 115.

Wulansari, D. (2013). A Descriptive Study on Teaching Speaking Method to The Seventh Grade Student of SMP N 3 Baturetno. 87.