A Descriptive Study of Teaching Speaking Strategy at English Club of SMA N 1 Karanganyar in Academic Year of 2017/2018

THESIS

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DEDICATION

This thesis is dedicated to:

- The best woman, my dearest mom, IbuAnikSukarti, who always gives me big love, much of advices and prayer. Thanks for your cares and always standing by me however I am. You make me feel that I'm the luckiest daughter in the world,

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MOTTO

Do not dream about our success. We have to work for it. Success needs effort and

suffering

(Mark Zuckerberg)

Life is a dream for the wise, a game for the fool, a comedy for the rich, atragedy for

the poor

(Sholom Aleichem)

The best preparation for tomorrow is doing your best today

(H. Jackson Brown, Jr.)

If you can't do great things, do small things in great way

(Napoleon Hill)

Be confident in everything but never be arrogant

(Researcher)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"A Descriptive Study of Teaching Speaking Strategy at English Club of SMA N 1 Karanganyar in Academic Year of 2017/2018"** is my real master peace. The thing 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 academic sanctions in the form of repealing my thesis and academic degree.

Surakarta,   August 2018

Stated by,

AnikaWahyuningTyas

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ABSTRACT

AnikaWahyuning Tyas. 2018. *The descriptive Study of Teaching Speaking Strategy at English Club of SMA N 1 Karanganyar in Academic year 2017/2018.* Thesis.English Education Department, Islamic Education and Teacher Training Faculty.IAIN Surakarta.

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The objectives of this research were to describe the types of speaking strategies used by the tutors in English club (SACRED) at SMA N 1 Karanganyar in academic year 2017/2018, and to know the activities conducted in English club (SACRED) at SMA N 1 Karanganyar. Based on the pre research, it was found three main activities, namely debate, speech and storytelling. English club (SACRED) was extracurricular that done once in a week. It is done in Tuesday. The activities were being in shifts between debate, speech and storytelling. There are two tutors who lead the activities in English club (SACRED).

The researcher used descriptive qualitative to analyze the data. The researcher collected the data by observing the speaking activities in English conversation club and documenting some important data that support to this research. The data were from field note, hand out and work plan. The techniques of analyzing data were reduction the data, data analysis, presenting the data and drawing conclusion. The subject of this study was the members who joined in the English club (SACRED) at SMA N 1 Karangayar. The object of this study focused on speaking strategy used by the tutor in English club (SACRED). Based on the class observation and documents the researcher drew some conclusion about the speaking strategies used by the tutors and activities conducted in English club (SACRED).

The result of the research showed that the main activities in English club (SACRED) were debate, speech, storytelling and game as the additional activity. The strategies used by the tutors were discussion, prepared talks, demonstration, pictures describing, debate, storytelling and game. Tutors used discussion and prepared talks strategies in debate activities. In speech activity, the tutors used prepared talks strategy. And in storytelling activity, the tutors used discussion and pictures describing. Games were as the additional activities and also as the strategies used by the tutors in English club (SACRED).

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an important aspect to people in their lives. Because by speaking people can express their feeling, share the ideas and opinions. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. Speaking is one of important parts in teaching language also because it includes one of four basic language skills. To speak in the foreign language in order to share understanding with other people who need attention to accurate the specific language. A speaker need to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. So that, speaking is a fundamental skill that foreign language learners should master (Richards (2008: 19).

According to Brown (2004: 140) speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill which necessarily compromises the reliability and validity of an oral production test. It means that, speaking is an activity involving two or more people which the participants are both the listeners and the speakers having to act what they listen and make their contribution. According to Chaney (1998: 13) in Kayi (2006) Speaking is the process of building and sharing meaning through the use of verbal and non-

verbal symbols, in a variety of context. Speaking is a crucial part of foreign language teaching and learning (Kayi, 2006). Speaking is one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Thus, it is necessary for every people to have a good speaking skill.

Strategy is an important aspect in teaching and learning process. Strategy is an activity that should be done both teacher and learner in order to getlearning activity become effective and efficient. Of course, the teacher who has firstobligation for designing strategy and it followed the students in learning activities. According to Silver, et al(2007: 1) "The goal of teaching is to weave together a conversation that unitesthese disparate individuals around a common core of learning. Strategies are the differenttypes or styles of plans teachers use to achieve this goal". Teaching speaking gives a systematic information, instruction, or training to students about how to convey meaning to communicate with other by using correct sounds and words. Furthermore Volya (2009) stated that a professional teacher should consider suitable strategies in teaching speaking. As focus of teaching speaking is to improve the oral production of the students, it requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or a role to play.

There are three kinds of educational pathway, namely formal, informal and non-formal education. Formal education is a structured educational that is structured and stepping from the elementary level to the university level.

Informal education is the family and the environment education. Non-formal education is the education outside of formal education that it done structurally and stepping. Besides learning through formal and informal education, many students who follow non-formal education, that is an activity outside of the school activity, such as extracurricular. Every school may give an opportunity to develop its students' competency by applying an extracurricular program. The main reason of the establishment of extracurricular program is to accommodate or give spaces for students in developing their talent and interest.

There are several kinds of extracurricular, one of which is English club. The point of the extracurricular (English club) held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. As Mulyasa (2007) states that an extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence.Barnett (2007: 39) states that there is a wealth of evidence to support the contention that participation in these extracurricular activities has a beneficial effect on academic performance and achievement and on other areas of psychosocial functional as well. By following the extracurricular student can become a qualified. Every human being has a different ability to grow and thrive. Similarly the students, each student have different potentials, from the intelligence, learning motivation, willingness to study and so on. Students who are active in the extracurricular will benefit from the activities, for example, increasing students' insight and ability to socialize with friends. However, it is not a compulsory subject, students have

right to join it or not. In addition English extracurricular become the one of solution to learn English more.

As one of senior high school in Karanganyar, SMA N 1 Kranganyar has a good achievement in English field. The student of SMA N 1 Karangayar made English club named SACRED as the English extracurricular in there. SACRED standsfor SMA N 1 Karanganyar English Division. The name of SACRED is made by the students. English club (SACRED)focuses on speaking practice.English club (SACRED) often follows competition in Karanganyar region or event in Central Java and also in national level. There are several achievements that had been achieved by English club (SACRED) in English Speaking Competition: 1st English debate competition Esa's Fair UNS (2013), 1st of English debate competition karanganyar region (2014), 1st English debate competition UMS rektorat cup (2014),1st and 2st best speaker Esa's Fair (2015), English debate competition Esa's Fair UNS (2015), 1st of English debate competition karanganyar region (2015), 10 best speakers in English debate competition central java (2015), 1st English debate competition Esa's Fair UNS (2016), 1st of English debate competition karanganyar region (2016), 1st story telling championship in UNDIP (2017), 8 big finalist speech contest in UGM (2017) and 1st story telling (2017) in UNNES.

English club (SACRED) uses senior peer tutoring. There are two senior peers tutoring. The tutors arefrom students of eleventh grade. Peer tutoring is the strategy which English club (SACRED)chose to manage their English club. Peer Tutoring is effective strategy for students who learn English, it can gives

advantages for both because the tutors are friends and their language will be easy to understand each other (Herrel & Jordan, 2004 : 218).

The aim of making English club (SACRED) wasas the place for students of SMA N 1 Karanganyar who want to practice English speaking more time and increase their ability especially in English speaking skill. It is because they are aware that speaking practice is important for the student. Students are hardly trained to master speaking skills through various activities. Brown and Yule (1999: 25) state that learning to talk in the foreign language is often considered being one the most of difficult aspects of language learning for the teacher to help the students to learn. It means that speaking is the most of difficult skill in learning English. Mastering speaking is not easy. The students need to learn as well as in other places or other times for example, they join in English extracurricular.

In this research, researcher focuses in types of speaking strategy used by the tutor at English club (SACRED). The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. Riddel (2001: 117) states that there are the various kinds of activities that can be implemented by the tutor in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students' talks, and discussion.

Based on pre observation, English club (SACRED) practiced many types of speaking. There are three activities in English club (SACRED); they are debate, storytelling and speech (public speaking). Debate is included main

activities in English club (SACRED). The tutor used Asian parliamentary debate style. Austin and Steinberg (2000: 4) state that Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. Individual may use debate to reach a decision in their own mind: alternatively, individuals or groups my use it to bring other around to their war way of thinking. Debate challenges them to make defensible judgment in which they must critically investigate complex issue, the question that given in debate is to stimulate and refine communication skill that empower individuals to speak from themselves. Through debate, the students adapt to practice speaking spontaneously. By understanding about debate, students can more creative in thinking and expression their thinking.

Thereare the other activities in English club (SACRED) namely speech (public speaking) and storytelling. Sirait (2013: 102) states that public speaking is range of ways of thinking which is based on the entire human talent of the past experience, present and future and combined with ethics, behavior patterns, science, technology, culture, state analysis and other factors. Wahyudi (2013: 61) explained that public speaking is not a thing that could happen by itself to a person. But public speaking is a science that we are aware that it will not be possible as a science was controlled by person if he does not set up a time, invest the time to learn. Public speaking is a skill that is preceded by an understanding of science. So public speaking is not an easy thing to do, it is needed for guidance and training.

The other main activity in English club (SACRED) was Storytelling. Storytelling is a technique or ability to tell a story, setting a scene, an event, and also a dialogue. Storytelling is often used in teaching and learning process.This technique is useful to practice the ability to hear fun someone who wants to convey the storytelling must have good public speaking skills, understand the character of the listener, imitating the sounds, clever to set the tone and intonation as well as the skill of using the tools. It is said to be successful using storytelling technique, if the listener is able to capture the story and feel entertained. In addition, moral value in the story can be shared to the listener.

There are two students from eleventh grade as the tutor in every activity. The tutors guide the activities in English club (SACRED).The tutors made strategy that used in speaking practice. Therefore, the members feel enjoy and easy to follow theactivities in English club (SACRED). Work plan in English club (SACRED) wasready every month before the meeting. Work plan is one of the important things in English club (SACRED). It is made by the tutorsand consulted with the teacher. The work plans is created to be planning of speaking activities in a month. The purpose of this work plan is to apply the speaking pleasantly.

English club (SACRED)is done once in a week that is on Tuesday. The activity was carried out for up to two hours after regular school activity. There are 16 students who join in Sacred. They are composed of the tenth and eleventh grade students. All of student can join English club (SACRED), but they must face selection in order to be the member in English club (SACRED) and students

who pass from selection, they may be the member of English club (SACRED). The researcher wanted to conduct the research in English club (SACRED) because the researcher wanted to know what are the activities conducted in English club (SACRED) and teaching speaking strategy used by the tutors in English club (SACRED). It will be beneficial to other tutors and students in teaching speaking especially in English club.

Based on explanation above, the researcher is interested to carry out a research entitle "A Descriptive Study of Teaching Speaking Strategy at English Club of SMA N 1 Karanganyar in Academic Year 2017/2018".

B. Identification of the Problem

Based on the observation above the researcher finds some problemsin Sacred. There are many factors can affect the problems emergence, such as:

1. The students need addition activity after regular school to gain more knowledge especially in English speaking skill.
2. Students need interactive strategies to provoke speaking skill in process of learning English.
3. SACRED is one of good place to improve students' speaking skill.

C. Limitation of the Problem

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and to clarify the study. The researcher makes limitation to the both of subject and object of the study:

1. Subject

   The subject of this study is the students of SMA N 1 Karanganyar that is joining in English club (SACRED) in academic year 2017/2018.

2. Object

   The researcher limited the research in object of this study as follow:

   a. The teaching speaking strategy used by tutor in English club (SACRED) at SMA N 1 Karanganyar ?

   b. Theactivities conducted in English club (SACRED) at SMA N 1 Karanganyar?

D. Problem Formulation

The problem statements of this research are as the following:

1. What are the types of speaking strategies used bythe tutor inEnglish club (SACRED) at SMA N 1 Karanganyar?

E. The Purpose of the Study

The purpose of the study is to describe the types of speaking strategy used by the tutor in English club (SACRED).

F. The Benefits of the Study

1. Theoretical Benefit

   The theoretical benefit of this research are to be the useful research for contribution as the good way for teaching speaking strategy and also

hopefully this study becomes references and information for the next research who wants to study the same case.

2. Practical benefit

The result of this study can be beneficial, it is expected that the research can give contribution as the affective strategyin teaching speaking skill. The result of this study can be used by teacher or tutor, student and also the other researcher.

For the teacher, teachers can adopt the effective strategy to teach or organize their student in classroom or an English club in order the students to be active and more interesting to join in learning English especially in speaking skill.

For students, student can find the other alternative way to learn English speaking skill.Hopefully Student are easy to understand the material and students may feel joy, comfort and more confident to learn English speaking skill.

G. Definition of Key Terms

Some of terms which are very important to describe, it is intended to avoid misunderstanding, the writer explains some terms used in the thesis entitle "A Descriptive Study of Teaching Speaking Strategy at English club of SMA N 1 Karanganyar in Academic Year 2017/2018"

a. Teaching strategy

According to Stone and Morris in Issac (2011) teaching strategy is a generalized plan for a lesson which includes structure, instructional

objectives and an outline of planned tactics, necessary to implement the strategies.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. Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction.

b. English Speaking Skill

According to Thornburry (2005) speaking is interactive and requires the ability to co-operate in the management of speaking turn.Speaking is a skill, and such needs to be developed and practiced independently of the grammar curriculum. Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people.

c. Peer Tutoring

Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher (Gearheart et al., 1992). Peer tutoring is often referred by educators as it increases the learning rate, contribute to social skill development, develop a range of other skills, and provide emotional benefits to the students (McKellar, 1986).

d. SACRED stands for (SMA N 1 Karanganyar English division). It is the name of English club in SMA N 1 Karanganyar.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Speaking

1. The Definition of Speaking

According to David Nunan (2003:55-6) speaking is learned in two broadcontexts: foreign language and second language situations. The challenges youface as a teacher are determined partly by the target language context. A foreignlanguage context is one where the target language is not the language ofcommunication in the society (e.g. learning English in Japan or studying French inAustralia). Learning speaking skills is very challenging for students in foreignlanguage contexts, because they have very few opportunities to use the targetlanguage outside the classroom.Speaking is an activity involving two or more people who hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. This definitions means there are three aspects of the speaking. They are the speaker, the hearer, and the message. Both the speakers and the hearers should agree on the message and /or meaning being talked through acceptable language.

Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel

they have improved in their spoken language proficiency.Cameron (2001:40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. In brief, learners need to know how to use the language in context.

According to Cameron (2001:40) speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of registration or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

2. The Function of Speaking

Numerous attempts have been made to classify the functions of the speaking in human interaction. Brown and Yule (1999) in Ricard made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information. The functions of speaking are:

a. Talks as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describe interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, because they wish to be friendly and to establish a comfortable zone of interaction with other. They focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1999).

b. Talk as Transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcement, and speeches.

3. **The Features of Speaking**

Underwood (1997: 9-14) says that the features speaking consist of sound, stress and intonation, the organization of speech syntax, vocabulary, pauses and fillers, formal and informal language. The following are detail explanation of each feature:

a. Sounds

Sound direct what the listeners hear of English words, whether vowel sounds or consonant sounds.

b. stress

Stress is aimed to highlight words which carry the main information the speaker wishes to convey, and changing the stress can alter the meaning of utterances even when the words remain the same.

c. Intonation

Intonation is more complex, but stressed words can be directions to see the intonation sentence.

d. The organization of speech

The organization of speech is made by the speakers and it depends in their own idea and creativity.

e. Syntax and Vocabulary

In spoken language, the syntax and vocabulary is usually much less specific which can only be understood b relating them to the immediate context in which they are used.

f. Pauses and Fillers

Pauses which can occur in speech aim to give the listener time to think about what has just been said and to relate it to what has gone before. The length of pause used will depend on the speaker's speech habit, on the behavior and reactions of those listening, and the speaker's need to work out what to say next. Long gaps in the speech are often filled with sounds/expressions such as: „er…" / „erm…" / „ehm…". These are usually called "fillers". Fillers are used to avoid long silences, which are generally thought to be embarrassing in English conversation.

g. Formal and Informal language

They are used depending on the social setting, the relatives ages and status of the speaker and listener, their attitudes to each other and the topic, the extent to which they share the same background knowledge, and soon.

4. **The Characteristic of Successful Speaking**

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and the culture rules that

apply in each communication situation. According to Ur (1999: 120), there are some characteristics of a successful speaking activity:

a. Learners talk a lot

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

b. Participation is even

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

c. Motivation is high

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

d. Language is often an acceptable level

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

5. **Teaching speaking**

The most important reason for teaching speaking is to develop oral fluency thatis the ability to express oneself intelligibly, reasonably, accurately and without unduehesitation, (Ur, 1996: 56). Nunan (1998: 39) sees

"mastering the art of speaking" asthe most important aspect of learning a language.

According to Hughes (2003: 113), the objective of teaching spoken language isthe development of the ability to interact successfully in that language, and that thisinvolves comprehension as well as production. It is also assumed that at the earlieststages of learning formal testing of this ability will not be called for, informalobservation providing any diagnostic information that is needed.

Therefore, some researchers and experts have tried to assign the notion ofteaching speaking like Nunan (2003: 48) who has clarified it as to teach Englishlanguage learners to:

- produce the English speech sounds and sound patterns;

- use words and sentence stress, intonation patterns and the rhythm of the secondlanguage;

- select appropriate words and sentences according to the proper social settingssituation and subject matter;

- organize their thoughts in a meaningful and logical sequence;

- use language as a means of expressing values and judgments, and

- use the language quickly and confidently.

Teaching speaking, in the researcher's opinion, is the way for students toexpress their emotions, communicative needs, interact with other persons in anysituation, and influence the others. For this reason, in teaching speaking skill it isnecessary to have clear understanding involved in speech and also

encourage thepotential of the learners to develop their speaking skill naturally. Overall, teachingspeaking skill emphasizes on the activities to make the students active and creative.

From the basic of teaching English, speaking is one of English skill whichmust be taught to the learners. Language is identical with the skill in communicatingwith other using spoken form. So, teaching speaking one more become verysignificant to be taught. In this part, teaching speaking will be explored into the reasonfor teaching speaking, kinds of speaking activities, and teachers' role in speakingactivities. Here are some descriptions about those theories;

a. **Objectives of Teaching Speaking**

In teaching speaking the students are asked to bo more active inspeaking activities. Also in the curriculum, speaking becomes an importantcompetence that should be mastered by the students. Finally, speaking skill isvery important to be taught by in the school, especially. "There are three mainreasons for getting students to speak in the classroom" (Harmer, 2007:123).Firstly, speaking activities provide rehearsal opportunities, chances to practicereal life, speaking in the safety of the classroom. Secondly, speaking tasks inwhich the students try to use any or all of the languages they know providefeedback for both teacher and students. Then thirdly, the more students haveopportunities to activate the various elements of language they have stored intheir brains.

As a result, the students will be able to use words and phrasesfluently without very much conscious thought.

Teaching speaking depends on there being a classroom culture ofspeaking, and that classrooms need to become very crowded classroombecause of speaking. In other words, students will be much more confidentspeakers and their speaking ability will improve if the teaching process in theclassroom is attractive. The teachers their selves who need to arrange thespeaking activities to be applied in the classroom. So, the quality of teachingspeaking will be very influenced by the speaking activities applied by theteacher in the classroom.

b. Principles for Designing Speaking Activities

There are many kinds of activities that can be applied when the teacherteaches speaking. The activities should be arranged in a good sequence inorder to get the best result in teaching speaking. Teachers also should considerabout the activities will be applied to the students. It should be appropriate tobe applied to the students' level, and it should be beneficial to improvespeaking skills. "Good speaking activities can and should be extremelyengaging for the students" (Harmer, 2007:123).

There are seven principles for designing speaking techniques by Brown (2001:275):

1. Use techniques that cover the spectrum of learners need, from languagebased

   focus on accuracy to message-based focus on interaction, meaning,

and fluency

2. Provide intrinsically motivating techniques

3. Encourage the use of authentic language in meaningful context

4. Provide appropriate feedback and correction

5. Capitalize on the natural link between speaking and listening

6. Give students opportunities to initiate oral communication

7. Encourage the development of speaking strategies

c. **Teachers' Role in Speaking Activities**

Teachers have a significant role in teaching speaking class in theclassroom. They do not only prepare the activities of speaking applied in theclassroom, but they also sometimes involved in the students activity. Someteachers get very involved with their students during a speaking activity andwant to participate in the activity themselves. There is nothing wrong withteachers getting involved, of course, provided they do not start to dominate.Although it is probably better to stand back so that you can watch and listen to what's going on.Sometimes, however, teachers will have to intervene in some way if theactivity is not going smoothly. If someone in a role play can't think of what tosay, or if the discussion begins to dry up, the teacher will have to decide if theactivity should be stopped because the topic has run out of the steam, or ifcareful prompting can get it going again.

There are 3 roles of the teachers in speaking activities (Harmer,2007:275);

1. Prompter: students sometimes get lost, cannot think of what to say next, orin some other way lose the fluency we expect of them. Teachers can leavethem to struggle out of such situations on their own, and indeed sometimesthis may be the best option. However, teachers may be able to help then and the activity to progress to offering discrete suggestions.

2. Participant: teachers should be good animators when asking students toproduce language. At other times, however, teachers may want to participate in discussion and role-plays themselves. That way they canprompt covertly, introduce new information to help the activity along,ensure continuing student engagement, and generally maintain a creativeatmosphere.

3. Feedback provider: when students are in the middle of a speaking activity,over correction may inhibit them and take the communicativeness out ofthe activity. When students have completed an activity it is vital that we allow them to asess what they have done and that we tell them what, in ouropinion, went well.

B. **Strategy**

1. **Definition of Strategy**

According to Pupuh Fathurrohman and M. Sobry Sutikno (2007: 3) in language, the strategy can be interpreted as tactics, tips, tricks or a way, while in general the strategy is an outline of the bow in the act in order to achieve a predetermined goal. According to Brown (2000:113) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has number of possible ways to solve a particular problem, and we choose one-or several in sequence-for a given problem.

Strategies are goals directed and consciously controllable process that facilitates performance. Strategies are processes that when matched to task requirements, improve performance. When teacher or students use strategy, they can do things better, easier, and quicker. In essence, a strategy is simply a tool used to accomplish a task. A strategy concentrates and enhances effort. Just as using a lever allows us to move heavy objects more easily, so strategies allow for enhanced performance of academic tasks.

Then Silver, et al,(2007: 1) states that "The goal of teaching is to weavetogether a conversation that unites these disparate individuals around a

common core of learning. Strategies are the different types or styles of plans teachers use toachieve this goal".

Strategies are not new to most educators. Then, Silver, et al, (2007: 4) statesseveral reasons of strategies become an important part in education as follows:

    1. Strategies are tools for designing thoughtful lessons and units

    2. Strategies make the work of differentiating instruction manageable forteachers and motivating for students

    3. Strategies provide the tools needed to bring thoughtful programs alive in theclassroom

    4. Strategies build the skills needed for success on state tests

    5. Frequent use of strategies leads to consistent and significant gains in studentachievement

    6. Strategies build different kinds of knowledge

2. Teaching strategy

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

3. **Type of teaching strategies in speaking**

> According to Kayi (2006: 3-4) there are some strategies that teacher can use in teaching speaking:

a. **Discussions**

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

> For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always

better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Prepared talks

Prepared talks represent defined and useful speaking genre, andproperly organized, can be extremely interesting for both speaker andlistener (Harmer, 1989: 271). A popular kind of activity the prepared talkswhere a student or students make a presentation on a topic of their ownchoice. Such talks are not designed for informal spontaneous conversation;because they are prepared, and however if possible, students should speakfrom notes rather than a script.

c. Role Play

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

teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

d. Simulations

Simulations are very similar to role-plays but what makes simulations 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 a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

e. Information Gap

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

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

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. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011).

i. Reporting

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

j. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

k. **Debate**

Debate is a structured form of argumentations that require participants to engage in research, develop listening and oratory skills, and think critically. Debating can be employed as an instructional strategy wherever the learning material and circumstances are open to opposing points of view. Debates may be viewed or read to contribute additional perspectives on a classroom topic. (Washoe schools, 2015: 3).

l. **Games**

According to Wright et al (2006 : 1) the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to *experience* language rather than merely *study* it.

According to Sigridur(2010: 16-17) in general the category speaking games can be devided into main categories. Those categories are: linguistic games and communicative games. Even tough they both aim toward eaching speech in the target language they put emphasis on

very different things. While linguistic games emphasize correctly the goal when playing communicative games is fluency.

C. Extracurricular

a. Introduction of Extracurricular

Extracurricular activities are activities that can serve as a forum forstudents who have interest in the event. Rohinah M. Noor, MA. (2012: 75) extracurricular are educational activities outside subjects and counseling services to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel are capable and have authority in school/madrasah. Extracurricular activities are activities that emphasize the needs of students in order to increase knowledge, attitudes and skills of students outside of school hours.Through the guidance and training of teachers, extracurricular activities can form a positive attitude towards the activities pursued by the students. Extracurricular activities are followed and implemented by students both in school and outside of school, aims to enable students to develop the potential, interests and talents.

The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. The activities in the English Club also can help the students to improve the students" ability in English. As Mulyasa (2007) states that an extracurricular program is a certain program held outside the school regular time for

supporting and improving students" competence.While the definition of extracurricular by Indonesian Dictionary(2002: 291) that: "an activity that is outside the program is written in the curriculum such as leadership training and coaching students." Extracurricular its self carried out outside of school activity. This activity gives flexibility of time and gives freedom to the students, especially in determining the types of activities that suit their talents and interests.

b. Vision and Mission Extracurricular

Vision and Mission is one element of completeness that must exist within an organization. Rohinah M. Noor (2012: 75) revealed that extracurricular have the vision and mission as follows:

1) vision

Vision extracurricular activity is the development potential, talents, and interests optimally, and the growing independence and happiness of learners that are useful to themselves, their families, and society.

2) Mission

a. Provide a number of activities that can be chosen by students suitable of the needs, potential, talents, and interests.

b. Carrying out activities that give students the opportunity to freely express themselves through independent or group activities

c. The Objectives of Extracurricular

In every activity, must not be separated from the aspect of goal. An activity that is waged without clear objectives, then it will turn futile.

Similarly, certain extracurricular activities have a specific purpose. Regarding objectives in extracurricular activities described by the Ministry of Education and Culture (2014: 2) are to develop the potential, talent, interest, ability, personality, cooperation, and independence of learners optimally in order to support the achievement of national education goals.

d. The principle of Extracurricular Activities

Rohinah M. Noor, MA. (2012: 76) expressed his opinion about the principle of extracurricular activities, namely:

a. Individual, is the principle of extracurricular activities that suitable to thepotential, talents, and interests of learners each.

b. Options, is the principle of extracurricular activities in accordance with the wishes and followed voluntarily learners.

c. Active involvement is the principle of extracurricular activities that require the participation of learners in full.

d. Fun, is the principle of extracurricular activities in an atmosphere like and encouraging learners.

e. Work ethic is the principle of extracurricular activities that build spirit learners to work well and successfully.

f. Social expediency is the principle of extracurricular activities that is undertaken for the benefit of society.

e. Type of Extracurricular Activities

Anifral Henri (2008:2) generally expressed several types of extracurricular activities in several forms, namely:

a. Krida, include Scouting, Basic Leadership Training for Students (LDKS), the Youth Red Cross (PMR), Army National Flag (Paskibraka).

b. Scientific, covering Scientific Activities of Youth (KIR), mastery of scientific activities and academic skill, and research.

c. Exercise / competition giftedness / achievements, including the development of sporting talent, art and culture, love of nature, journalism and religion.

d. Seminars, workshops, and exhibitions / fairs, with the substance of the career, education, health, protection of human rights, religious, and cultural arts. Sports, which include some sports that are of interest depending on the school, for instance, basketball, karate, taekwondo, martial arts, softball, and so forth.

f. The Advantages of Extracurricular Activities

The advantages following the extracurricular, English club (Sacred) as the one of extracurricular in SMA N 1 Karanganyar, it can facility the students to learn about English, especially in speaking. The students can be motivated and enjoy for doing positive activities.

According to Lowhorn (2008: 17) the benefits of joining extracurricular are making friends, developing skill, and improving academic. Fredricks and friends (2002) wrote that participation in extracurricular activities gave students the opportunity to have experiences other than being a child or student and provided them with experiences that translated well into adulthood. Participation in extracurricular activities facilitated student's

connection with their school and occurred simultaneously with a student's feeling identified with the institution (Booker, 2004).

D. **English Club**

In response to the educational process by the government througheducational institutions: elementary, junior, and high schools, the students inthe university level who were the output of those schools were looking for analternative for them to improve their English ability, especially in speaking.They, then, created a community containing themselves as students, aiming atachieving the goal they didn't get in their previous schools.The names for the community could be varied. For examples, thenames are English Club, English Community, English Debate Community,English Intensive Program, etc. Nevertheless, the goal is all the same: Englishspeaking improvement. In SMA N 1 Karanganyar, the students from tenth and eleventh grade conducted students' community called SACRED(SMA N 1 Karanganyar English Division).They have the meetings after the regular class had done.At the beginning, the club aimed at facilitating the students of SMA N 1 Karanganyar to have a place for practicing and improving their Englishspeaking skill outside of the classroom sessions. English club (SACRED)wasestablished and organized by students of tenth and eleventh grade with monitoring from their English teacher. Based on thepre observation, English club (SACRED) has three main activities namely debate, storytellingand speech.

E. Peer Tutoring

Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher (Gearheart et al., 1992). Peer tutoring is often referred by educators as it increases the learning rate, contribute to social skill development, develop a range of other skills, and provide emotional benefits to the students (McKellar, 2014). The students both improve their friendship relations and assist each other in learning thanks to the group studies they perform within the scope of peer tutoring. When studying together, using more similar and clear utterances positively affects the success of the peers (Karakoc, 2002). In addition, peer tutoring contributes to student motivation towards courses besides developing discussion, expression and interrogation skills (Topping et al., 2011).

Peer tutoring is implemented in different ways. In mutual peer tutoring, one of the aforementioned ways, the teaching and learning roles of the students can be swapped as they are at the same level. (Rittschof andGriffin, 2001). In cross peer tutoring, on the other hand, peer matching is mostly between the successful students and the ones who have some learning difficulties. Students with academic competency always take the teaching role, the others are learners (Moor and Walters, 2014).

F. Previous Study

The first previous study is from Qoirina susilowati (2017), entitled "*A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Accademic Year 2016/20.*The purpose of the study is to describe how the English Conversation Club as an extracurricular program at SMA N 1 Sragen is conducted.This researcher studies the speaking activities involve tutor's strategy, the problem faced by the tutor and member and motivation in joining the English conversation club. The research uses descriptive qualitative. The result of this research shows that the tutor uses three strategies in speech activities, namely opinion exchange, current events and making a game.

From the research above the researcher concludes the similarity of this research with previous research is about kind of activities in English conversation club and English club namely debate, storytelling and speech. The research methodology between this research and previous study is also in same way. The differences between both the researches are the tutor. This research uses peer tutoring but in English conversation club uses English teacher.

The second previous study is "*The Teacher Strategies in Overcoming Students' Difficulties in Speaking at English Intensive Program of Ma An-Nur Cirebon*".This research is written by Ririn Rianingsih Reg. Number 14111320123 IAIN Syeh Nurjati Cirebon.Ririn's thesis focuses on teaching speaking at English Intensive Program as English community at MA An-Nur Cirebon. the implementation of the teacher strategy in teachingspeaking at

English Intensive Program consist of review strategy, lecturing, discussion, sharing and telling story.

From the research above, the researcher concludes the similarity between this research and Ririn's research are research methodology descriptive qualitative and kinds of activities namely debate, storytelling and speech.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher uses the descriptive qualitative method which provides an accurate description of the phenomena in the form of words. This research focuses on teaching speaking strategy used by the tutor in English club (SACRED) at SMA N 1 Karanganyar. The researcher just collects the data, makes description and makes conclusion.Bodgan and Taylor (in Moleong, 2004: 4) states that qualitative strategy is "a research procedure, which produces descriptive data in the form of written or oral words from people and their behavior that are observed. According to Uwe (2009:12) Qualitative research is of specific relevance to the study of social relations, due to the fact of the pluralization of life worlds. Descriptive research describes and interprets events, condition, or situation, of the present. In another word, qualitative research is research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the object observed are process and value; (2) the most of data are words; (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzed inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related value (Joko Nurkamto, 2004:3). This method is also called naturalistic inquiry because is studies a phenomena in the natural way and kind of research study without any statistic procedure (Sugiyono, 2015:14).

It other word qualitative researchis defined as the approach to empirical research that relies primarily on the collection of qualitative data (i.g., nonnumeric data such as words, pictures, images) and its aim at providing as accurate an account as possible of what current practice is. The data collected were rich of descriptions about people, talks, places that would be difficult to explain with statistical procedures as in quantitative research. The data will cover the transcriptions of the member's speaking in English club (SACRED). Furthermore, it is the study in which the researcher needs to collect and describe the data to get a conclusion. It does not deal with numeric data or variable and its relation nship. Additionally, it is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

In addition, this study is meant to describe the teaching speaking strategy used by the tutor and speaking activities conductedin English club (SACRED) at SMA N 1 Karanganyar. This would help the reader to understand what is happening in the environment during the observation, such as what are the speaking activities including the strategy, the kinds of speaking in English club.

Thus, the research is a descriptive research. This research is qualitative since the data are in the form of words. Meanwhile, the research is a descriptive one since the researcher used descriptive strategy. The researcher wants to describe about teaching speaking strategies and activities of member who join in English club (SACRED). This research took place in SMA N 1 Karanganyar, in

academic year 2017/2018. There are 16 members, consisting of first and second grade students.

B. Setting of the Research

1. Place of the research

The researcher conducted the research in English club (SACRED) at SMA N I Karanganayar. It located at Jl. AW. Monginsidi No. 3, Tegalgede, karanganyar, karanganyar, centraljava 57714. English club (SACRED) has three activities, namely debate, speech and storytelling. The researcher chooses this school because this school has good achievement in English speaking skill. So the researcher wants to know about the activities and teaching speaking strategy used by the tutor in English club (SACRED).

2. Time of the Research

The researcher did the research observation in English club (SACRED) at SMA N 1 Karanganyar. The detail research schedule is in the following table:

Table 3.1 of Research Schedule

No	Activities												
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pre research	■											
2	Observation	■											
4	Create			■									

No	Activity												
	Proposal			■									
5	Proposal Examination				■								
6	Conduct the research					■	■						
7	Arrange the thesis							■					
8	Munaqosah								■				

C. The data and Data Resource

This research will be conducted in English club (SACRED) at SMA N 1 Karanganyar in academic year 2017/2018. The researcher wants to research the speaking activities including the tutor's strategy in teaching speaking and activities conducted in English club (sacred) of SMA N 1 Karanganyar. The reseacherchooses the English club (SACRED) for the object, because this is the one of addition activities for the students after the regular school as the other way to learn English speaking more. This activity was carried out for one up to two hours after regular school activity. There are 16 students who join English club (SACRED). They are composed of the tenth and eleventh grade.

The tutors and the members of English club (SACRED) will participate for this research. The researcher will observe the activity in English club

(SACRED). So the data that used for this research are observation, and documentation. The data sources are informants, events and document.

The tutor and the member will be informants in this research. The event is English club (SACRED) also as the data source, and the researcher used document that is work plan to compare the real activity with the work plan.

D. Technique of Collecting the Data

The technique of collecting data applies in the research are as follows:

Observation

According to Herdiansyah (2013:129), observation is the act of watching social phenomena in the real world and recording events as they happen systematically to reach purpose. Observation is the activity that aims to gain the data which could be as the conclusion or diagnosis. The researcher conducted the observation to the entire member of English club (SACRED) in 2017/2018 academic year. The researcher observed the speaking activities and tutor's strategy in teaching speaking comprehensively. Researchers work directly in the extracurricular activities. Researchers recorded the activities undertaken.

E. Technique of Analyzing Data

Moleong (2007:280) describes analyzing data as the process of organizing and putting consecutively into pattern, category and unit in order to get theme for concluding hypothesis based on data. Miles and Huberman (1984)

and Sutopo (2002:2) defines three components of analyzing data, they are data reduction, data display and concluding drawing.

1. Data reduction

    Reduction is the process of selecting, focusing, simplifying and abstracting the data. According to Sugiyono (2006:338), reduction data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. It starts when the researcher was in the field. There are many data collected from the observation, interview and documentation. In this research, the researcher limited only to the analyzing the activities and tutor's strategies in teaching speaking in English club (sacred)of SMA N 1 Karanganyar.

    In this research, the data reduction was done by summarizing the raw data that were got from observation, interview and documents. Then, the next thing did by the researcher was finding the pattern of it. Here the data related with the research were the data from observation, interview and documentation.

2. Displaying data

    In this step the researcher describes the finding of the research in the form of systematic classification. Therefore it is easy to be understood and to be analyzed. Display of the data is a descriptive of the data. Data display is set of information which have been classified and organized based on the datareduction which leads to conclusion (Miles and Huberman, 1992:17). This technique was used in arranging information description or narration in

order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order action-based on her understanding. The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data. The researcher presented the data from activities and tutor's strategies inEnglish club (sacred)at SMA N 1 Karanganyar

3. Conclusion and verification

This stages show the final result of the research. It consists of conclusion and verification. The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher infers the research finding into a single overall conclusion accordingly the research data.

F. The Trustworthiness

Qualitative research concerns on the trustworthiness to check the credibility of the data. The trustworthiness used is triangulation. According to Maleong (2006:330), triangulation technique is the technique to check the data by using something beyond the data. He also says that triangulation is mixing of the data or method so that the diverse viewpoints or standpoints cast light upon a topic. Triangulation is essentially a multimedia approach conducted by researcher at the time of collecting the data. The basic idea is that the phenomenon under study can be well understood in order to obtain

high-level truth though is viewed from different angles. Viewing angles varying obtained will allow a reliable level of truth. Therefore triangulation is the attempt to check the correctness of the data or information from a variety of different viewpoints by reducing as much as possible the different that occur at the time of data collecting and analysis.

According to Norman K. Denkin defines triangulation as a combination or combinations of the various methods used to study phenomena that are different perspectives. The Denkin's concept is used by qualitative researchers in various fields. According to him, triangulation includes four kinds, method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation.

The following of the four types of triangulation:

1. Method triangulation is one by comparing the information or data in different ways. As is known in qualitative research, researcher obtains data from interview, observation, questionnaire, and document to obtain a valid data

2. Inter-researcher triangulation is done by using more than one researcher in data collection. This technique is to recognize enrich the in-depth knowledge.

3. Data resource triangulation is seeing of certain information through various data and sources of the data acquisition methods. For example, besides using interview and observation, the researcher can use participant observation, written documents, historical document and image of photo.

4. Theory triangulation is comparing the formulation of the information/ thesis statement of relevant theoretical perspectives to avoid individual bias of researcher on the finding or conclusion generated. In addition, theory triangulation can increase the depth of understanding if the researcher s able to dig deep theoretical knowledge on the result of the data obtained.

Furthermore, in this case the researcher used data resources triangulation, in this research, the researcher chose and took the data resources from tutor and the member of English club (SACRED). In validating the data, the researcher compared the data of observation, and document.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers research finding, and discussion. The chapter presents the result of the research that was conducted in English club (SACRED) at SMA N 1 Karanganyar. The researcher would like to answer the research problems. That is the types of speaking strategies useb by the tutor atEnglish club (SACRED) in SMA N 1 Karanganyar. The research finding here is taken from observation in English club (SACRED) as the subject of the research. The researcher presents thefindings of the research in the form of the words.

A. Research Findings

This chapter presents the research finding. The purpose is to answer t he research problems in the first chapter. There is one objective in this research. That is to describe the types of speaking strategies used by the tutor atEnglish club (SACRED) at SMA N 1 Karanganyar**.**

Strategy is important aspect in teaching and learning process. Tutor should choose appropriate strategy in activity in order to get learning activity becomes effective, efficient and to make student understand the materials easier. In teaching English speaking, tutor should create review their strategy to make the member enjoy, interested and understand in learning to talk. Tutors uses suitable strategy to teach speaking, the members will be motivated to follow English club (SACRED) then the members will get the objectives of the English extracurricular program.

There are types of speaking strategies used by the tutor in English club (SACRED) at SMA N 1 Karanganyar.

Table 4.1 the Types of Speaking Strategies Used by the tutor In English club (SACRED)

No	Types of Speaking Strategies	Observation						
		1	2	3	4	5	6	7
1	Discussion	V		V	V			
2	Prepared talks		V			V		V
3	Demonstration			V				
4	Pictures describing				V			
5	Debate	V	V					
6	Game						V	
7	Storytelling				V			

This part presents the research finding which the researcher found in the field of the research by doing observation. It related to the types of speaking strategies used by the researcher at English club (SACRED). The researcher joined during the process teaching-learning at English club (SACRED) started on April 24th, 2018. The meeting in English club (SACRED) was done around 60 until 90 minutes.

Based on observation conducted by the researcher the tutors made work plan for speaking activities in English club (SACRED), the tutors arranged the materials and then they discussed with English teacher. There were several activities in English club (SACRED) such as debate, speech and storytelling. It was based on observation that researcher did for s even times.

Based on observation conducted by the researcher, there are several activities in English club (SACRED):

a. **First Observation**

No	Date/date	Activities	Strategies	Material
1	First meeting April 24th, 2018	Debate	Debate and discussion	"TWH support local product"

1) Opening

That was the first observation conducted by the researcher on April, 24th, 2018. Before the activity was started, the tutors opened that meeting with saying salam *Assalamu'alaikum warahmatullahi wabarokatuh* and the students answered waalaikumsalam warahmatullahi wabarokatuh. After that, the tutors checked the members' attendance and asked the members' condition. There were 16 members in that meeting.The activity in that meeting was debate**.**

Debate was one of the activities in English club (SACRED). The members in English club (SACRED) were trained to master the way to do debate. There are kind of style in debate, but English club (SACRED) in SMA N 1 Karanganyar only used Asian parliamentary style, so they didn't know how to debate with different style. In Asian parliamentary style, there were two teams that consisted of government and opposition team. Government team was also called as affirmative or positive team that should defend the motion and the opposition team was also called as the negative team that should refuse the motion. Each team had 3 members and each team gave 4 speeches. The format was a limited preparation format, meaning that the topic is announced, depending on the tournament, roughly 30 minutes before debate. The 3 members of the teams, each of which gives a 7 minute speech, are:1) Prime Minister2) Deputy Prime Minister3) Government Whip

One speaker from the Government team (either the Prime Minister or Deputy Prime Minister) was charged with giving a 4 minute reply speech that clarifies the debate from the Government perspective withoutbringing forth new arguments.

The 3 members of the opposition team should negate the motion and refute arguments brought forth by the government. The 3 members of the team, each of which gives a 7 minute speech, were:1) Leader of Opposition2) Deputy Leader of Opposition3) Opposition Whip. Like the

Government team, one speaker from the opposition team (either the Leader of opposition or deputy leader of opposition) was charged with giving a 4 minute reply speech that clarifies the debate from the opposition perspective without bringing forth new arguments.

In the 7 minute speeches, the opposing team could stand up and ask for Points of Information (POI) after the first minute and until the sixth minute. POI should be a brief question or comment and not a long-winded monologue or back and forth cross examination session.

2) Main activity

In that day the tutors chose seven students to be the member of debate. A student became chairman, a student became the time keeper, and three students became the affirmative team and three others as the negative team. The tutors were as the adjudicator in debate activities. The theme of the debate in this meeting was **"THW support local product"**. The tutors give 30 minutes for the debaters to prepare motion. The tutors monitored the students' activities by moving around.

They worked in each group and discusse the motion based on their team, opposition or affirmative**.** Members clashed and defended their opinions. Affirmative team revealed the advantages and benefits of the local product, while the negative team maintained the opinions to against affirmative team. Some of the students were good in speaking so the

debate ran smoothly. After debate is finished, the tutors as the adjudicators give assessment, criticism and suggestion for two teams in order both of teams can be better in the next debate.

3) Closing

Before the tutors closed the meeting, the tutors motivated the members to always love English and increase their ability to speaking English. Then, the tutors announce the winner of debate in that day and the winner in that day was from negative side. The last tutors closed the meeting by saying "*wassalamualaikum Wr. Wb*" and the members answered "*waalaikumussalam Wr. Wb*".

In this observation the tutors used debate and discussion as the strategies to teach the members in English club (SACRED). Debate is a structured form of arguments that require participants to engage in research, develop listening and oratory skills, and think critically. Debating can be employed as an instructional strategy wherever the learning material and circumstance are open to opposing points of view. Debates may be viewed or read to contribute additional perspectives on a classroom topic (Washoe School, 2015: 3). Debate is activity that done in team, so the tutors used discussion strategy to conduct debate. Each team discuss with their own team. They shared opinion each other about the motion in that day.

b. **Second Observation**

No	Day/Date	Strategies	Activities	Material
1	Second meeting April 30rd, 2018	Debate	Debate and prepared talks	"TWH Enviromentalism as an Obligatory Subject at School"

1) Opening

That was the second observation in English club (SACRED). This observation was conducted on April, 30th 2018. The tutors opened theclass by *Assalamu'alaikum warahmatullahi wabarokatuh* and the memberss answered *waalaikumsalam warahmatullahi wabarokatuh*. Then, the tutors checked the members' attendance and there were 14 members in that meeting. The activity in this meeting is opinion exchange.

1) Main Activity

The tutor explained the activity in that day and the way to make strong arguments in debate. The theme was **"THW make environmentalism as an obligatory subject at school".** The members were free to be affirmative or opposition side. They just needed to prepare their opinion about the motion and the tutors would be called the members randomly to deliver their opinion about the motion. The tutors gave 20 minutes to the members for preparing their opinion. The

members were allowed to step forward or just stand up in front of their seats. Each member gave different opinion about the motion and they could support or refused the motion in that day.

During the members' performances, the tutors also corrected the content of their arguments, the tutors gave guiding and suggestion after performances of the members. In that day, the tutors used opinion exchange as the way to learn about case building in debate. The members were free to do debating without following the rules of speaking.

2) Closing

In the end of the meeting the tutors give suggestion related to the activities in that day and suggested to the members to update the news and read more information in order they have much knowledge to deliver in debate. Afer that the tutors said *salam* and the mebers answered that.

In this observation, the activity was opinion exchange. The tutors used prepared talks as the strategy. They were given the motion by the tutors and then they prepared their opinion before they delivered their opinion. The members can search in google or ask to their friends. In this activity, the tutors trained the members to built strong argument to face debate activity. All members exchange their opinion each other. There was agree with the motion and there was disagree with the motion.

c. **Third Observation**

No	Day/Date	strategies	Activities	Material
1	Third Meeting May 8th,2018	Games: Anagram	Games (anagram) and demonstration.	Anagram game Anagram is words that contain the same letters but arranged in a different order. (Example: EARTH=HEARTH, ACT=CAT, ARM=RAM)

1) Opening

This was the third observation on May, 08th 2018. The activity in that meeting was playing game. The game was Anagram. Anagram is words that contain the same letters but arranged in a different order. After entering the class the tutors gave *salam* to the members and the members answered the *salam*. The tutors greeted the members by asking their condition. It made the members to be ready joining the class. There were 14 members joined the meeting in that day.

2) Main Activity

Before the tutors started the game, the tutors divided the member into four groups consisted of 3 people each group. After that the tutors gave explanation about how to play anagram. The way to play anagram is arrange the words in different order. The tutors wrote the words in the white board, then the group that could answer they had to rise up their hand first and then gave their answer. The group who could answer the question, their group would get the point. After the group answered the question, they had to make a sentence based on the word that they had arranged in different order. Example based on observation, the tutors wrote "HEART" and the member answered "EARTH" then they made the sentence "The earth is round" and so on. After all members got chance to answer the game and time was over, the tutors stopped the game.

3) Closing

Before the tutors closed the meeting, the tutors motivated the members to always love English and increase their ability to speaking English. Then, the tutors closed the meeting by saying "*wassalamualaikum Wr. Wb*" and the members answered "*waalaikumussalam Wr. Wb*".

Based in the observation, the tutors used games and demonstration as the strategies in that meeting. the word "game" to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright et al, 2006: 1). The tutors used the game to make different atmosphere. According to expert, the game is engaging and challenging, it was proven by all members I English club (SACRED). All members were enthusiastic to follow the game. This game is not just for fun, but for learning English especially to increase vocabularies. Before all members started the game, the tutors explained and demonstrated the way to play Anagram. Through demonstration strategy, the tutors showed the members how to do something.

d. FourthObservation

No	Day/Date	Activities	Strategies	Material
1	Fourth meeting May 8th,2018	Storytelling	Storytelling, discussion and pictures describing	Timun emas, alice in wonderland, malin kundang, the story of bird and the ant.

1) Opening

This was the fourth observation on May, 15th 2018. The activity in the meeting was story telling. The tutors opened the meeting by saying *"Assalamualaikum warahmatullohi wabarokatuh"* and the members answered *"Waalikumussalam warahmatullohi wabaroatuh"*. The tutors checked the members' attendance and there were 16 members who joined in the meeting.

2) Main Activity

The tutors used picture describing in that meeting. They worked in group. Based on the observation, the tutors divided the members into three groups consist of 4 until 5 person. Then the tutors gave each group with different pictures. In each group, there were 5 pictures and then each member in group had to make a story based on the pictures that they had. The themes in that day were **Timun emas, Alice in Wonderland, Malin Kundang, The Story of Bird and the Ant.** They must make the interconnected story based on the pictures. The tutors gave 20 minutes for preparing their story. The tutors moved around to monitor the members, in order all members in group could work together. After that each group had to step forward and performed their complete story by all of members.

3) Closing

In the end of meeting, the tutors gave criticism, suggestion to do storytelling better than before. The tutors gave critic about the body language and facial expression. It was still less from the members. After thet the tutors closed the meeting by saying "*Wassalamualaikum warohmatullohi wabarokatuh*" and the members said "*Waalaikumussalam warohmatullohi wabarokatuh*"

Based on observation, the tutors used storytelling, discussion and pictures describing as the strategies in that meeting. The tutors divided the members in group then they were given different title of stories and the different pictures for each title. The members had to interconnected story with their group, therefore each group had to discuss their story and made interconnected story with their groups. After all members were ready to tell their stories, the tutors called the group randomly. The group who was called by the tutors, they had to step forward in front of the class and told their story with the pictures that related with their story.

e. **Fifth Meeting**

No	Day/Date	Activity	Strategy	Material
1	Fifth meeting May 15th,2018	Speech	Prepared talks	tic toc in social media, zonasi system and A quality of education as the ultimate human right to unlock the better future.

1) Opening

This was the fifth observation conducted by the researcher on May, 22nd 2018. The activity in the meeting was speech. The tutors made a different activity in each meeting in order the members didn't get bored for joining English club (SACRED). The tutors opened the class by Assalamu'alaikumwarahmatullahi *wabarokatuh* and the members answered*waalaikumsalam warahmatullahi wabarokatuh.* Then, the tutors greeted to the members about condition. The members answered with different answers. There are 13 members who joined in that meeting.

2) Main Activity

After that, the tutors told activity plan in that day. Activity in that day was delivering speech. The tutors used current event to decide the theme for speech. Current event was used bythe tutors in order the mebers of English club (SACRED) didn't get bored and the members could update the current news and development of information. Through current event the members were excited to talk the theme.

Firstly, the tutor gave the themes related to the current event. The themes were *"tik tok" in social media, zonasi system and a quality of education as the ultimate human right to unlock the better future"*. In this activity the tutors invited the members to speak up in front of their friends. Before the tutors invited the members, the tutors gave fifteen minutes to make preparation before they delivered their speech. The tutors monitored the work of members by moving around.

The speech that would be delivered by the members was not too long. It was about 3-5 minutes. The members were free to choose the themes. The most of members in English club (SACRED) were confident to talk in front of their friends, but some are still nervous.

After all performances were done, tutors gave evaluation related to the performances of the members in outline.

3) Closing

Finally, all activities in English club (SACRED) were done, the tutors closed the class by saying *"Wassalamualaikum warohmatullohi wabarokatuh"*. Then, the students answered*"Waalaikumsalam warohmatullohi wabarokatuh"*.

In this observation, the tutors used prepared talk as the strategy in that meeting. The activity in that meeting was delivering speech. The tutors gave themes to the members, then the members were free to choose the themes. The tutor gave time to the members for preparation their speech. The members could search in internet or ask to their friends during preparation of their speech. The tutors allowed the members to bring short note as the material that will be delivered later.

f. Sixth Meeting

No	Day/Date	Activity	Strategy	Material
1	Sixth meeting May 23th,2018	Game	Game	Charades game (Charades is the game that played with guessing the words from the letter that given by the someone)

1) Opening

That was the sixth observation conducted by the researcher on May, 23rd 2018. The tutors played a game in that meeting. Based on interview, the tutors used game as the strategy to teach speaking. The tutor used game in English club (SACRED) in order the activities in English club (SACRED) become more attractive and fun. The game was a game of charades. Before started the game of charades, the tutors opened the meeting by "*Assalamu'alaikum warohmatullohi wabarokatuh*" and the members answered "*Waalaikuussalam warahmatullohi wabarokatuh*". Then he tutors checked the members'attendant. There were 14 members in that meeting.

1) Main activities

Before the game was started, the tutors explained to the members the way to play charades. After all members were clear about the way to play charades .The tutor gave a letter, and then the members guessed the word of everything that could begin with that letter. Then the members were asked to make sentences based on the words that had they mentioned before. For example, the tutor said "C" and then the members answered "confident". After that the members made a sentence from the word "confident": "I am confident to talk in front of my friends". One of the rules in this game was the members who had ever answered the question they were not allowed to answer

again before all members could answer the questions in game. It is the way of tutors to give opportunity for all members in order they could participate in speaking activities. After all members could answer the questions, the other members could answer again in the next question until the time was over. The members looked enjoy following the game, because all the members in English club (SACRED) could answer the question and make a sentence.

2) Closing

Finally, the tutors closed the class because the time was over. The tutors said "WassalamualaikumWr. Wb", then, the students answered" Waalaikumussalam Wr.Wb".

The activity in that meeting was playing game. The name of the game was Charades. The tutors used this game to increase the members' vocabulary and trained the members to make sentence. The members were excited to play the games. The members who had ever answered the question they were not allowed to answer again before all members could answer the questions in game. It is the way of tutors to give opportunity for all members in order they could participate in speaking activities. After all members could answer the questions, the other members could answer again in the next question until the time was over.

g. Seventh Meeting

No	Day/Date	Activities	Strategy	Material
1	seventh meeting May 24th,2018	Speech	Prepared talks	Full day school and Ramadhan month

1) Opening

   That was the last observation conducted by the researcher on May 24th, 2018. Activity in this meeting was speech**.** This activity trained the student active to talk in English. In this meeting the tutors used opinion exchange. The tutors said" *Assalamualaikum warahmatullohi wabarrokatuh*" to the members, and the members answered "*Waalaikumussalam warahmatullahi wabarokatuh*". The tutors did not forget to greet the studentsby asking their conditions. Then, the tutors checked the students'attendance and there were 12 members in that meeting.

2) Main Activity

   In speech, the tutors divided the members into two big groups and each group has to discuss their own theme with their member. The themes were *full day school* and *Ramadhan month.* In this strategy, the tutors require to the members to give reason and example. After that the tutors invite the members one by one randomly to convey their

opinion about their own theme. There are two tutors who handle each group. After one member gives their opinion, the other members can give contribution, suggestion or refuse the opinion of their members. Therefore the members could convey their opinion without hesitate. After all the members in English club (SACRED) give opinion, the tutors will make correction and suggestion about performences of the memebers to be better in the next meeting.

3) Closing

   After all activities in that day, the tutors closed the meeting by saying *wassalamaulaikum warahmatullohi wabarrokatuh* and the members answered *waalaikumussalam warahmatullohi wabarrokatuh.*

   The activity in that meeting was speech. The tutors used prepared talks as the strategy to teach speech. The first, the tutors divided the members into two big group and then gave the members two themes. One group was given theme Ramadhan Month and the other group was full day school. The tutors gave time to the members for preparing their speech. after that the tutors called the members one by one to deliver their speech in front of their friends.

Table 4.2 of the Activities and Types of Speaking Strategies Conducted in

English Club (SACRED) at SMA N 1 Karanganyar

No	Date and day	Activities	Strategies	Material
1	April 24th, 2018	Debate	Debate and discussion	"THW Support Local Product"
2	April 30rd, 2018	Opinion exchange	Prepared talks	"TWH Make Environmentalism as an obligatory Subject at School"
3	May 8th, 2018	Playing games	Game and Discussion	Anagram Game
4	May 15th, 2018	Storytelling	Discussion and picture describing.	Timun Emas, Alice in wonderland, Malin kundang, and The story of bird and the ant.
5	May 22nd, 2018	Speech	Prepared talks	Current event: Tic tok in social media, Zonasi system and A quality of education as the ultimate human gight to unlock the better Future.
6	May 23rd, 2018	Playing Game	Game	Charades
7	May 24th, 2018	Speech	Prepared talk	Full day school and Fasting month

B. DISCUSSION

In the discussion, the researcher focuses on the finding of one research questions. It is the types of speaking strategy used by the tutor at English club (SACRED). Strategy is important thing that should know by the tutor to teach their member in English club (SACRED). These strategies are done by the tutors during oral activities in order the members with the practice of these strategies could speak more and feel more confident. Based on observation in English club (SACRED) the tutors use some strategies. The strategies are discussion, debate, picture describing, storytelling, game, prepared talk and group work.

Based on the observation in English club (SACRED), it showed that the speaking activities were speech, debate and storytelling and the additional activity was game. Besides as the activities in English club (SACRED) debate, game and storytelling are also as the strategies used by the tutors in speaking activities in English club (SACRED).

Debate was the main activity in English club (SACRED) and also as the strategy. English club (SACRED) just used Asian parliamentary debate style. Asian parliamentary was the one of debate style that chosen by the tutors to practice in engish club (SACRED). The tutors chose Asian parliamentary debate style, because it was easy to be understood by the members. In debate activity, the tutors chose seven members to be debaters, one member became the chairman, one member became the time keeper, and

three members became affirmative team and three members as the opposition team. In debate the tutors used strategies discussion and group work. Every team work in their own group then discusse the motion for case building before they did debate. The tutors monitored the members by moving around and sometimes asked to the members aboutthe problem during discussion. In debate activity, the tutors had roles as the adjudicators as well.

In debate, the tutors trained the members to work in group especially for discussing the motion that would they delivered. The tutors always give suggestion after the members performed. The tutors guided the members to create strong argument, so that the rival couldn't drag the arguments down. And also, the tutors always remind to the members to have good managing in time in order, when they delivered their speech, they were not under time or over time. In the other activities like speech and storytelling, the tutors ask to the members to always pay attention to the feature of speaking such as stress, intonation, fillers and etc.

Besides debate, there was speech. It was named speech because the members were asked to speak in front of their friends.the members weretrained to adapt in speaking. The strategy used by the tutors in speech activities was prepared talk. The tutors gave the theme related to current event or news. It was given in order the members excited to talk the theme, because the theme is booming in that time. They were asked to speak up about the theme that has given in that meeting. The tutors used prepared talks as the

strategy in teaching speaking. There were several themes, but the members were free to choose the theme and prepare their speech.

The other meeting, the tutors used opinion exchange to teach speech. The tutors gave the the theme then before the activity is beganthe tutors give time to the members to discusse the theme first. The members were given opportunity to express their opinion. They exchanged opinion and conveyed their knowledge. The members gave different opinion about theme namely full day school and Ramadhan month.

The other activity was storytelling. The tutors used strategies discussion and picture describing. The tutors gave some story with the pictures. The members had to work in group and make interconnected story with their members in their group. The pictures were used in order the story more interesting and made the members felf easy to tell thestory because the picture. And also, the tutors combine the pictures describing with strategy discussion, because in that day the story must be told one by one each members in group. The tutors used discussion strategy in order, the mebers can discusse ad help each other to make interconnected story.

The last activity based on the observation was playing game. The researcher found two games namely Anagram and Charades. Anagram was played with group and the Charades was played individually. In fact, games were one of the strategies used by the tutors in English club (SACRED). The

tutors used these games to make the activitiesin English club (SACRED) enjoyable. Not only tense strategies but also there wa fun strategy.

The tutors in English club (SACRED) used the various strategy based on the activities in each meeting. In first meeting, the tutorsused strategies such as debate, discussion and group work. The second meeting the tutors used strategy prepare talk. The third meeting, the tutors used game, and group work as the strategies in the meeting. the fourth meeting the tutors used storytelling, discussion and picture describing. The next meeting is fifth meeting the tutors used speech and prepared talks as the strategies in that day. The in the sixth meeting, the tutors used game as the strategy in that day and the las meeting is sevent meeting. The tutors used strategies speech and prepared talks. The tutors often use prepared talk strategy in English club (SACRED).

English club (SACRED) used senior peer tutoring. English club (SACRED) used peer tutoring so the tutors were from eleventh grade students. Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher (Gearheart et al., 1992). The tutors trained the members to have ability in debate, storytelling and speech because they were the main acttvities in English club (SACRED) and also English club (SACRED) had goal to follow English competition that involved debate, speech and storytelling. The members that chosen to participate in English

competition especially in debate were from eleventh grade student who had followed English club (SACRED) almost two years, and also had more knowledge about debate. However, in speech and storytelling all members could follow English competition based on their talent. Almost every year the members in English club (SACRED) always follow English competition.

The tutors in English club (SARED) made work plan then they consult with their English teacher. The other one, when the members of English club (SACRED) wanted join in English speaking competition, especially for retelling story and speech, they made script by their self then consult their script to the English teacher. Though peer tutoring the members both improve their friendship relation and assist each other in learning thanks to the group studies they perform within the scope of peer tutoring. When studying together, using more similar and clear utterances positively affects the successes of the peers (Karakoc, 2002). The successes of the members in English club (SACRED) can be seen throughthe achievement in English speaking competition that they ever joined.

The members of English club (SACRED) were able to speak English in front of their friends, but there are still some wrong grammar. At least their sentences can be understood by the listener. The most of members had high motivation to learn English, proven from their enthusiasm to always follow the English speaking competition at the district, province and national.

CHAPTER V

CONCLUSION AND SUGESSTION

This chapter present about conclusion and suggestion towards the result of the research, implication and suggestion.

A. Conclusion

Referring to the data analysis in the previous chapter which covers research finding and discussion, the researcher draws conclusion.

The types of speaking strategy used by the tutors in eglish club (SACRED) are discussion, prepared talks, games, picture describing,and storytelling. The use of strategies is based on the activities in the meeting. The purpose of using the various strategies, in order the members can understand material easily and learn English more interesting and joyful. The main activities in English club (SACRED) are debate, storytelling and speech. The additional activity is game.

The activities in English club (SACRED) consists of three part, opening, main activity and closing. The members in English club (SACRED) can speak English fluently, but there are still wrong grammars but at leats the other members can understand the meaning of the other members. The tutors monitored the members by moving around.

English club (SACRED) uses senior peer tutoring. There are two tutors in English club (SACRED). Thetutors are fron eleventh grade students. The use of peer tutoring is useful, because they feel free to ask something

when they don't know yet the materials, and the tutors teach the members with language that easy to understand because they were peers.

B. Suggestion

Based on the research, the researcher in this opportunity would like to give some suggestion to the activity in English club (SACRED). Hopefully, the recommendation will be usual for the tutors, members and institutions.

1. For the tutors

   a. The tutor should be able to make the members learn actively, especially during teaching learning process.

   b. The tutor must be more creative and attractive in teaching activity, especially in choosing the materials as the developing of era.

   c. The tutor should be more creative to provide speaking activities to make the members not bored.

   d. The tutors should be more variety strategies to make the members be more active inspeaking.

   e. The tutorhas to control the students' activity as much as possible to avoid the members' mistakes.

2. For the School

   a. Make a training program for the tutors to create a new creative strategy.

   b. Encourage the facilities for English club (SACRED) in order the activities can run well.

3. For members

a. The members have to understand that speaking is important because English is international language that used by people all around the world.

b. The students should be aware to speak English outside and in the classroom to improve their speaking ability.

c. The members are expected that they have capability to explore their information by speaking.

4. For the other researcher

This research can be used as a reference to the other researcher. The researcher knows that this research paper cannot give many contributions especially in speaking activities.Hopefully this research can be developed by the other researcher in conducting the same research. The researcher realizes that this research paper is not perfect. There are many weakness of this research because of the limited skills of the researcher, and the time of research. Hopefully, this research can be used as the reference for the other researcher who wants complete the research in different point.

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APPENDIX

FIELD NOTE

Code   **: 01**

Title   **: Letter Permission**

Informant   **: The Staff of SMA Negeri 1 Karanganyar**

Place   **: SMA Negeri 1 Kranganyar**

Time   **: Monday, 09 April 2018**

Description

Before the researcher conducted the research in SMA N 1 Karanganyar, the first step was providing a letter of observation. The researcher made Observation recommendation letter in BP2MK region III, because without recommendation letter from BP2MK, the researcher couldn't do the research or observation in SMA N 1 Karanganyar. After the researcher got the recommendation letter from BP2MK, the researcher directly went to SMA N 1 Karanganyar to give that letter to the staff of SMA N 1 Karanganyar in order, the researcher can conducted the research and assure whether this research was allowed or not by the principal. After the principal allowed, the researcher asked the phone number of teacher and tutors in English club(SACRED). It is meant to ask when the time the researcher can meet up and conducted the research.

FIELD NOTE

Code   **: 02**

Title   **: Meet up the English teacher**

Informant   **: Mrs. Yayuk**

Place   **: SMA N 1 Karanganyar**

Time   **: Wednesday, 11 April 2018**

Description

The researcher met the teacher who gets responsibility to monitor English club (SACRED). We talked about the background of English club (SACRED) and the activities in English club (SACRED). Her name is Mrs. Yayuk. The researcher asked permission to do observation in English club (SACRED). But, my research is still waiting for proposal examination. The researcher made appointment to see the tutor of English club (SACRED) after proposal examination finished. Proposal examination is finished on May 03, 2018 and the researcher directly conducted the research on May 08, 2018 in Tuesday afternoon.

FIELD NOTE

Code   **: 03**

Title   **: The Observation at English club (SACRED)**

Informant   **: Agam and Fani (Tutors)**

Place   **: SMA N 1 Karanganyar**

Time   **: April, 23th 2018**

Description

Finally, the researcher conducted the research on May 8st, 2018. This is the first time the researcher met Agam and Fani as the tutors in English club (SACRED). This was the first time the researcher joined in English club (SACRED) and did an observation. Observation took 90 minutes. Before the researcher did observation, the researcher introduced herself then continued the introduction by the members of English club (SACRED). The activity in that meeting was debate. Before the tutors commend to the members to do debate, the tutor explain about the way to defend arguments so that the argument can't be broken, the tips to do debate well and etc. There were 14 members who joined in that day, the other one were having permission, because they have the other agenda.

FIELD NOTE

Code   : 04

Title   : The observation in English club (SACRED)

Informant   : Agam and Fani (Tutors)

Place   : SMA N 1 Karanganyar

Time   : April30[th], 2018

Description

This was the second observation conducted by the researcher. The activity in that day was debate again. The tutors used opinion exchange. Opinion exchange is one of the strategies used by the tutors to build the case or motion train the members to be able think critically in matter. The motion in that day was ”TWH make environmentalism as an obligatory subject at school”. There were 14 members in that meeting. The tutors broke the members into two big groups, one group as the positive side and the other one as the negative side. Before each group was called one by one randomly, the tutors gave 15 minutes to prepare. During the members' performances, the tutors also corrected the content of their arguments, then the tutors gave guiding and suggestion after performances of the member.

FIELD NOTE

Code   : 05

Title   : **The observation in English club (SACRED)**

Informant   : **Agam and Fani as the tutors and the members**

Place   : **SMA N 1 Karanganyar**

Time   : **May 8th, 2018**

Description

Today is the third observation conducted by the researcher. The activity in that day is playing game. The name of the game is Anagram. Game is also became the strategy used by the tutors in English club (SACRED). Before the game is started, the tutors explain the way to play anagram and also divide the members into four group that consist of 3 people each group. The activity is running well and the members looking enjoythe game. This game means to increase the vocabularies of the members and train the members to arrange the sentences spontaneously. Before the tutors closed the meeting, the tutors motivated the members to always love English and increase their ability to speaking English.

FIELD NOTE

Code : 06

Title : **The observation in English club (SACRED)**

Informant : **Agam and Fani as the Tutors and the Members**

Place : **SMA N 1 Karanganyar**

Time : **May 15th, 2018**

Description

This is the fourth observation conducted by the researcher. The activity is story telling. This is one of the main activities in English club (SACRED). In this activity, the tutors use picture describing and the members work in group. There are 16 members who join in this meeting. The members discuss with their group, because they have to perform their interconnected story based on the pictures that they have. All members are active to give contribution about their story with their group. In the end of the meeting, the tutors give criticism and suggestion to the members.

FIELD NOTE

Code   : 07

Title   : **The observation in English club (SACRED)**

Informant   : **Agam and Fani as the tutors and the members**

Place   : **SMA N 1 Karanganyar**

Time   : **May 22ᵗʰ, 2018**

Description

The activity today is speech and this is the fifth observation conducted by the researcher. There are 13 members in English club (SACRED). The tutors use strategy namely current event. Based on interview with the tutors, the tutors use this strategy in order the members are interested for joining the meeting in English club (SACRED), don't get bored and the members could update the current news and development of information. The themes are *"tik tok" in social media, zonasi system and a quality of education as the ultimate human right to unlock the better future"*.The members are free to choose the themes. The most of members in English club (SACRED) are confident to talk in front of their friends, but some are still nervous. After all performances were done, tutors gave evaluation related to the performances of the members in outline.

FIELD NOTE

Code   : 08

Title   : **The observation in English club (SACRED)**

Informant   : **Agam and Fani as the tutors and the members**

Place   : **SMA N 1 Karanganyar**

Time   : **May 23th, 2018**

Description

Today is the sixth observation conducted by the researcher. The tutors use game as the strategy in meeting today. The name of the game is charades. There are 14 members who join in English club (SACRED). This game is played individually. All members can be the participants in this game, because one of the rules in this game is the members who have ever answered the question they are not allowed to answer again before all members could answer the questions in game. It is the way of the tutors to give opportunity for all members in order they can participate in speaking activities through this game. The members look fun following this game.

FIELD NOTE

Code   **: 09**

Title   **: The observation in English club (SACRED)**

Informant   **: Agam and Fani as the tutors and the members**

Place   **: SMA N 1 Karanganyar**

Time   **: May 24th, 2018**

Description

Today the seventh observation conducted by the researcher in English club (SACRED). The activity is speech. There are 12 members in this meeting. The tutors use opinion exchange as the strategy. The tutors use this strategy to train the members active to talk in English through exchange their opinion about a topic. The themes are full day school an Ramadhan month.

DAFTAR ANGGOTA EKSTRAKURIKULER

ENGLISH CLUB (SACRED) SMA N 1 KARANGANYAR

No	Nama	Kelas	1	2	3	4	5	6	7	8	9	10	11	12
1	Mighty R	XI A6												
2	Salsabilla N	XI A6												
3	Sifa' N	XI A4												
4	Hasna R	XI A4												
5	Asma M	XI A4												
6	Lisa D	XI A8												
7	Bilqista S	XI S1												
8	Rifana H	XI A8												
9	Prahasti N	XI S3												
10	Synthia M	XI A2												
11	Aflakha T	XI A3												
12	Agam D	XII A3												
13	Rizna H	XII S2												
14	Theofani D	XII A3												
15	Shelomita P	XII A3												
16	Sandi A	XII A1												

DEBATE

(HAND OUT)

A. Debat terdiri dari 2 tim:

1. Affirmative/ positif: mendukung mosi

2. Negative : menolak mosi

B. Setiap tim memiliki 3 speaker:

1. **1st speaker** : tugasnya untuk memulai debate. Doa menjadi pondasi utama dari timnya, kalau dari awal sudah buruk maka kemungkinan besar tim tersebut akan kalah.

   Materi yg haru dibawa : background, limitation mosi, urgency (kenapa mosi itu bisa didebatkan/worth debating), Goal, Team split (garis besar apa yg akan dibawakan tiap speaker nantinya), Argumen.

   Negative team harus mengikuti background dan limitation yang sudah diberikan oleh affirmative selama masih bisa didebatkan, kalau tidak bisa didebatkan maka boleh mengajukan limitation lain yang masih bisa didebatkan (tapi hal ini harap dijauhi semaksimal mungkin karena kalau tim positif menolak bisa jadi debatnya tidak nyambung)

   Negative team boleh bawa rebuttals/negasi

2. **2ndSpeaker** : tugasnya membawa argumen, mechanism(kalau perlu), dan dampak kedepannya. Dia harus bisa menjeaskan bahwa timnya berdampak lebih baik dan walaupun ada dampak buruknya hal itu seperti tidak berartI

dibandingkan manfaatnya atau dabat hilang dengan sendirinya. Semua tim boleh bawa rebuttals (dibawakan di awal debate, yg dinegasi adalah speaker sebelumnya)

3. **3rdSpeaker** : tugasnya membawa rebuttal/negasi dan clash (poin-poin yang bertentangan/berbeda antara positive dn negative antara 2 tim). Dia tidak boleh membawa argumen baru. 3rd speaker yg baik dapat membalikkan keadaan dengan menghancurkan argumen lawan.

C. **Reply Speech** : dilakukan oleh 1st speaker/ 2nd speaker dari tim, Reply speech berisi tentang rangkuman dari debate yg baru saja dilaksanakan. Saat Reply, speaker hanya boleh mengatakan apa yang ada saat debate tetapi tetap memenangkan timnya.

Setelah semua speaker maju juri biasanya akan minta waktu untuk menentukan pemenang, pemenang ditentukan dengan banyak poin bagus yg dibawa. Biasanya akan disebut margin (selisih poin yg bagus)

D. **Waktu debate**

Setiap speaker diberikan waktu 7 menit 20 detik, speaker yg baik harus dapat memanajemen waktunya agar dapat berhenti antara menit 07'00" sampai 07'20". Jika setelah 7 menit 20 detik speaker belum selesai berbicara maka adapun yang dikatakan tidak akan dianggap dan tidak masuk dalam perhitungan juri (overtime). Jika kurang dari 7 menit maka dinamakan undertime (sebenarnya boleh tapi akan mempengaruhi penilaian juri)

E. **Ketukan**: Dalam debate akan diberikan ketukan untuk mendakan waktu, ketukan pertama (satu kali ketukan) itu berarti sudah 1 menit dan diperbolehkan POI, ketukan kedua saat menit ke enam berarti POI ditutup, ketukan ketiga (2 kali ketukan) pada menit ke tujuh, dan saat waktu sudah habis timekeeper akan mengetuk berulang kali.

Tips:

a. **Membuat argumen** :

Ketika membuat argumen pastikan argumen itu solid. Argumen kalian haru memiliki layer yg banyak, kalau cuma satu maka akan sangat mudah bagi musuh untuk merubuhkannya. Argumen akan memiliki layer yang banyak Apabila kita terus menanyakannya menggunakan 5W1h dan bertanya "terus kenapa? Lalu?" seperti itu terus sampai kalian sudah mencapai tujuan kalian di awal.Argumen juga tidak boleh lompat-lompat, harus urut berdasarkan kronologinya.

Struktur argumen dibagi 4 biasanya disebut AREL:

1. Assertion : judul atau bagian yang ingin kota buat argumen

2. Reasoning : penjelasan dari argumen

3. Example : contoh dalam kehidupan nyata

4. Link back : kesimpulan yang merujuk kembali ke assertion

b. **Penyampaian materi** :

Jangan membaca materi terus, materi yang ditulis dan dibawa hanya untuk mengingat jika ada bagian yg lupa.Jangan repetitif karena hanya buang-buang waktu dan juri juga menjadi bosan.Hal ini menggambarkan bahwa kamu belum siap maju.Bicara dengan nada yang jelas.Tidak banyak berhenti.

SPEECH

(HAND OUT)

A. **Speech** is an activity of speaking in public or giving speeches to express their opinions, or to give an idea about something. Speech is usually performed by a person who gives speeches and statements about things / events that are important and should be discussed.Speech is usually used by a leader to lead and giving speeches in front of many of his men or the general public.A good speech can give a positive impression to the people who heard the speech. Ability to speak a good speech or in public / public can help to achieve a good career.

B. **Purpose**

Speech generally do one or more of the following:

1. Influencing others to want to follow our willingness with volunteer.

2. Giving an understanding or information to others.

3. Making other people happy with an entertaining speech so other people happy and satisfied with the speech we deliver.

C. **Function:**

1. Facilitate communication between supervisors and subordinates.

2. Facilitate communication among members of the organization.

3. Creating a conducive situation in which only need one person who does oration / speech.

D. **Kinds**:

    1. State speech

    2. Graduation speech

    3. Leadership speech

    4. Religious speech

    5. Oration.

F.Preparation:

Before giving a speech in public, it's better to prepare for the following:

    1. Insights listeners in general speech

    2. Knowing the length of time or duration of a speech to be delivered

    3. Arrange the words are easy to understand and be understood.

    4. Knowing the type of speech and the event theme.

    5. Preparing the materials and supplies speech, etc.

G. Framework Structure:

Scheme of arrangement a good speech:

    1. Opening of the greeting

    2. Introduction slightly describe the contents

    3. Fill or systematically speech material: the purpose, goals, objectives, plans, step, etc.

    4. Conclusion (conclusion, hope, messages, greetings cover, etc.)

G. Metode Speech

a. *Impromptu* yaitu metode berpidato yang serta merta tanpa adanya persiapan

b. *Memoriter* yaitu metode berpidato dengan menghapalkan naskah pidato terlebih dahulu.

c. *Naskah* yaitu metode berpidato dengan membacakan teks/naskah pidato.

d. *Ekstemporan* yaitu metode berpidato dengan terlebih dahulu menyiapkan garis-garis besar konsep pidato yang akan disampaikan.

I. Hal-Hal Yang Harus Diperhatikan Dalam Melakukan Speech

1. Menguasai Materi

2. Berpenampilan Menarik

3. Berpidato dengan Singkat, Padat dan Jelas.

4. Menggunakan Intonasi dan Mimik Wajah yang Tepat

5. Menggunakan Gerak Tubuh yang Wajar

6. Hindari Ketegangan

7. Menggunakan Bahasa yang Baik

8. Jangan Terpaku dengan Teks

J. Tips Public Speaking

1. Jadilah spontan.

2. Tulis materi yang ingin disampaikan dalam bentuk poin-poin..

3. Interaksi dengan audience.

4. Sisipkan humor.

5. Penguasaan materi melahirkan improvisasi.

6. Time Management.

7. Gunakan kekuatan cerita..

8. Bangun kredibilitas.

9. Mix pesan yang akan disampaikan.

10. Berbicara dengan jelas..

11. Gunakan intonasi yang berbeda.

12. Kontak mata.

13. Gunakan bahasa tubuh.

14. Jangan ragu untuk "pause" dan ambil nafas.

15. Hindari kata "emm" atau "ehh".

16. Be Interesting.

17. Tunjukkan rasa percaya dirimu.

18. Buang tekanan yang kamu rasakan.

19. Persiapan.

20. Jam terbang.

Daftar Pustaka

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Pandawa, Pucangan, Kartasura, Sukonarjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : info@iain-surakarta.ac.id

Nomor : B-2152 /In.10/F.III/PP.00.9/3/2018
Lampiran : -
Perihal : **Permohonan Izin Observasi**

Kepada Yth.
Kepala SMA N 1 Karanganyar
Di
   Jl. AW. Monginsidi No. 3 Karanganyar

Yang bertandatangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan
IAIN Surakarta memohon ijin atas:

Nama   : ANIKA WAHYUNING TYAS
NIM   : 143221149
Jurusan / Prodi : Pendidikan Bahasa Inggris
Semester   : 8
Judul Skripsi : A DESCRIPTIVE STUDY ON LEARNING STRATEGY OF
                 SACRED ORGANIZATION FOR SPEAKING
                 ACHIEVEMENT IN ENGLISH COMPETITION AT SMA N 1
                 KARANGANYAR IN ACADEMIC YEAR 2017/1018

Untuk mengadakan observasi pada instansi yang Bapak/Ibu pimpin.
Adapun waktu observasi pada tanggal : 23 MARET 2018 - SELESAI

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami
ucapkan terima kasih.

Surakarta, 22 Maret 2018
Dekan,

Dr. H. Giyoto, M. Hum
NIP. 19670224 200003 1 001

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
BALAI PENGENDALI PENDIDIKAN
MENENGAH DAN KHUSUS WILAYAH III
JalanSlametRiyadiNomor 1 Surakarta Telp.0271-851412 Fax 0271-661870 Kode Pos 57115
SuratElektronik bppmkwilayah3surakarta@gmail.com

SURAT IJIN OBSERVASI

No. 070 / `'\۷.`.SMA / III /2018

Dasar : 1. Surat ijin observasi dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta Nomor : B-2153/In.10/F.III/PP.00.9/3/2018 tanggal 22 Maret 2018.

MENGIZINKAN

Kepada : 1. Mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta :
Nama : **ANIKA WAHYUNING TYAS**
NIM : 143221149

Untuk : 1. Mengadakan observasi dalam rangka penyusunan tugas akhir/ skripsi dengan judul " A descriptive study on learning strategy of sacred organization for speaking achievement in english competition at SMA Negeri 1 Karanganyar In Academic Year 2017/2018" yang dilaksanakan pada tanggal 23 Maret 2018 s.d. selesai.

2. Setelah selesai melaksanakan observasi wajib membuat laporan yang ditujukan pada Kepala Balai Pengendali Pendidikan Menengah dan Khusus Wilayah III, Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah.

3. Yang bersangkutan wajib mentaati peraturan dan tata tertib yang berlaku serta tidak mengganggu kegiatan belajar mengajar di SMA Negeri 1 Karanganyar.

Demikian untuk menjadikan maklum dan surat ijin ini dapat dipergunakan sebagaimana mestinya.

Surakarta, 27 Maret 2018

KEPALA BALAI PENGENDALI PENDIDIKAN
MENENGAH DAN KHUSUS WIALAYAH III

Dr. JASMAN INDRADNO, M.Si
Pembina Tingkat I
NIP. 19601212 198503 1 033

TembusanYth :
1. Kepala Disdikbud Prov.Jateng;
2. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta;
3. Kepala SMA Negeri 1 Karanganyar;
4. Yang bersangkutan;
5. Arsip.

Debate Activity

Speech Activity

Storytelling Activity