A STUDY ON TEACHING STRATEGIES IN SPEAKING AT THE EIGHT YEAR STUDENTS OF MTS TERPADU AL HIKMAH KARANGGEDE IN ACADEMIC YEAR 2018/2019

THESIS

Submitted as a Partial Requirements

for Writing the Thesis

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Thank you for the attention.

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ii

RATIFICATION

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iii

DEDICATION

This thesis proudly dedicated to:

1. My Beloved Father, Suparno

2. My Beloved Mother, Samiyem

3. My Beloved Brothers and Sister; *Mas* Supriyadi, and *Mbak* Nur

MOTTO

"Be a useful person to others"

"Make peace your heart and enjoy your life"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**A Study on Teaching Strategies in Speaking at The Eight Year Students of MTs Terpadu AL Hikmah Karanggede in Academic Year 2018/2019**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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ABSTRACT

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Key Words   : A Teaching Strategies and English Speaking

The objectives of this research are (1) to describe the strategies used by the English teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede in teaching speaking. (2) to find out the way of the English teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede apply the strategies in teaching speaking.

The research was conducted from 4th April 2019 until 27th May 2019 on teaching learning process in speaking class at MTs Terpadu Al Hikmah Karanggede. The research design that is used in this research is descriptive qualitative research. The sources of the data were from event, informant, and documentation. The data were collected by observation and interview. The data were analyzed by reducing the data, presenting the data, and conclusion drawing.

The research findings showed that the teacher used some methods and varieties technique in teaching English speaking. The teacher used some strategies including the choosing of appropriate teaching technique and method, teaching media, source of material, classroom management, and evaluation and assessment. The strategies are used by the teacher in teaching English are; role play, discussion, debate, story telling, questioning strategy. The implementation of teaching and learning strategy of speaking skill at the eight year students of MTs Terpadu Al Hikmah Karanggede was by giving instruction to the students, guiding the students to gain the knowledge. The teacher also told the students the way to say words in English using good pronunciation, intonation, and expression.

TABLE OF CONTENT

LIST OF TABLES

Table	Page

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A.   Background of the Study

Communication is a crucial need of human being, especially in this era. Language as a tool of communication has an important role to reveal an intention to someone else. People should know how to express thoughts, opinions, feelings, and ideas through communication. People use language to communicate in daily life to gain information from others since language, communication, and life cannot be separated.

English has become an international language in modern and global communication. It is the most spoken and most recognized language in the world. It is also the second language of many countries where the primary language is not English. In order to survive in the rigorous competition, students are required to be active in communication using English. The young generation should be prepared for the extreme competition, not only in competing with the Indonesian people but also with all people around the world.

The government has a serious concern toward this condition. According to the curriculum proposed by Ministry of National Education, the purpose of teaching English subject includes communication development in both spoken and written language. The students are expected to be able to use English to participate in the classroom activities, school activities, and environment activities (National

Education Department, 2007:6-7).

There are four skills in learning English, i.e. listening, speaking, reading, and writing. As one of the four language skills, speaking is really important for students. Students have to be able both to understand and to create various texts. They are expected to be able to express the meaning of short functional text and monologue like procedure, descriptive, recount, and narrative text.

People who have good ability in speaking skills will be better in sending and receiving information or message from others, since most of real communication is in spoken language. Furthermore, Lyle in Bertram (2002) states that oral language is a very important link in the process of students" learning and thinking development. Oral language provides a foundation for the development of other language skills as learners talk about themselves and their experiences. They are learning to organize their thinking and to focus their ideas. Bertram (2002) also adds that it is important to provide opportunity for oral language to continue to grow in the classroom from those foundations. However, good speaking ability is difficult to achieve. It needs a lot of practices and suitable technique to improve students' speaking skills.

Based on the observation and interview with the students and the teacher concerning the teaching and learning process of English in MTS Terpadu Al Hikmah Karanggede, there are several factors that made students unable to speak in English well even though it was taught since elementary level. Some of those factors were lack of vocabulary, poor

grammar, and incorrect pronunciation. These factors led the students to become passive learners. Therefore, they preferred to be silent and not fully participate in the classroom activities. As a result, they were not encouraged to practice speaking during class, which was the most important element in improving students' speaking skills. Other factors were students are trying to translate from their native language into English, production "blocking" is occurring due to nervousness, lack of confidence, etc. The speaker is looking for a specific word, rather than using simple language to describe something. There are not enough conversation opportunities in or outside of class. Students are not able to speak to peers for example: mixed classes of adults and teenagers. Exam preparation focuses on grammar, vocabulary, etc. Since English is a foreign language in Indonesia, most of the students might feel difficult to speak English. In fact, in teaching learning process, sometimes the teachers do not apply appropriate learning strategy for teaching speaking.

It is not easy to make the students feel relaxed to speak in English. To encourage the students to be able to use English to communicate is the job of the teacher. However, teaching speaking skills is not an easy task for teachers. Teachers have to consider several aspects in teaching speaking skills so the teaching and learning process run smoothly and effectively.

Regarding the problem above, teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategies in speaking can help students improve their fluency and

accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, teacher can see how the students' understanding in learning language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milleu for the realization of successful strategies (Brown, 2000:131). However, it isvery important that the strategy applied is relevant with their needs and interests.

Based on the preliminary observation to the English teacher at MTS Terpadu Al Hikmah Karanggede at the eighth grade, the researcher find out that the English teacher has several strategies to overcome the problems in improving students' speaking skills of the eighth grade students of MTS Terpadu Al Hikmah Karanggede. Since the focus of speaking is students can interact in both transactional and interpersonal speech, the researcher should consider a technique that will compel the students to interact as the point of transactional and interpersonal speech is conveying or exchanging fact or information and maintaining social relationships.

Some strategies used by the English teacher were (1) Showing and telling, this strategy was used by the teacher to tell the rules of the teaching learning process. It was also to share the information about the lesson, (2) Questioning to Check for Understanding After the presentation, the teacher checked the students' understanding by let other students to ask question to the presenters and also help the students who could not ask with the correct sentences, (3) Plenty of Practice, the teacher gave enough

spaces for students to practice their speaking by using presentation. The teacher gave a chance to students to practice their speaking ability and pronunciation. The teacher helped students in correcting the mistakes, for example when the student could not read the word correctly, the teacher help student to read correctly or sometime the teacher asked other students to help the student who find difficulty in pronouncing some words.

According to the above reasons, this research is intended to describe strategies used by the English teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede in teaching speaking and how teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede apply the strategies in teaching speaking. Therefore, this research entitled **"A Study on Teaching Strategies in Speaking at the Eighth Grade Students of MTS Terpadu Al Hikmah Karanggede in the Academic Year of 2018 / 2019"**.

B. **Identification of the Problem**

1. There are several factors that influence students' speaking skills. Based on the preliminary observation and interview conducted to the students about the English teaching and learning process in MTS Terpadu Al Hikmah Karanggede, those factors were mostly came from the students.

2. The first problem came from the students themselves. Students had difficulties in expressing their ideas and opinions in English orally as they were afraid of making mistakes. During classes, the students had

difficulties to construct sentences. Their choice of words was monotonous. It indicated that they were lack of vocabulary. In addition, they also found it difficult to make sentences in correct grammar. Furthermore, they mispronounced many English words.

3. As observed, the teacher was able to deal with the difficulties of students in practicing speaking by using several strategies in teaching speaking. The English teacher did dominated the whole session of the lesson and applied students centered learning to improve the students' ability in speaking so that students can have more opportunity to speak.

C. Limitation of the Problem

It could be assumed from the discussion above that during teaching and learning process there were several factors affecting students' low speaking skills. Therefore, the researcher would focus on the strategies used by the English teacher of MTS Terpadu Al Hikmah Karanggede in teaching speaking, which was conducted in the classroom and the way the English teacher applied the strategies in order the students can practice their speaking effectively. The classroom observed is focused on the eighth grade of academic year 2018/ 2019.

D. Formulation of the Problem

In reference to the limitation of the problem above, the researcher formulates the research problems as follow:

1. What are the strategies used by the English teacher of the eighth grade

of MTS Terpadu Al Hikmah Karanggede in teaching speaking?

2. How the English teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede apply the strategies in teaching speaking?

E.   Objective of the Research Study

Considering the formulation of the problem in this research, the objective of the research are as follow:

1. To describe the strategies used by the English teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede in teaching speaking.

2. To find out the way of the English teacher of the eighth grade of MTS Terpadu Al Hikmah Karanggede apply the strategies in teaching speaking.

F.   Significance of the Research

1. Theoretical significance

This research may contribute for further understanding of the use of strategy in improving students' speaking skills, particularly in junior high school.

2. Practical significance

a. Teachers can make use of the research findings to enrich their teaching strategies and techniques. It can also be used by English teachers in other schools to solve a similar problem.

b. The result of the research would make the students learn how the strategies used by the English teacher can improved their speaking ability.

c. The school can make a good use of the result of the research to solve similar problem connected to speaking ability, cooperative learning, etc. that may arises in the future.

d. The result of the research can be used as references on using cooperative learning to improve the teaching of English speaking in a large class and it can inspire other researcher to conduct research on similar topic.

e. The result of the research will be useful for all elements in teaching and learning process of English. It also enriched the knowledge of teaching English to junior high school students in the English department.

G.   Key Terms of the Research

1. Definition of Speaking

Speaking is one of language skill that should be master by the students. Speaking is the important skill in English to communicate to other. Many experts propose some explanation about speaking. According to Hadfield and Jill (2001: 3), speaking means practice to use language in the classroom to communicate in real life. Thornbury (2005:1) adds speaking is so much a part of daily life that we take it for granted.

2. Teaching Speaking

Teaching speaking is a very important part of second and foreign

language learning because the students' speaking ability in learning language will be proven by their ability in uttering something by that language. As stated by Kayi (2006:1) that world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

3. **Teaching Strategy**

In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak well and correctly. Killian (2015) on The Australian Society for Evidence Based Teaching explained how to improve student's speaking skill needed most teaching strategies in class. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking.

CHAPTER II

THEORETICAL REVIEW

This chapter covers some theory as the basis of the discussion. It is aimed at gaining more understanding about the topic of the research. The discussions of this chapter are relevant theories of the research and conceptual framework focusing on the strategy of teaching speaking.

A. Theoretical Review

1. The Nature of Speaking

a. Definition of Speaking

There are some definition and perspective of speaking proposed by many experts. Speaking is the productive skill in the oral mode. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney and Burk, 1998).

According to Johnson and Morrow (1981:70), speaking which is popular with the term „oral communication" is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed of high level. In this definition, the essential components mentioned to exist in

speaking activity are speakers, hearers, message, and response. Both speakers and hearers should agree on the message or meaning being talked through acceptable language.

Thornbury (2005) argues that in nature of speaking, speakers do some important parts to express their intention. They should deal with speech production and self-monitoring, articulation of their words, and manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot (Harmer, 1998:87). It means that the speakers should be able to their ideas, to interact with others, and to process the information the moment it happened.

Speaking is a productive skill which means it involves producing language rather than receiving it (Spratt et al, 2005:34). The ability to produce oral language considered by several aspects such as intonation, stress, etc. When students able to produce spoken langiuage, furthermore they should consider the fluency and accuracy. Fluency is speaking at normal speed with no hessitation, repetition, or self-correction while accuracy means the perfect use of grammar, vocabulary, and pronunciation.

According to those theories, it can be concluded that speaking is the ability to express something through spoken media. Speaking means putting someone' ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the

speakers" message.

b. Elements of Speaking

To be able to communicate in English well, students manage to master some aspects of speaking. Students should be able to pronounce the words correctly, use appropriate stress and intonation, and use language in arrange of different genres and situations. Harmer (2007:343) mentions that there are some elements necessary to spoken production. The elements are called language features. They are as follows:

1) Different speaking events

The purpose of transactional function is conveying information and facilitating the exchange of goods and services. In other hand, the interpersonal function is all about maintaining and sustaining good relations between people. Whatever the purpose of the speaking events, its characteristics can be interactive or non-interactive.

2) Conversational strategies

a) Conversational rules and structure

Zoltan Dornyei and Sarah Thurrell in Harmer (2007:343) add conversational openings (*hi, how are you?*), interrupting (*sorry to interrupt, but…*), topic shift (*by the way,…*), and closing ((*it's been nice talking to you*) as categories of discourse.

b) Survival and repair strategies

In face to face conversation, students need to be able to ask for repetition by using formulaic expressions, repeating up to the point of conversation breakdown, etc to make the conversation successful.

c) Real talk

Students need to be involved in spontaneous face-to-face communication outside the classroom with competent English speakers. Basturkmen in Harmer looked at transcript of masters level students in conversation and found them using questioning reformulation, multifunctional question forms, and pilling up of questions one after the other.

3) Functional language, adjacency pairs and fixed phrases

When teaching speaking, we need to make students aware of functional language, adjacency pairs and fixed phrases. It can be done by teaching functional exchanges such as transcript of typical exchanges.

c. **Micro and Macro Skills of Speaking**

To succeed the oral communication, speakers need to consider some aspect namely micro and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speakers" focus on the larger elements: fluency, discourse, function, style, cohesion, non-verbal communication, and strategic

options (Brown, 2004:142). These are the micro and macro skills of speaking.

1) Micro skills
a) Produce differences among English phonemes and allophonic variant.
b) Produce chunks of language of different lengths.
c) Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
d) Produce reduced forms of words and phrases.
e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
f) Produce fluent speech at different rates of delivery.
g) Monitor one‟s own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
h) Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
j) Express a particular meaning in different grammatical forms.
k) Use cohesive devices in spoken discourse.

2) Macro skills
a) Appropriately accomplish communicative functions according to situations, participants, and goals.
b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistic features in face-to-face conversations.
c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplifications.
d) Convey social features, kinesics, body languages, and other nonverbal cues along with verbal language.

Those are the micro and macro skills of speaking. Both micro and macro skills are needed by speakers to succeed their communication. Those skills also can be used as guidance for the teacher in teaching English and as checklist for speaking assessment. The teacher can make use of these skills to know the students‟ need

better the teacher can take benefit from this list to find suitable technique in teaching English according to students' need.

d. Functions of Speaking

Brown and Yule in Richards (2008:21-28) make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

1) Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. Richards (2008:22) summarizes the main features of talk as interaction as follows: has a primary social function, reflects role relationship, reflects speakers" identity, may be formal or casual, uses conventional register, and it's jointly constructed.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. Understanding the message clearly and accurately is the central focus, rather than how people interact socially with each other. Burns in Richards distinguishes two

different types of talk as transaction.

a) The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

b) The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant

3) Talk as performance

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. It is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

e. **Difficulties in Speaking**

There are many factors that influence students" speaking ability. These factors came from the teacher, the process of teaching and learning, the atmosphere of the school environment, or the students themselves. Nevertheless, the crucial factors come from the students because they are the main target of teaching and learning process. Most of students have low interest and motivation in speaking

English because they think that English is difficult to understand. According to Brown (2001:270), the difficulties are:

1) Clustering. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2) Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
3) Reduced Forms. Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English.
4) Performance Variables. Performance hesitations, pauses, backtracking, and correction are the phenomena that differentiate native and nonnative speakers. However, students can actually learn how to pause and to hesitate.
5) Colloquial Language. Students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6) Rate of Delivery. Learners should achieve an acceptable speed along with the attributes of fluency.
7) Stress, Rhythm, and Intonation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
8) Interaction. Learning to produce waves of language in a vacuum-without interlocutors- would rob speaking of its richest components: the creativity of conversational negotiation.

Those are the difficulties in speaking that influence students" motivation and interest in speaking English. By knowing students" difficulties, teacher could help them to overcome their problem. It also can be used by the teacher as a guidance in teaching and learning process. Designing a suitable materials and media can also refer to students" difficulties so that the students would have no more difficulties.

f. Learning Speaking

Almost all human beings acquire their second language through formal education. Learning speaking is a complex process. Being able to speak in English is important if people want to be successful in this era. However, students still found it difficult to

communicate or interact in English. William and Burden in Harmer (2001:51) suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and or physical efforts so that the person can achieve some previously set goal. If the students have motivation to be able to speak in English, they will find it easy to learn it. Harmer (2001:53) continues with, if students continue to be intrinsically motivated they clearly need to be interested both in the subject they are studying and in the activities and the topics they are presented with. These are some strategic action that will help the students to speak in English confidently.

1) Speak to people. Listening, writing and reading is helping but speaking is equally important.

a) Talk to your classmates or friends in English as much as possible.

b) Use the idioms and phrases you learned from the reading or lessons and speak out loud.

c) Don't be afraid to make mistakes, speaking helps to reinforce the structure of English in your mind.

2) Make friends with native-English speakers. This is the most difficult task because of the difference in culture. You have to know enough things and have good listening skills if you want to have good conversations with an American or Briton. Remember to ask a lot of questions to keep the conversation going. When someone asks you questions, give more than just the basic

information. For example, if someone asks "Do you like living here?" don't just answer "Yes or no," but tell them why.

3) Use your newly-learned idioms or vocabulary. Once you use the words which you memorized, you will never forget them again.

4) Use Learning tools and classes

Use an English-English dictionary. If you find some words that you don't know, look them up in your dictionary immediately. Students can join a speaking club in the school to increase their input of English.

2. Teaching Speaking

a. Classroom Speaking Activities

There are bunches of categories of speaking activities. Harmer (2007:348) classifies classroom speaking activities into some type. They are:

1) Acting from a script: Playscripts and acting out dialogue
2) Communication games: Information gap games and television and radio games
3) Discussion: Buzz groups, Instant comments, Formal debates, Unplanned discussions, and Reaching a consensus
4) Prepared talks
5) Questionnaires
6) Simulation and role-play

Those are some categories of classroom speaking activities. Richards (2006) mentions activities that are mostly have same characteristics as Harmers.

1) Accuracy versus Fluency Activities

Accuracy refers to the ability to produce grammatically correct sentence and pronounce it perfectly but may not include the ability to speak or write fluently. According to Richards (2006:14), fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

2) Mechanical, Meaningful, and Communicative Practice

a) Mechanical practice. For example, repetition drills and substitution drills designed to practice use of particular grammatical or other items.

b) Meaningful practice. For example, to practice the use of prepositions and to describe locations of places, students might be given a street map and a list of prepositions.

c) Communicative practice. For example, students draw a map of their neighborhood and answer questions about the location.

3) Information-Gap Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate to get information they do not possess. Thus, they will draw vocabulary, grammar, and communication strategies to complete a task.

4) Jigsaw Activities

Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

5) Task-completion activities: puzzles, games, map reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

6) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

7) Opinion-sharing activities: students compare values, opinions, or beliefs with each other.

8) Information-transfer activities: these require learners to take information presented in one form, and represent it in a different form.

9) Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

There are still numerous activities that have not been mentioned. Teacher could apply the suitable activities that match the students" need and ability.

b. Types of Classroom Speaking Performance

According to Brown (2001:271, 2004: 141) there are six types of speaking performances. They are as follows:

1) Imitative
   Imitative is carried out not for the purpose of meaningful interaction, but for focusing on particular element of language form, for example, drilling. This method helps to establish certain psychomotor pattern and to associate selected grammatical forms with the appropriate context.

2) Intensive
   This type of speaking performance goes one step beyond imitative. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are „going over" certain forms.

3) Responsive
   Responsive is good because it is meaningful and authentic. For example, short replies to teacher- or student-initiated questions or comments.

4) Transactional (Dialogue)
   Transactional language, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Example of this kind of performance is conversation.

5) Interpersonal (Dialogue)
   This performance carried out more for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert „agenda".

6) Extensive (Monologue)
   Extensive language is for intermediate to advanced level students. The forms of extensive language are, for example: reports, summaries, or short speeches. The register is more formal and deliberative.

Those are some types of speaking assessment. The teacher could choose the most appropriate and suitable one to assessing students" speaking competence. It depends on the need.

c. Teaching Speaking to Junior High School Students

The aim of teaching speaking is to enable the students to express their ideas, opinions, and feelings in the target language (English) fluently, appropriately, and intelligibly. According to Spratt et al. (2005:35), teaching speaking means developing learners" speaking skills by focusing regularly on particular aspects of speaking (fluency, pronunciation, grammatical accuracy, and body language.

Brown (2001: 91) categorizes junior high school students as teen learners. They are not children anymore but not adults either. They are on the phase of puberty which makes them emotionally, mentally, and physically changed and increased. Teaching teens is a challenge of the teacher because of their characteristics. The learning strategies should be match to learning styles, but learners can be trained to use certain strategies with right guidance.

Spratt et all (2005:53) mention some other characteristics of Junior high school students as follows:

1) Starting to keep still for longer periods but still need to move
2) Concentration developing
3) Begining to learn in abstract ways, i.e. through thinking, as well as experiencing
4) Beginning to control and plan their own behaviour
5) May worry about what others think of them.
6) Sometimes uncomfortably aware of themselves and/or their actions
7) Pay attention to meaning and increasingly to form
8) Beginning to incerase their experience of life

The characteristics of junior high school students influence how they learn English. Armstrong (2009) says that teaching in secondary school requires teachers who are sensitive, flexible, and

willing to accept differences. Langer (2004:4) in her guidelines adds an effective teacher use a variety of different teaching approaches based on the students" need.

According to Cameron (2001:19-20), there are some principle in teaching about how teenagers learn a foreign language. Those principles are teenagers actively try to construct meaning, teenagers need space to language growth, language in use carries to meaning that may not be noticed, development can be seen as internalizing from social interaction, teenagers" foreign language learning depends on what they experience.

Based on model of Curriculum of 2013 *SMP* and *MTs* or school-based curriculum, English as subject matter for junior high school is aimed at building language abilities and communication skills in spoken and written form to face the development of science and technology in globalization era (Suparman, 2007). He adds that there are three fields of English as a compulsory subject in junior high school. They are discourse ability to integrate the four skills (listening, speaking, reaching, and writing), the ability to comprehend texts (procedure, descriptive, recount, report, narrative), and supporting competences (grammar, vocabulary, and pronunciation), sociocultural competences, strategic competences, and discourse competences.

The school-based curriculum is developed by BNSP which contains eight educational standards. Two of them are standard of content and standard of graduate competence that becomes the main

reference for every school in developing the curriculum.

d. The Roles of the Teacher

The roles of the teacher are very important in students''
learning achievement. It is because teacher is the guide, controller,
mentor, aspirator, and motivator for the students. Harmer (2007:347)
point out teacher's roles as:

1) Prompter
   Sometimes students get stuck or do not know what they should do
   while doing their task. Here, the role of the teacher is to guide them
   back on track. Teacher could not let the students get lost too far.
   But one in a time, teacher could let them to struggle so that they
   learn to solve the tasks themselves.
2) Participants
   Being participant here means that teacher may talk together with
   the students as near-equal participants and engage them in direct
   conversation.
3) Feedback provider
   When students misunderstood the task or hesitate of what they
   have done, teacher could help and correct their mistakes. Teacher
   also give respond to the content of the activity as well as the
   language used.

Those are the roles of the teacher which may help the teacher
while teaching English. But, most of all, teacher's roles is to make
sure that the students understand exactly what they are supposed to do.
Spratt et al. (2005:145) add some other roles to complete the
references. They divided them into some points. These are the list:

No	Role	The Teacher
1	Planner	Prepares the thinks thought the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
2	Informer	Gives the learners detailed information about the language or about an activity.
3	Manager	Organizes the learning space, makes sure everything in the classroom is running

		smoothly and sets up rules and routines for behavior.
4	Monitor	Goes around the class during individual, pair and group work activities, checking learning.
5	Involver	Makes sure all the learners are taking part in the activities.
6	Parent/friend	Comforts learners when they are upset or unhappy.
7	Diagnostician	Able to recognize the cause of learners' difficulties.
8	Resource	Can be used by the learners for help and advice.

Table 2.1 the Roles of the Teacher by Spratt et al. (2005:145)

e. Assessing Speaking

Assessment means judging learners' performance by collecting information about it (Spratt et al, 2005:71). Assessing speaking easy as assessing reading and writing since speaking is a productive skill. There are some factor influenced teacher"s impression on how well students can speak English. The score from one teacher may different from the other. Therefore, the teacher needs to assign several scores for each response, each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility. There are five basic types of speaking assessment, they are imitative, intensive, responsive, interactive, and extensive (Brown 2004:140-142).

1) Imitative speaking

In the era of communicative language teaching, non-meaningful imitation is ineffective and wasted. On the other hand, an overemphasis on fluency can sometimes lead to the decline of accuracy in speech. Speaking performance in imitative speaking is the ability to simply imitate a word, phrase, or sentence.

2) Intensive

At this level, students are ought to be able to produce short stretches of discourse (not sentence level anymore). Examples of intensive assessment are directed response tasks, read-aloud tasks, picture-cued tasks, and translation.

3) Responsive

Responsive speaking requires excellent creativity from the students. Students not merely show what they have learn but also develop the situation as creative as possible. However, this assessment limited on short conversation, standard greeting and small talk, simple request and comment, and the like.

4) Interactive

Interactive speaking involves relatively long stretches of interactive discourse. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive

The level of difficulty in extensive speaking is great. It not only involves accuracy or fluency but also creative thinking and imagination. Extensive oral production tasks include speeches, oral presentation, picture- cued story-telling, and translation (extended prose).

3. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative Learning is the umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together (Smith and MacGregor, 1992:10). The Structural Approach (Kagan, 1994) consists of structures which allow the teacher to convert existing lessons into a co-operative format by using simple strategies. For example, think-pair-share, students have situation, given time to think, discuss with a partner and share it with the class.

Lyman and Davidson in Cohen, Broody, Sapon-Shevin (2004:86) say that cooperative learning is one of several allied elements in overall model designed to give every students opportunity to respond. Cooperative learning is the technique, which the learners can interact and working in teams to maximize their own, and each other's learning to accomplish a common goal (McPherson, 2007:2012; Johnson and Johnson, 1989).

b. Elements of Cooperative Learning

Johnson, Johnson, and Smith (1998), Brown and Thomson (2000), and Kagan (1994) using the five principles known by the acronym PIGSF. They are as follows.

1) Positive Interdependence
   Team members perceive that they need each other in order to complete the group's task. The leader may structure positive interdependence by establishing mutual goals, joint rewards, shared resources, and assigned roles.
2) Individual Accountability
   Assessing the quality and quantity of each member's contributions and giving the results to the group and the individual. Each student must demonstrate mastery of the content being studied. Students are accountable for their learning and work, therefore eliminating "social loafing"
3) Group Processing
   Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Every so often groups must assess their effectiveness and decide how it can be improved.
4) Small Group Skills
   Social skills must be taught in order for successful cooperative learning to occur. Groups cannot function effectively if members do not have and use the needed social skills. Collaborative skills include leadership, decision-making, trust-building, communication, and conflict-management skills.

5) Face-To-Face Interaction
Students promote each other's success by helping, sharing, and encouraging efforts to produce. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments

If the teacher could maximize those five elements, the students would improve their skills in all aspects. They could also build their confidence and motivation because the learning activities in cooperative learning are beneficial yet fun.

c. **Advantages of Cooperative Learning**

Cooperative Learning has many advantages. Although cooperative grouping has a respectable theoretical pedigree, the effectiveness of which is backed up by the systematic research, very few studies have considered how best to put it into practice in classrooms (Bennett, 1994: 60). According to Johnson & Johnson (1989) and Slavin (1995, 1996), there are three main categories of advantages: achievement, inter-personal relationships, and psychological health and social competence. These below are the benefits of cooperative learning:

1) It provides opportunities for higher order thinking as opposed to passive listening. Reinforces listening to others and gives opportunity for immediate feedback and adjustment of thought.
2) It promotes greater student-faculty and student-student interaction. Students assist each other in understanding material. Teacher has an opportunity to move from group to group, listen, and if add comments.
3) It increases students" retention and limits anxiety. Students are not overloaded with information. Students actually get time to think about, to talk about, and process information.
4) It permits opportunities to connect the content to real life. Students can provide real life examples of the content being discussed, thus increasing the relevancy of the learning.

5) It builds self-esteem in students. Students help each other as discussion occurs. Students are more likely to respond to the whole class after discussing thoughts with a partner or small group.

6) It provides for improvement of social interaction skills, greater acceptance of others, and a greater sense of "community" in the class.

7) It encourages alternative forms of assessment. Teacher has greater opportunities to observe actual processing of information, seeing the results of group projects or field experiences.

8) It promotes higher levels of achievement, greater depth of thought and improved attendance. Enjoyment of interaction and relevancy of content tend to encourage students to master the content. When students are responsible for reading a chapter, then use or discuss the content to create a product find that retention is greater.

9) Encourages innovation in both teaching and student involvement. Technology is easily incorporated by students and teacher. Students may e-mail each other, join chat rooms, and collaborate on group projects effectively using the technology, rather than meeting face-to-face.

These advantages could benefit the students in improving their speaking skills. Cooperative learning is designed to give every student opportunity to respond, to interact and to work in teams to maximize the learning to accomplish a common goal.

4. Strategy in Teaching Speaking

In improving students speaking ability, teacher has strategy in teaching speaking. J.R. David (1976) cited in Ibad (2015:13) stated that strategy is a plan, method, or series of activities designed to achieves a particular educational goal. So, teaching strategy can be defined as a plan ttah contains a series activities designed to achieve specific educational goals.

The strategy design to achieve a certain goals so, the direction of all decision is the achievements of strategy thus prepare the learning steps, the use of various facilities and learning resource are all directed in an

effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by it's succes, because the main goal is the basic implement of a strateg. An English teacher has a specific strategy to improving students speaking ability.

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. Accroding to Brown (2007:7) teaching is showing or helping someone to learn how to do something. Giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. While karo − karo (1975:10) in ibad book (2015:15) states that teaching is a process of transfering the material of someone to anothe, in oreder that they absorb, master then develop the material including skill, knowledge or sciences. In line with the definitions abobe, Brumfit (1979:5) defined that teaching is an activity that is performeddirectly or indirectly by human beings on human beings. Therefore, teaching is a process and activities someone to get knowledge may from books or another media information.

To make the teaching more succesfull, the teacher has a strategy in teaching. what are the strategy? According to J.R. David in Wina book (2002:61) stated that strategy is planing a series of activities designed to achieves certain goals, while the methods is the way that the teachers use to implement and axecute the strategy. Strategy and teaching can never separated due to be designed in acccordance with the objectives to be achieved.

Kindsvatter (1996:289) indicated that teaching strategy is a general

approach of teachers in giving the students the certain instruction in the form of teaching and learning activities. So, teaching strategy can be defined as a plan that contains a series activities design to achieve specific educational goals. Teaching strategy are procedures used by the teacher which serve as a way of reaching a goal (Suryobroto, 2002) cited in fetty book (2013:40).

Based on the explanation above can be device a main points, that is a teaching strategy is a plan of action (series events), including the use of methods and utilization of various resources strength in learning. This strategy designed to achieve a certain goal. Therefore, the direction of all decision is the achevement of strategy thus prepare in learning steps, the use various facilities and learning resource are all directed in an effort to achieve the goal.

Students often think that the ability to speak is a result of learning the language, but speaking is an important part of language learning process. English native speaker will build the process learning through a variety of learning strategies, eg minimal response, recognizing scripts, and using language to talk about language. They can use it to expand their expertise on language and they also have confidence to use it. As Elis and Ainclar (1998) in Tarigan (1993:196) state that there are three strategies in teaching speaking:

a. Personal Strategies

    1) Self – management and cooperation, the teacher give the students some times to practive their speaking before.

    2) Auditory representation, the teacher made students to imagine something before to make easy their comprehensions.

b. Risk Taking

    1) Self – management and organizational planning, the teachers give several times in some conversation.

    2) Advance preparation is the teacher way to make an efficient time to preparation

    3) Organizational planning and self evaluation is teacher way to make a lesson before conducting teaching and learning process.

c. Getting Organized

    1) Organized source

    2) Organized material

    3) Organized times

      According to tarigan (1993:197) in Ibad book stated that there are three basic points of stratgies in teaching speaking based on the task.

a. Substitution: the teacher ask the students to make synonyms, phrases and gesture to explain again some story texts.

b. Cooperative: the teacher ask the students to do the teachers task with group discussion to make the students more communicate.

c. Self – evaluation : the techer ask the students to check their competence in speaking to measure their speaking skill.

From some definition based on the same experts above the researcher uses a certain definition of teacher strategies to discuss later. They are:

a. Cooperative is teacher strategy which teacher make group discussion (pair groub) to conduct more active in speaking.

b. Self evaluation is teacher strategy to check students competence in their speaking skill

c. Personal strategies is strategy to incerease someone ability is speaking consits of self management and auditory representation. Personal strategy is devided into two parts. They are:

1) Self management and cooperation is the teachers way give the students sometimes to practice their speaking before.

2) Auditory representation is the teachers way made students to imagine something before to make easy their comprehension.

d. Getting organized is teacher strategy to wrought out teaching and learning more organizes.

e. Using minimal responces is teacher strategy that teacher used to made studentsrespond what the teacher said, teacher have simple question to the answered to the students. It strategy to motivating students to be more confidence in speaking.

5. **Activities in Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. To help the students develop communicative efficiency in speaking the teacher must gives an interesting way to the students. Here, one way which

is ienteresting to the students is an English native speaker. The native speaker will make the students can communication with them. The native speaker will grow the students confidence especially for speaking English. Besides, the native speaker can managing a conversation with the students focuses on the choosing topic of conversation and using gesture. So that the students can understand easily about the native speaker said and the students will interesting to conversation with his/her.

Acccording to Murcia and Olshtain (2000:177) devide teachers activity in teaching speaking into five parts:

a. Group discussion

Group discussion are an effective speaking activity in large classroom. (Ur.1998) students in the second of foreign languageclassrom should have sample opportunity to participate in group discussion, doin brainstorming and in many other speaking activities where they need participate by producing word, term, an expression or clause and not necessarily maintain a long stretch of conversation. In group discussion the students will be expected to actively participate to the activities they are speaking in small groups.

They will discuss to make text review. In small group discussionare expected some speaking strategies they have learned can be implemented such as clarifying.

b. Role play

Role play is exellent way in which to stimulate, in the classroom, real communication that is relevant to experiences outside the classroom. In role lay students can hane an opportunity to use their knowledge of vocabulary, narrtaion, of specch act, of discourse, of turn taking, of pauses, and so forth. However role play can be a very difficult or unnatural task if the students do not have suffcent language for information about participant situation and background, so that activity can be both meaningful and chalenging.

c. Using target language outside the classroom Using target language outside the clasroom can be very useful requirement in homework assignment in those cases where the target language is spoken in the environtment. Students can be give task that require them to collect meaningful information from stores, restaurant, museum, office and report back in the class.

d. Using the learner's input To create meaningful speaking activities helps make the activity relevant to the learner and authentic in the real sense of the word. Making and choosing friends are real concern for teenager any where.

Feedback It is an important that teacher have an opportunity to provide learners with personal feedback on spoken performance that can point out not only individual difficulties but also strengths on which the learner may capotalize such as rich vocabulary, good stress and rhytm.

According to Kayi (2006:52) in zakia book stated the activities to promote speaking they are:

a. Discussion

Discussion can be held for various reasons. The students may aim to arrive at a conclussion, share ideas about an event, or find sollution in their discussioon groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher.

In this way, the discussion points are relevant to the purpose, so that the students do not spend their time to chatting with other about irrelevant things.

b. Role play

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

c. Simulation

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

d. Information gap

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

e. Brainstorming

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

f. Storytelling

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

g. Interviews

Students can conduct interviews or selected topic with various people. It is a good idea that the teacher provides a rubric to students, so that they know what type of qouestions they can ask or what path to

follow, but students should prepare their own interview question.

h. Story completion

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

i. Picture describing

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

B. Review of Related Studies

There are some other research studies which are related to this research. The first is by Diah Fifin Budiarti (2016), "*The Use of Brainstorming Game to Improve Students' Speaking Ability at Eight Grade Students of Smp Negeri Sumberwringin- Sukowono-Jember In 2015/2016 Academic Year*. The design of this research is classroom action research (CAR). In this research, the problem which is investigated is "How can the use of brainstorming game to improve the Eight grade students' speaking ability at 2015 – 2016 Academic Year?". And the purpose of this research is to find out how the use of brainstorming game can improve the students' speaking ability in Eight grade students of SMPN Sumberwringin Jember at 2015 – 2016 Academic Year. The subject of the research is the Eight grade students of SMPN Sumberwringin Jember in 2015-2016 Academic Year which is consists of 15 students. This

research was conducted in two cycles by following the procedure of the action research: preliminary study, planning, acting, observing, and reflecting. The data was analyzed using formula E = n/N x 100%. Brainstorming game technique improves the students' speaking ability in two cycles. The percentage is 40% of students who got score ≥60. in Cycle 1 to (E=73.33%) in Cycle 2. Based on the above data, there is impact of Cycle 2 and the result can achieve the criteria of success. Brainstorming game held by group of students, and the students choose one picture of the animals. The students describe the characteristic of the animal picture which they choose. It can be concluded that the use of brainstorming game can improve the Eight grade students at SMP Negeri Sumberwringin Jember at 2015/2016 Academic year.

Another research is by Dea Gamara (2018), "*An Analysis of Teachers' Strategy in Teaching English Speaking at Smp Islam Al-Hamidiyah Nw Kediri in The Academic Year Of 2018/2019*". This research is aimed at finding out the kinds of strategies and the strategies mostly used by the teachers in teaching English speaking. The subjects of this study were the English teachers of SMP Islam Al-Hamidiyah NW Kediri in the academic year of 2018/2019. The data was analyzed qualitatively. The findings showed that the strategies used by the teachers were four strategies. Those were; improving student discussion, forming role play, creating storytelling, and training interview. While the strategy mostly used by the teachers in teaching English speaking was forming role play strategy. The teachers concluded that by applying the forming role play strategy, students became more active in playing a role based on the materials which were given by the teachers and became more confident.

Forming role play strategy also made the students became so enthusiastic in learning English speaking and became more active to talk with their seatmates or group.

The next previous research is by Tifani Anis Saliha (2017), "*Teacher's Strategies in Teaching Speaking at The Daffodils (Case Study Research at Kampoeng Inggris-Pare Academic Year 2017 on 10th - 25th Period)*". This research is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course Kampung Inggris-Pare. The result of the research showed that teacher used four strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social culturalnorm. The strategies that dominate that used by the teacher in speaking knowledge areas are recognizing script. The strategies applied by English teacher were appropriate in teaching speaking at The Daffodils English Course, because those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking. The researcher suggested for other researcher to use the other creative strategy to compare the result of the success strategies.

Compared to the previous researches above, this current research has similarity, which is on the topic of discussion about teaching strategy used in teaching speaking. However, this research has some differences compared to

the previous research, which is on the use of the subject, location, theory, and method of the research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the researchers' plan how to proceed to understanding of some groups and phenomenon in its natural setting. According to Burgin (2005: 84) research design is all process that be needed in conducting the research. It means that be the process includes planning and doing the research. The design begins with a general statement of a research problem or topic. In the beginning, the researcher need to think about some topic in which he or she has an interest and wants to know more about it.

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

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

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

While, John (1996: 26) stated that descriptive research involves the description, recording, analysis, and interpretation of conditions that exist. It involves some types of comparison or contrast and attempts to discover relationships between existing non-manipulated variables. In other word, descriptive is analyzing the data from information about the existing situation.

Based on the explanation above, the current research is intended to find out the strategies used by the English teacher at MTS Terpadu Al Hikmah Karanggede in teaching speaking. Besides, this research is also designed to identify the way of the English teacher applied the strategies in teaching speaking at MTS Terpadu Al Hikmah Karanggede.

Therefore, it included describing, taking notes, analyzing, and interpreting the existing facts.

B. Research Setting and Time

1. The Location of the Research

This research was carried out in at MTS Terpadu Al Hikmah Karanggede. This school is located in Jl. Sawungrono Trayon, Kebonan, Karanggede, Dusun I, Kebonan, Karanggede, Kabupaten Boyolali, Jawa Tengah 57381.

The reason for selecting the school is that in this school, the English teacher of the eighth grade has some strategies to deal with the difficulties of students in learning speaking. The strategies can help the students to practice their speaking as the learning process conducted by the English teacher is students- centered.

2. The Time of the Research

Time is an important element of any research design, and here the researcher conducted the research from November 2018 to March 2019. This research was held during the English teaching and learning process of speaking class of the eighth grade at at MTS Terpadu Al Hikmah Karanggede. The classroom pre-observation was done in four times from October to November 2018.

Meanwhile, the observation done for collecting the data of the research will be done during the process of English teaching and learning of speaking class from April to May 2019. The research schedule is described in the following table:

No	Activity	Oct-Nov 2018	December -January 2019	February 2019	March 2019	April-May 2019	June 2019
1	Pre research	■					
2	Writing proposal		■				
3	Seminar proposal			■			
4	Revising proposal				■		
5	Collecting data					■	
6	Analyzing data						■

Table 3.1 Research Schedule

C. Subject of the Research

Research subject is an individual who participates in the research study is someone from whom data are collected. Subjects in a study are required to get the needed information. Lodico et.al (2006: 266) revealed "Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study". It means that in qualitative research, the researchers select their subject based on the subjects' knowledge which is capable to answer the question.

In this research, the subjects or informants was the English teacher of the eighth grade of academic year 2018 / 2019 at MTS Terpadu Al Hikmah Karanggede.

D. Source of Data

The data in this research belongs to the qualitative data. According to Bogdan and Taylor (in Moleong, 2000: 3) qualitative method is used as research procedures that resulted in the descriptive data containing of spoken or written word and people behavior which can be observed. The primary source of data in this research was about the strategies used by the English teacher of MTS Terpadu Al Hikmah Karanggede in the eighth grade of academic year 2018/ 2019. The data in this research was taken from the event or observation conducted in the classroom. It was also supported by the data gain from the informant and documentation. According to Sutopo (2002: 50-54) stated that the data source in the descriptive qualitative research could humans, events or activities, place or locations, things, various pictures and

records, documents and archives. There were three sources of data in this research, they are as follows

1. Events

   In this research, the event is the interaction of students during the teaching and learning process of the English subject of the eighth grade at MTS Terpadu Al Hikmah Karanggede. The event took in this research were the students' activities and strategies in learning speaking.

2. Informant

   Nasution (1992: 55) stated that informant in descriptive qualitative researcher often called as respondent, which means who give the information for the researcher. Thet main informant of this research was the English teacher of the eighth grade at MTS Terpadu Al Hikmah Karanggede .

3. Documents

   The documents in this research are in the form of field notes, photograph, audio or video recorder, and the lecturer document such as syllabus, lesson plan, objectives, material, and media in teaching speaking.

E. **Techniques of Data Collection**

   This research designs a research procedure to obtain the final result which covers the steps from collecting the data analysis to conduct the research. According to Cresswell (1994: 148), "The data collection step involve (a) setting the boundaries for the study, (b) collecting the information through observations, interviews, documents, and visual materials, and (c)

establishing the protocol for recording information". It means that in data collection, the three steps used to collect the information are observation, interview, documentation and visual materials, and deciding the protocol of information record.

The techniques in collecting data that used in this research are:

1. Observation

    The researcher observed the teaching and learning activities in English subject of the eighth grade at MTS Terpadu Al Hikmah Karanggede. The observation sheet was used by the researcher to observe the situation in the teaching and learning process in the classroom which was done five times.

2. Interview

    In-depth interview is a technique of data collection that is based on an intensive conversation with a specific purpose. Interviews were conducted to obtain information regarding the various issues raised in the research. The researcher interviewed the English teacher who taught the English subject of the eighth grade at MTS Terpadu Al Hikmah Karanggede to get the data regardless of the teacher's document in teaching speaking strategies including syllabus, objective, material, media, and evaluation in teaching speaking.

3. Documentation

    Documentation is constructed from word "document" that means something either written or film which researcher does not prepare before or researcher does not take a role (Maleong, 2004: 161). This technique was

used by researcher to support the data collection from interview and observation. This method was used to collect the data of curriculum, syllabus, lesson plan, material, and media applied in the English teaching and learning process in the eighth grade at MTS Terpadu Al Hikmah Karanggede.

F. Technique of Analyzing Data

Techniques in collecting the data are qualitative method. In qualitative method, the researcher used observational and non-observational techniques. Observational techniques consist of observation while non-observational techniques consist of interviews and document analysis. The results of the observation and interview are in the form of field notes. The result of qualitative data is analyzed in three stages namely the data reduction, data presentation/ data display, and conclusion drawing. The data in this research were analyzed by using a descriptive study. It is based on the fact that researcher has made limitation of the research before conducting the research. This research is limited on the strategies used by the English teacher of the eighth grade at MTS Terpadu Al Hikmah Karanggede in teaching speaking. According to Miles and Huberman (1984: 21-23), the data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification. Then, the researcher adopted the framework of techniques of data analysis developed by Miles and Huberman with the description as below:

1. Data Reduction

According Moleong (2000:190) data reduction is the process of making summary from the main point, arranging it and categorizing it based on its classification. Based on Miles (1994: 10) Data reduction is the process of selecting, focusing, and transforming the data that appear in written-up field notes or transcriptions. Thus, it is very important for the researcher to reduce the data in getting clear image and to make it easier in analyzing the data since there are many data taken in the research. Categorized the data taken from the observation, documentation and interview. The observation sheet was used by the researcher to observe the situation in the teaching and learning process in the classroom. The documentation was used to make documentation in the teaching and learning process in the classroom. And the interview guide was used by the researcher to collect information about the strategies of teaching speaking used by the English teacher of the eighth grade at MTS Terpadu Al Hikmah Karanggede. The interview guide consisted of several questions and will be conducted in *Bahasa Indonesia* in order to avoid the misunderstanding due to possible interpretation.

2. Data Display

Presentation of data is arranged information which gives occasions to get conclusion and do an action. After reducing the data, the researcher will display the data. In this step, the researcher described and discussed the finding of the research in the form of systematic classification. Therefore, it was carried out to be understood and to be analyzed. In this step, the researcher tried to classify and break down the data and information which

have been obtained and classified in order to analyze the data in a specific way and concern as the research in planned.

To get the validity and reliability of the research, the researcher used triangulation. Setiyadi (2006:3 1) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately. According Lexy, (2000: 178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin in Lexy (2000: 178) divides triangulation into four kinds, they are; triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. The explanations will be present below:

a. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.

b. Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.

c. What means triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.

d. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis

explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation of method and investigator or expert. It was done by comparing the data taken from observation held during teaching and learning process and the data from interview. In validating the data, the researcher observed the process of the teaching learning process, while also observed the problems appeared, the researcher did the crosschecking by comparing them to the data of interviews then consult to the expert to get the validation of the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this part, the researcher describes about the result of research on the field that collected by the technique of data collection, they are observation, interview, and documentary. Those data are presented in the form of description which given category based on the statement of problems, (1) The Strategies Used by the English Teacher in Teaching Speaking and (2) The way of the English Teacher Implement the Strategy in Teaching Speaking.
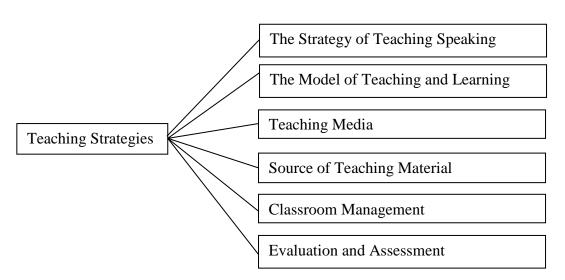
Table 4.1 Teaching Strategies

The research finding consists of the description of the data found. It includes the description also the data description related to the strategies in teaching speaking used by the teacher at the eight students of MTs Terpadu Al

Hikmah Karanggede and the implementation of the strategies used by the teacher at the eighth grade students of MTs Terpadu Al Hikmah Karanggede.

The researcher got the data about factors teaching strategies in speaking at the eight year students of MTs Terpadu Al Hikmah Karanggede in the academic year of 2018/2019. The researcher collected the data from observation and interview. The detail interview were stated on the field note of the research. The data in this research was 34 students of VIIIC class.

In this research, the researcher found some teaching strategies that are used by the teacher in teaching the students at the eight year students of MTs Terpadu Al Hikmah Karanggede in the academic year of 2018/2019. Based on the result of interview with Mrs. Yasicca Dwi Wijayanti, S.Pd, (April 27th 2019), she explain that teaching English is not easy since the teacher must choose the best strategy to teach that can make the students easy to understand and make the success of English speaking. In teaching English speaking, teacher should create their strategy to make the students interest, enjoy and understand.

From the observation that the researcher done in April 2019, the researcher found some of the teaching strategies types that used by the teacher in teaching learning process. According to Hamruni (2010: 7-9), said the classifications of teaching strategies are 5 types include:

a. Direct Instruction

In teaching learning process at the VIIIC class of MTs Terpadu Al Hikmah Karanggede the teacher write the material in the white board than the teacher explain the material with clearly in order to make the students understand the material with easy. The teacher explains the material about

recount text part by part, if the students confused the teacher ask to the students about the part that make they still confused, than the teacher explain again the material. This strategy can helps the students understand the material with easy and clearly.

b. Indirect Instruction

The teacher used indirect instruction to teach VIIIC class of MTs Terpadu Al Hikmah Karanggede. In opening the teaching and learning process the teacher ask to the students about something that related with the material. Then, the students give opinion about the teacher question. After the students explain their opinion, the teacher helps the students to answer the question in order to make the students understand about the material. So, it can give the students time to think about the material.

c. Interactive

In teaching learning process at the VIIIC class of MTs Terpadu Al Hikmah Karanggede the teacher teach the students with conversation material, the teacher ask to the students to make group consist of two students in order to make the students active in class. The students discuss about the material and make the conversation together to present the conversation in front of the class. This strategy can make the students active and easy to explain their opinion.

a. Experiential

The teacher used experiential strategies to teach VIIIC class of MTs Terpadu Al Hikmah Karanggede in teaching and learning process. In the experiential strategy the teacher teach the students used simulation process. In the teaching and learning process the teacher explains the material how to

make juice and how to make a cup of coffee with simulation process. The teacher also used blender and some tools to simulate the process. The teacher explains the material part by part with the simulation in order to make the students understand the material with easy. The students more interest with simulation process because the students can study with practices. So, the students can get new knowledge with fun. The students also can remember the steps of the material with easy.

b. Independent

In teaching learning process at the VIIIC class of MTs Terpadu Al Hikmah Karanggede the teacher teach the students in independent learning strategies usually the teacher give homework based on the book or *LKS*, with the home work the students diligent to study. Therefore, the students can get knowledge from their homework finished. The teacher does not need to force the students to learn because with homework given students feel should complete its task.

1. The Teaching Strategies Used by the English Teacher in Teaching Speaking

In this section, the researcher would answer the first research question, whici is about the teachers' strategies in teaching speaking. The last thing that can help the students' difficulties in learning speaking is the strategies from the teacher. When the teacher teaching Speaking English, teacher must be have some strategies to made the learning process more joyful and made the students more interest to learn English speacially learning speaking English. There are many strategies for teaching speaking English. Speaking is one of skill in

English learning that made students more interest in learning English because of the strategies that can made the learning process joyful. This section presented the research findings of this research based on the data gathered during the analysis. The researcher found the research findings in the field by doing observation and interview. The researcher collect the data from observation to find out the strategies used by the teacher when teaching and learning process of speaking.

According to Gulo W (2008:21), the purposes of teaching and learning strategies include:

a. Improving the quality of learning. Because if students or students easily understand every science delivered, he will automatically become smart.

b. Facilitate students in receiving knowledge. It is an important goal in the application of teaching and learning strategies.

c. Improving of teacher quality. With the implementation of this strategy would make the teacher more think again about a better strategy to learn the students. After analyzed the teachers' strategies in learning speaking, finally the researcher obtain some data based on observation and interview about the teachers' strategies that used in learning speaking English, they are as follow:

a. **Role Play**

The researcher obtained this data from interview with the English teacher of the eighth grade of MTs Terpadu Al Hikmah Karanggede. The researcher also conducted an observation to make sure that the teacher used

this strategies in the classroom. As a result of interview, the teacher stated that:

> *"Role play is one of strategy that used in learning speaking. This one is a joyful strategy for the students. Beside the students can express their character, students also interested to practice Speaking English by Role Play. There are many students that enthusiasm in learning pocess of learning speaking English used this strategie. It can be said that around 50% students has good comprehension in this learning speaking strategy". (Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)*

The statement above the teacher stated that a half of students in the class that interest to learn used a role play strategy. This strategy can improve students' confidence by action in front of class room and made the students express their speaking ability.

The teacher said that this strategy is a joyful strategy for the students. The researcher also agree to the teacher that said that a joyful learning is can made the students easier to understand about the lesson and the students can has good comprehension in learning speaking.

As a result of observation that the researcher was conducted in the classroom of *the eighth grade of MTs Terpadu Al Hikmah Karanggede,* Thursday, 11 April 2019, the teacher used a role play strategy during teaching and learning process. The statement from the teacher that there are many students who has enthusiasm in the class is real. The researcher has assumption that the students' anxiety in leraning speaking English by a joyful strategy is influential to the students' comprehension.

The researcher also obtained some statement from students' interview that also agree that role play strategy is a joyful strategy for

learning Speaking English. Students stated that:

> *"I like role play because when we learn by play a role we can express our speaking and practice our pronunciation as well as we can".*
>
> *"It is such we playing something during learning process but we got some knowledge. And it is made our learning more enjoy and automatically we can understand about the content easily".*
>
> *"Yes, I also like to learn by used a role play strategy and made us easier to understand in learning speaking English. At least we was practice about speaking performance and help us to minimize our confidence". (student 1, student 3, and student 5, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede).*

Based on the interview result above, there are 3 students that stated that role play strategy is made them easier to understand and much more action and practice used by this strategy in learning speaking English. One of them also stated that this strategy can help them to minimize the fearful and made them more confidence to practice in front of the class.

As far as the researcher known about role play strategy is one of the most popular techniques that use by teacher when teaching speaking ability is Role Play. Role plays are activities where students are asked to pretend to be in various social contexts and various social roles. Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly. Role-play is established as a teaching technique for organizing controlled, pre-communication language practice. The role-play will give opportunity to learn language as natural as possible.

b. Discussion

This data is collected by the researcher from interview with the teacher. This strategy also used by the teacher in learning speaking English for the eighth grade of MTs Terpadu Al Hikmah Karanggede. Based on the interview result, the teacher stated that:

> *"This strategy one of that most strategy that often used by the teacher in learning speaking English. As usual, in this strategy the teacher devided the students into some groups then they are discuss about some topic and in the last part they present their result of discussion in front of class".* (Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

The statement above is stated that the teacher often used this strategy in learning speaking. According to the researcher that discussion strategy is monotonous strategy for students. In this learning speaking strategy the teacher only as a facilitator for the students. This is also proved by the result of observation that the researcher got from the class during learning process. There are many students that only discussed about their daily problem. In every groups there are 5 students, it can be said that only 3 students that discuss about the topic seriously.

The researcher concluded that the students' comprehension in learning speaking used this strategy is questionable. It is stated by the teacher also. As a result of students' interview that stated about the discussion strategy, they stated that:

> *"Discussion is a strategy that difficult in learning speaking because we have to learn by ourselves and it is made us not understand what should to write in the last part after discuss some topic. Sometimes I feel bored in the class and I didn't wanted to talk about the topic again".*
> *"I not too like a discussion strategy in learning speaking. There*

are many difficulties that I got when the teacher ask for me or us to discuss a topic that the teacher was given to us even I didn't understand about the topic itself. It is made me bored to learn and I think during the learning process I didn't get anything".

"I like to discuss something, but not in English. I cannot translated something that I have discussed with my friends into English language. Sometimes we didn't understand about the topic that the teacher was given to us. I rather learn speaking English used a role play strategy that discussion strategy"

"Discussion made me bored to learn English, so that I choose to discuss another topic that has no relation with English".

"Sometimes I like to learn used a discussion strategy, because whatever strategy that the teacher used in learning must be useful for us. But sometimes discussion made me didn't much action and only sit in the chair, and actually it is really bored to learn speaking English".

"There are many other students including me that not enthusiasm to learn speaking English when learning process used a discussion theory". (5 students, On Wednesday *10 April 2019 at MTs Terpadu Al Hikmah Karanggede)*

Based on the data above, 5 students that the researcher was interviewed stated that discussion is strategy that made them bored in learning English. Discussion also cannot improve the students' anxiety. This strategy has not many action and the students recognize that almost of them choose to talk another thing with their friends than discuss about the topic that the teacher was given. But the teacher said that discussion is the most strategy that the teacher used to train the student improve their 4 skill in English learning.

> *"The students not interest in learning speaking used this strategy. The students' comprehension only 30% when the teacher used this strategy. But the teacher should use this strategy to improve the student comprehend in reading writing and speaking also. Actually the students has bored with this strategy because they haven't much vocabulary to discuss with other friend and write the result of their discussion".* (Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

The teacher said that this strategy is important to improve their

skill in learning English such as speaking, reading, and writing. Although the students feels bored learning by this strategy, the teacher still unchanged the strategy. She also said that discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as group, through the exchange of thought orally, toward some group objectives. Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study.

Discussion Method emphasizes pupil-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective. In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning. Everybody cooperates in the discussion, and the ideas and opinions of everybody are respected. Thus, there is a development of democratic way of thinking and arriving at decision. Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.

During discussion, everybody is required to express his ideas and opinions in a clear and concise manner. This provides ample opportunities to the students for training in self-expression. The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each other views. Thus, respect for the viewpoints of others is developed. History is

considered to be a dry subject. The learning of history is made interesting through Discussion Method. More effective learning is possible when the students discuss, criticize and share ideas on a particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.

c. **Debate**

The researcher obtained this data from interview with the teacher. The teacher said that sometimes she used debate strategy in learning speaking English. This strategy can help students to practice their speaking performance. Related to this strategy, the interview result of the English teacher from the eighth grade of MTs Terpadu Al Hikmah Karanggede who stated that:

> *"One of strategy that I ever said in learning speaking English is debate. This strategy can help the student to have courage to practice their speaking ability in front of many people. According to my experience, this strategy also can improve students' comprehension and made them become smart. As long as I teach them used this strategy, the students not interest to learn Speaking since it is too difficult for them".* (Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

The teacher stated that debate strategy is one of strategy that can made the students improve their speaking performance and can minimized the fearful of students to practice in front of the class. But the weakness of this strategy is the students forced to hard thinking, so that the students feel bored in learning process of speaking English. The teacher also has opinion that that debate is a type of role play where students are asked to take sides on an issue and defend their positions. It can be defined that debate technique is an activity of teaching speaking where students are

divided in different sides of an issue and have to defend their opinions. Students have a lot of opportunities to practice speaking through this technique.

During the observation that the researcher was conducted, the teacher not used this strategy in learning process, so the researcher has not any data about the learning process by used debate strategy. The researcher was interviewed the students and the answer of students also stated that the teacher never used debate strategy during teaching and learning process. All of 5 students that the researcher chooses as a respondent stated that:

> *"I never learn speaking English used a debate strategy, I think the teacher also never teach us used that strategy. As long as I know debate is one of the learning that argued some opinion one each other. But I never learn used that way".*
> *"I also never conduct a debate with other friends in the class. I think the teacher never used this strategy in the teaching and learning process".*
> *"I only known about the role play strategy and discussion strategy that the teacher used in the learning process. Besides that may be the teacher only give us some game about English in learning Speaking. But for debate I never conduct it before".*
> *"I also never conduct the debate in the class when teaching and learning process of speaking English. I think the teacher forgot to use debate strategy in the learning process".*
> *"I also have the same answer with my other friends that the teacher never used this strategy in learning process of speaking English".* (5 students, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

The 5 students has the same statement that the teacher never used debate strategy when learning process of speaking English. This proved that the teacher possibly only has an opinion by her own self. According to the result of interview with 5 students from eighth grade of MTs Terpadu Al Hikmah Karanggede, they are stated that debate strategy is never used by the teacher in the learning process when teaching Speaking English.

d. Story Telling

This is the last strategy that used by the teacher. This data got from interview with the English teacher and classroom observation that was conducted by the researcher. Based on the interview result with the teacher, Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede stated that she used a story telling strategy in learning speaking English. Story telling is an activity involving the interaction between story teller and audience and between an individual and the listener in the certain level.

> *"The teacher used story telling strategy when the topic related with the strategy, such as about the narrative text. Students can practice the narrative text by storytelling in front of the class and tell their story based on their experience. It is a little bit difficult to build the students braveness. But there are also some student can follow the instruction and practice the topic in front of the class almost correctly and the students feel confidence".* (Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

The statement above explain that sometimes the teacher used story telling when teaching speaking English. The response and the enthusiasm of students in the class is 50% that interest to this strategy. This is also proved by the result of observation during teaching and learning process that was conducted with the researcher. The students who didn't interest to this strategy because they still shy and worried to make a mistakes. Some of them not confidence to come forward and became a story teller in front of the other friends. They more confidence to practice in front of the class with a partner.

> *"I shy to stand in front of the class and tell some story. I not confidence to speak English without a partner or alone. It seems*

like I would did a many mistakes and other friends would laughed me". (student 2, On Tuesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

The students 2 stated that she not confidence when standing in front of the class and practice to speak English by a story telling. Story telling has more benefits as an effective method of instruction because involves many mediums of communication for example use of gestures, song and dance, model characters and provides enjoyment, broadens the knowledge of the children and the cultural beliefs and activates, establishes good relationships among pupils and their teacher. Story telling has also negative impacts as it can disadvantages learners if the story teller doesn't have the required skills, extensively use of the story telling method tends to produce passive listeners who receive information without much probing questioning to understand much better, poor method of active participation by learners as it lessens the opportunity.

According to teacher one of the effective strategy that can be improved the students speaking ability is a role play strategy. Using role playing in the classroom can help teach children in the class about certain situations in a relatable and dramatic fashion. This will cause the children to better remember the situations, making role playing a good teaching method for new hypothetical theories. It allows the students to play the roles of certain characters in these situations so they are able to see things from a new perspective. Empathy for others in their class may increase when children are given an opportunity to look at a situation from another's person's vantage point. Through role-play, they may better

understand why people often strongly disagree on a particular topic when their personal values, beliefs and social or cultural backgrounds differ.

In a role playing situation, students get the opportunity to practice skills they might not use on a regular basis. Skills such as debating, reasoning and negotiating can be flexed in hypothetical situations when they cannot normally be used in a classic school situation. Students are also able to adapt to situations they might not normally find themselves in, forcing the creativity of the students to be exerted. Role playing also teaches interpersonal and verbal communication skills, and helps children overcome shyness.

Role playing situations might not flesh out quite like an expectation because some students are embarrassed and thus tentative about acting out a part in a dramatic fashion. This caused a role playing situation to be awkward and unproductive because one or more students not be able to participate. When a student feels self-conscious, they more likely to be worried about what others think of them, rather than how the situation can be solved. Children may also have a problem with the activity if they cannot fathom how their character might think or behave.

In larger classes, role playing cannot be done effectively because not all of the students have the option to participate. Many role playing scenarios use only two or three individuals in a situation, so that the rest of the students just have to watch. This will cause them to become disinterested and stop paying attention. If you try to make the situation incorporate more students, the role playing might become a chaotic mess

with everyone talking at the same time. Children sometimes act silly when they feel uncomfortable, which can trigger other inappropriate behaviors such as teasing and snickering. Role plays work best when the teacher first explains the purpose and outlines ground rules so children don't mistake the lesson for an acting exercise and get carried away.

e. **Questioning Strategy**

Asking students challenging and thought-provoking questions encourages students to tap their existing mental models and build upon previous knowledge. Teacher can ask key questions to get students to see the relevance of a topic. In turn, it is hoped that students will then ask follow-up questions, engaging in dialogue while critically analyzing viewpoints shared. Therefore, by encouraging students to ask questions teacher provide opportunities for students to become actively engaged in the learning process while also developing valuable metacognitive skills that will benefit them the rest of their lives.

> *". . . by encouraging students to ask questions can provide opportunities for students to become actively engaged in the learning process while also developing valuable metacognitive skills that will benefit them the rest of their lives".* (Mrs. Yasicca, On Wednesday 10 April 2019 at MTs Terpadu Al Hikmah Karanggede)

In this questioning strategy, the teacher ask students to bring one or two questions to class based on textbook readings or content covered in the previous class. The teacher provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions.

Here, the teacher ask provocative questions to energize students into saying something. Keep the topic relevant to the course and be prepared for discussions that could begin to get divergent. Know when to draw the line on discussions that veer from the question or when students dominate the discussion at the expense of others. Some of the provocative questions were:

> Why students are not allow to bring hand phone in the classroom?
> Why do you need to do exercise everyday?
> What are your hobbies and why do you like them?

Class conversations, as Eble suggests, should be accepting of all points of view, whether or not the answer is correct, vague, wandering, irritating, or whatever (1988: 89). In other words, students should feel comfortable answering questions without fear of ridicule, nonacceptance, or laughter. This is especially important when asking questions in a classroom of diverse learners. Some students not educated in western cultures may not be comfortable answering questions and they learned by listening to more autocratic instructors and did not ask questions because doing so questioned the authority of the instructor. Other students could have learning disabilities or are fearful of speaking in class. It is important, then, to create a learning environment in which welcome and encourage questions. The teacher model expectations at the beginning of the semester and provide examples of ways that the teacher expect questions to be asked and answered. Never deliberately ignore a question or demean the questioner (Eble, 1988: 89). If class time is coming to an end and you feel students have questions yet to ask, have them write the questions on a note

card that they submit before leaving class. Teacher can address these questions at the beginning of the next class period or comment directly on the card which you can return to the student.

Based on the results of observation in the classroom and interview with the English teacher, the researcher concluded that there are 5 strategies that used by the English teacher of MTs Terpadu Al Hikmah Karanggede during the teaching and learning process of speaking English. 1) Role Play Strategy, 2) Discussion Strategy, 3) Debate Strategy, 4) Story Telling strategy, 5) Question Strategy. The teacher stated that out of the 5 strategies that has been mentioned above, the effective strategy that can improved the students speaking ability are role play strategy and question strategy.

2. The Implementation of Teaching Strategies in Speaking

This research took the data about the teaching and learning process in the VIIIC class of MTs Terpadu Al Hikmah Karanggede. The teaching and learning process described in several parts, such as: the model of teaching and learning process, teaching method and technique, teaching media, source of teaching material, classroom management, evaluation and assessment.

a. The Model of Teaching and Learning Process

This part would discuss the steps of teaching learning process of speaking class. Based on observation and the data found from the lesson plan and interview with the teacher, the steps of teaching learning process on VIIIC class of MTs Terpadu Al Hikmah Karanggede were divided into three steps, those are opening, main activities, and closing.

1) Opening

Meeting	Day / Date	Activities
1	Wednesday, April 4th 2019	On the first is opening of the teaching and learning process, the teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh.* Then, the teacher checked the students' attendance list one by one. The teacher asked with the student for example: *Teacher: I will check the students' attendances. Abidah?* *Student: Present miss* From Check the students' attendance the teacher can make good interaction with the students. Than the teacher explain about the material. *"Anak – anak liburan kemarin kalian pergi kemana? Banyak yang pulang ke kampung halaman kan? Nah hari ini kalian akan mempelajari apa? Coba tebak ada yang tau?"* *(asked by teacher)* *"Tentang liburan miss" (students respons)* The teacher gives information before teach recount text. So, the students can understand about the material. It can also give a motivation to the students and make the students' spirit to learn the material about recount text.
2	Wednesday, April 11th 2019	The teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh.* After that, the teacher checked the students' attendance list, the teacher checked the name of the students one by one f*or example:* *Teacher: I will check the students' attendances first. Abidah?* *Student: Present miss* The teacher checked the student attendances

		beside to know the student's presence the teacher also can make good interaction and communication with the students. Then, the teacher explains the material about conversation with theme traveling and holidays.
		"anak – anak kalian pasti sering kan mengobrol dengan teman kalian? Pernah tidak kalian saling berbagi cerita setelah liburan? Ya, hari ini kita akan belajar tentang conversation with theme travelling and holidays. Sudah siap?" (Teacher apperception)
		The teacher gives information about the material to make the students understand about the material. It can also give the student motivation and make the students interest with the learning process.
3	Wednesday, April 18th 2019	The teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh*. Then, the teacher checked the students' attendance list one by one. The teacher also asked about the students' condition and did small talk with them. Before teaching learning process the teacher review the last material and give some question to the students in order to make the students remember the last material.
		Then, the teacher gives information before teach about conversation with theme home life. So, the students can understand about the material. It can also give a motivation to the students and make the students' spirit to learn the material.
4	Wednesday, April 25th 2019	The teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh*. After that, the teacher checked the students' attendance list, the teacher checked the name of the students one by one.
		The teacher checked the student attendances beside to know the student's presence the teacher also can make good interaction and communication with the students. Then, the teacher explains the material about

		conversation with theme places and buildings.
		The teacher gives information about the material to make the students understand about the material. It can also give the student motivation and make the students interest with the learning process.

Based on the opening activities above, it can be concluded that in every meeting the teacher always used *Assalamu'alaikum* to greet the students. After opened with *salam,* the teacher checked student attendance list. The teacher reviewed the last material before teaching learning process in order to make the students remember the material. The teacher also gave the students motivation and information that related with the material before teaching learning process.

2) Main Activities

Meeting	Day / Date	Activities
1	Wednesday, April 4th 2019	After reviewing the material, the teacher helped to explain the material recount text about the story given to the students as in describe the story about experience. The students pay attention when the teacher gives the material. If the students don't understand about the material, the teacher explained again about the material until the students understand. The teacher writes the material in the white board to help the students understand about the material with easy. The teacher and the students also used book for getting material easily and clearly, so they can get about the material of Speaking. The teacher used media to teach the material with easy. The teacher needs book to support the students in teaching and learning process. Then the teacher asked to the students to make a group work for discussion about recount text and make the story about the experience of each in past

		situation with the real event that occurs in the past according to the incident happened. After finished the students must performed in front of the class one by one to tell about the experience. The teacher evaluates the students miss-pronounce and their grammar. The teacher was correcting the performance of the students. The teacher corrected the content, grammar and pronunciation. If the students afraid to presented the teacher give motivation and spirit to the students. Before the students presented in front of the class the teacher ask the students to read the worksheet. Then, the teacher repaired on the part that false. The teacher also repaired the pronunciation of the students. After that, the students are performance their experience in front of the class one by one. After the presentation the teacher give motivation to the students.
2	Wednesday, April 11th 2019	The teacher explains the material in order to make the students understand about the material before learning process. The students listened when the teacher gives the material of conversation with theme travelling and holidays. After the teacher explains the material, the students asked about the material that they don't know. Some students also asked with her friends or open the dictionary if confused with the material. After question-answer section finish and the students understand about the material, the teacher gives the assignment to make a group with two students. Then, the teacher asked to the students to make conversation with theme travelling and holidays. The teacher said, after finish the students must perform in front of the class with their group and the students must be memorized their conversation before performance. The teacher also helps the student's pronunciation before performance to make the student confident. The teacher gave score to the students with their performance. The teacher corrected the grammar and the content of the student's conversation. The teacher also give motivation and repair the pronunciation of the student's before come in front of the class to performance. The teacher

		and the students also give the spirit with applause together if the student nervous.
3	Wednesday, April 18th 2019	After the teacher reviewing the material and giving information that related with the material, the teacher explains the material in order to make the students understand about the material before learning process. The students listened when the teacher gives the material of conversation with theme home life. After explains the material, if the students confused they asked about the material that they don't understand with the teacher. Then, the students make group that consist of two people in order to make conversation with theme home life. They make conversation used why and because. Their conversation about food and beverage or about their activity. After that they performance in front of the class. And the teacher give comment based on their performance.
4	Wednesday, April 25th 2019	After reviewing the material, the teacher started to explain the new material. The teacher showed some expressions about question answer with the theme of places and buildings. For the first, the teacher read the expression and gave example how to pronounce the word well. After that teacher asked that the students to repeat what the teacher said. After repeated some expressions, the teacher asked the students to translate in Indonesian what the meaning of each sentences. Then, the teacher ask to the students make group that consist of two people. The students make conversation with the theme of places and building. They memorize the text before performing it in front of the class.

Based on the observation of the main activities in the teaching and learning process above, it can be concluded that in every meeting the teacher always started the learning by reviewing the previous material, then explain the new material. To motivate the students to speak English

in the classroom, the teacher applied some strategies, such as questioning strategy and discussion strategy. Questioning strategy and discussion were frequently used by the teacher. In the questioning strategy, the teacher prepare a series of questions that begin with less complicated content that eventually leads to more complex content. The teacher present questions with just enough information to encourage students to think deeply and form a meaningful answer. Instead of expecting one person to answer the question, the teacher asked students to pair up and discuss the question and prepare a shared answer and this allows them to talk about and share their collective knowledge with the class.

Meanwhile, in the teaching by using discussion strategy, the teacher had some steps in applying material in the classroom such as provided some topic, then divide them into some groups. This activity purposes to express students' opinion and consideration.

3) Closing

Meeting	Day / Date	Activities
1	Wednesday, April 4th 2019	The teacher confirms their understanding about the material that has learned. Than the teacher and the students made conclusion together about the material. Before the teacher closed the lesson, she gave homework to the students. The teacher gave homework about this material with different theme. The students must do answer of the recount text questions on the book, next meeting the assignment have to presented in front of class one by one. Than they saying *hamdalah* together and the teacher closed with *salam* and they cheered together.

2	Wednesday, April 11th 2019	The teacher confirms their understanding and review the material. The teacher and the students summarize the material together to make the students easy to understanding about the material. The teacher also gave homework to the students about the material. The teacher also gave motivation and remembered the student to clearly the homework before close the learning process. Than they saying *hamdalah* together and the teacher closed with *salam* and they cheered together.
3	Wednesday, April 18th 2019	The teacher confirms their understanding about the material that has learned. The teacher gives some question to the students that related the material in order to make the students remember the material. Than the teacher and the students made conclusion together about the material. The teacher also gave motivation to the student. Than they saying *hamdalah* together and the teacher closed with *salam.*
4	Wednesday, April 25th 2019	The teacher confirms their understanding and review the material. The teacher and the students summarize the material together. The teacher also gave homework to the students about the material. The teacher also gave motivation and remembered the student to clearly the homework before close the learning process. Than they saying *hamdalah* together and the teacher closed with *salam.*

Based on the observation of the teaching and learning process in the classroom, the teacher close the session of learning by reviewing the material given on that day, then confirm the students understanding on the material given. After that, the teacher and students summarize the material together. The teacher also gave homework to the students and ask them to prepare for the material for the next meeting.

b. Teaching Media

Media is an important role in teaching and learning process. It used to support the teacher in teaching and help the students in accepting the material because media can be used the variation in teaching and learning process. Teaching media helps the students for getting material easily and clearly, so they can get about the material of speaking. The dialogue as follow:

Interviewer : *Next, what the media are used by the teacher to support teaching and learning process?*

Mrs. Yasicca : *Kalau media elektronik saya jarang menggunakan hanya sesekali saja karena fasilitas yang disediakan dari sekolah masih terbatas, tidak disemua kelas tersedia mbk. Jadi saya lebih sering menggunakan LKS dan buku paket. Biasanya saya menulis materi di papan tulis kemudian saya jelaskan apabila dalam pembelajaran tersebut membutuhkan gambar saya biasanya menempelkan gambar di papan tulis dengan memberi sedikit keterangan yang berkaitan.* (Interview on Monday, November 19th 2018).

Based on the result of observation in Mrs. Yasicca classs, the researcher found that English teacher used student work sheet, book, white board, and pictures. It can be seen as follow:

"Anak – anak lihatlah gambar di papan tulis. Ini adalah rangkaian kegiatan seorang anak yang sedang liburan. Coba kalian amati dan pahami. Setelah itu kalian coba buat cerita liburan kalian kemarin. Contoh teksnya di buku juga ada." (Observation on Wednesday, April 04th 2017).

From the above observation, it can be seen that the teaching media that are used by Mrs. Yasicca are student work sheet, book, white board, and pictures. Media can help the teacher to teaching and learning process.

Media also can make the student interest and help the student understand the material with easy.

c. Source of Teaching Material

Source of material is important part in teaching and learning process. The teacher must choose appropriate source of material to make the student understand about the material. Based on the appropriate source of material, students will be enjoy and happy in teaching and learning process.

Based on the source the material that exactly the teacher can made the students understand about the material with easy. The teacher needs some source of material to support teaching and learning process. In the interview the teacher said:

> "Materi biasanya saya mengambil dari LKS, buku paket atau dari internet. Biasanya anak – anak juga saya suruh membawa kamus untuk memudahkan mereka dalam pembelajaran." (Interview on Monday, November 19th 2018).

The teacher arranged the lesson plan based on syllabus and curriculum. Mrs. Yasicca said:

> "Kalau untuk membuat RPP ya saya sesuaikan dengan syllabus mbk. Materinya kan sudah ada tinggal saya kembangkan. Kemudian saya memilih topic yang menarik dan mudah dipahami oleh siswa mbk. (Interview on Monday, November 19th 2018).

The teacher also needs curriculum as the measure tool of the strategy that used by the teacher in choosing strategy, Mrs Yasicca said:

> "Kurrikulum di Mts ini menggunakan KTSP.

Based on the observation and interview the teacher used source of material that exactly to teach the students. The teacher used same curriculum with all MTs or MTsT in Boyolali.

d. Classroom Management

The teacher must manage the classroom in teaching and learning process to make the students learn with effective. Good classroom management can indicate the teacher success in teaching and learning process. The teacher should be smart in reading the class condition so he or she can use the best way in managing class.

Classroom management in speaking class is not easy because the students different background and place of Indonesia. Therefore, the teacher must use some roles in classroom to manage the students in class. Those roles were:

1) Teacher as a facilitator

As a facilitator, the teacher helped the students to explain the material. If the students don't understand with the material the teacher explains again the material in order to make the students understood with the material.

For example, if the students had difficulties in the way to pronounce a word in sentence when the students will perform in front of the class, teacher ask with the students to read the dialogue or task before perform in front of the class. Than the teacher directly taught how to pronounce well to the students, than the students had to repeat what the teacher said.

For example:

Student   : What is your opinion of Magelang city?

Teacher : Wait, not opinion but "opinion". Repeat after me opinion

Student : Opinion

2) Teacher as a controller

As a controller, the teacher had full authority to control the environment, the students' behavior, and all activities in the classroom. The teacher reprimanded the students that don't bring the book in teaching and learning process but the teacher also asked to the students to accompany her friends with they're book in order to make the student's understand the material.

For example:
Teacher : Siapa yang tidak membawa buku?
Students : Saya miss. Punya saya juga ketinggalan miss.

Teacher : Lain kali semuanya harus membawa buku ya jangan lupa. Sekarang kalian berdampingan dulu bukunya. Tolong temannya didampingi ya anak – anak.

Students : Iya miss.

3) Students as a listener

In the teaching and learning process the students listened when the teacher explain the material in order to understand the material. If the students still confused with the material, then the students ask with the teacher or with her friends that understand with the material.

4) Students as the main subject of learning

The students as the main subject of learning process means that the students must active answer the question or participate in the

material. The students who become active in the class got additional score.

5) Students as the performer

The students as the performer means the students perform in front of the class after finish the work. Before performance in front of the class the students speak in her chair and the teacher repair the students' pronunciation.

e. Evaluation and Assessment

Evaluation and assessment is important part in teaching and learning process. It is used to know whether the teaching learning process run well and the purpose of teaching learning process be success, because it is used by the teacher to give correction about her/him strategies implemented to the students. It also can be used to measure the development of the students' comprehension about the subject materials that have been taught by their teacher.

Mrs. Yasicca gave her opinion about evaluation and indicator of assessment in teaching and learning in English speaking at eight grade as follows:

> *"Penilainnya ada dua mbak praktek sama tertulis yang tertulis saya ambilkan dari tugas – tugas. Prakteknya biasanya siswa maju speaking di depan kelas baik individu atau berpasangan yang dinilai pronunciation, intonation, dan articulation. Nilainya saya sesuaikan dengan hasil pekerjaan atau penampilan siswa tersebut kalau tidak ada yang salah saya beri nilai 10 tapi kalau ada bagian yang salah ya nilainya 8 atau 9 menyesuaikan dengan kesalahannya. Terkadang saya juga mengadakan ulangan harian kelas untuk mengetahui sejauh mana daya ingat siswa dengan materi yang telah saya berikan." (Interview on Monday, November 19th 2018).*

Based on interview, the teacher gave assessment and evaluation to the students based on practicum and worksheet of the students. The teacher should observe the students one by one to evaluate their knowledge and skill. The aspects of speaking evaluation are pronunciation, fluency, diction, and intonation.

B. Discussion

In this section the researcher provides discussion on the research findings which were obtain from observation and interview that has been described in previous chapters concerning the strategies in applied by the English teacher in teaching speaking for the eighth grade students of MTs Terpadu Al Hikmah Karanggede. The discussion is divided into two parts, first is about the strategies of teaching speaking applied by the English teacher and second is the implementation of the strategies in teaching speaking by the English teacher.

Based on the results of observation in the classroom and interview with the English teacher, the researcher found that there are 5 strategies that used by the English teacher of MTs Terpadu Al Hikmah Karanggede during the teaching and learning process of speaking English. 1) Role Play Strategy, 2) Discussion Strategy, 3) Debate Strategy, 4) Story Telling Strategy, 5) Question Strategy.

1. Role Play Strategy

Role play is one of the best techniques to make students speak. This technique is very useful for developing the interpersonal skills of

learners, for example, in role play activities a teacher gives a role to students and invites them to act as a police, hotel reception, doctor, etc by giving them a scenario.

Based on the observation and interview with the English teacher at MTs Terpadu Al Hikmah Karanggede, the strategy of role play is effective in to be used in teaching speaking to the students of grade eight. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993:165), based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

In brief, teachers should create a classroom environment, authentic activities, and meaningful task that promote oral language in expressing the language into speaking. This can occur when students collaborate in groups to achieve a goal or to complete a task through questions-answer in manner of role play technique for instance. The teacher allows to provide the topic that provokes them to speak. The topic of asking and giving opinions that are the proper ones, since each student can ask each other about their own opinions on something or things. After all the teacher considers to prepare the technique to improve the students' speaking skill.

one of technique is by using role play. In that way students are able to improve their speaking skill in context transactional and interpersonal expressions. The most aspects of speaking that the writer will investigate on this experimental research covering the fluency and the accuracy.

The term "role" comes from the "rolled-up" script actors to used over two thousand years ago in ancient Greece. In time, the script become the part, and actors were said to play the "role" of, say, Hamlet or Othello or Ophelia or Desdemona.Dr J. L. Moreno designs the first known role playing techniques in 1910. Role-playing become more widely known and used after he moved from Vienna, Austria to the United States in the 1930; Cited in Srimuhadir (2006). According to Tompkins (1998) tells role playing/simulation is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. It means that while speaking the language the student experience the characters that are beyond of their daily life as well. They can pretend to play the nurse, policeman, the teacher etc for instances. Moreover; Matwiejczuk (1997: 1) also says that "role play as a term describes a range of activities characterized by involving participant in "as if" or "simulated" actions or circumstance".

Blatner (2009) sees role playing as a methodology derived from sociodrama that may be used to help students understand the more subtle

aspect of literature, socio studies, and even some aspect of science or mathematics. Furthermore, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams. Finally, from the explanation of experts' theories, it concluded that application of role play gave the opportunity for the students to enable to improve their speaking. In addition, Budden (2006) said that there are some strengths and weaknesses by applying role play in the classroom by means of promoting the students to speak.

In this role play strategy, the teacher tried to make the meeting interesting. The teacher explained their rules, the situation that the students have to do in the role play and the goal or outcome that they have to get. The teacher also gave them motivation that can attract the students in achieving good result in learning. The class was so alive when the teacher asked the students to try role play with their classmate. In the treatment of this research, the students' confidence could be seen in their courage to speak by using role play technique. Here, the students showed their good progress.

2. Discussion Strategy

Based on the findings of the study during the observation and interview at MTs Terpadu Al Hikmah Karanggede. It could be said that

teaching by using discussion strategy had some steps in applying material in the classroom such as the lecturer provided some topic, then divide them into some groups. This activity purposes to express students' opinion and consideration. Gage and Berliner, (1988) stated that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement. From this activity the teacher hope that students will try to express themselves and they can have self confident to express their opinion with their friends in a group. It seemed that the teacher conducted discussion strategy in teaching English lesson to develop students' speaking.

In this activity, the teacher give the students some questions related to the topic to explore the students' background about the topic whether they are already known or not, In addition.The teachers engage the learners' interest in what they are going to do and prepare them to do it successfully. It may include a discussion of a new vocabulary from the topic. By this activity, it can help students to catch about the message of the topic.

In this case the role of teacher is as facilitator and moderates the discussion activity. It is same with the result of Rahman (2011) research that stated The teacher must keep a balance between controlling the group and letting its members speak. The goal of a discussion is to get students to talk purposefully about the course material. Teacher's role becomes that

of facilitator. The teacher moderates the discussion rather than convey information.

For a purposeful discussion, teacher should not do all the talking; or talk to one student at a time. It should be remembered that the discussion is not just a matter of teacher's communication with students; it is a chance for them to share ideas Individual style will influence the amount of control a teacher will use, but in general the teacher's role in a discussion is not to dominate, but rather to get the discussion started, set goals, summarize, mediate, clarify, and allow all to be heard. Beside, the teacher can ask the student to come forward to tell their result in discussion to evaluate students' speaking. The teacher also can correct their mistakes in speaking after discussion activity.

3. Debate Strategy

Debate is a teaching strategy to improve verbal communication and critical-thinking skills. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Maryadi (2008: 16) states thatdebate can motivate students thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves´. This strategy can involve all students to be active, not only debate performer.

This is the part that will describe about research finding during the observation and interview about debate. In this case the teacher give

students a topic and divide them to be two groups. This activity purposes to think about and issue and interact with other students. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. It shows that from this activity the students can study to interact with other students to improve their speaking skill. In this case the teacher used debate to develop students' speaking. This activity will make students try to speak in front of many people. They will study to have confident to speak in public.

Beside, the students also can express their consideration and opinion. It suited with research result of Desita (2017) that stated when the teacher held debate activity, Most of students could give the opinion with the expression well. They spontaneously raised their hand and gave their opinion. They were also could respond the other group opinion. They automatically gave their opinion when the debate was begun. Some of students had minimal reliance on note while give and respond to another's opinion. Some of students also could give and respond the opinion with clarity and appropriate volume. The students' activeness in debate was improved. The students were active in giving opinion and respond the other opinion. This activity also will increase their speaking ability in public.

Based on the finding in previous section, the conclusion are first, student has a little bravness in presenting speaking after it held they has significance result in increasing to speak in English. Second, Debating

activity not only give them knowledge to speak well but it gives many informations because the debating motions given related to the hot topic about; culture, art, social, law, politic, economic, gender, United Nations, Nuclear, etc. They discuss and study not only the material that related to English subject but for general knowledge too. However, the students sometimes still shy to present debate in front of the class and confuse to elaborate the topic in the debate.

4. Story Telling Strategy

Storytelling and its roles in society predates written human history as in ancient times, apart from cave art, oral storytelling was the only tool available to people to preserve and share cultural customs, beliefs and heritage. Stories were the oldest means for humans to remember and store information (Abrahamson, 1998). Thus, storytelling proved to be a highly effective way of coding knowledge in oral cultures because it made them more memorable and easily passed on to others.

In fact, Abrahamson (1998) claims that civilizations survived as a result of storytelling because they ensured the continuity of life experiences to subsequent generations. Storytelling is an oral activity where language and gestures and body language are used in a colorful way to create scenes in a sequence (Champion, 2003). However, storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

The National Council of Teachers of English (1992) defines storytelling as the relating of a tale to one or more listeners through voice and gesture, and they emphasize that it is not congruent with simply acting out a drama or reciting a story from memory or a text, but it is the creation of mental images of the elements of a story through voice and gestures to an audience. And, throughout the telling of a story, the teller and the audience give complete attention and engage and share in a learning experience. Barzaq (2009:7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information. She also noted that stories provide natural connections between events and concepts, and that visual storytelling is a way of telling stories through images.

In the story telling strategy, the teacher primarily used worksheets which she gave to the students which had instructions about what they had to do for learning about narrative texts by using the STT. The steps followed in conducting the STT were:

a. The researcher gave the students instructions about what they were going to do.

b. She modeled the story that had to be retold by the students.

c. She asked the students to sit in groups of six.

d. Each group was given a worksheet which set out the tasks that had to be done by the group.

e. Student had to practice storytelling in front of their friend in their group. They had to do it until the entire group member did storytelling.

f. Then each member of group took turn retelling parts of the story in front of the class.

For the first task, the researcher asked the students to make up a story based on a title given in the worksheet. Then, for the second task, they were given a set of cut-up pieces of paper; each set had a complete story. The task for them was to put the pieces of paper together to form the complete story. Next, the third task, they were asked to make up a story based on some pictures. To help them in making up a story, she gave the students a key sentence for each picture. Finally, having finished their preparatory tasks, they were asked to tell their stories, in front of the class, as set out on the worksheets.

Based on the observation in this research, the implementation of Storytelling Technique (STT) for teaching speaking with the material of narrative texts was effective not only to improve the speaking ability of the students but also their ability to produce fluent, accurate and comprehensible grammatically correct sentences. However, in this research, the teacher seldom use storytelling to teach speaking since it takes longer time and students were sometimes confuse to find idea of story to be told in front of the class. Besides, there were many students who still nervous to tell story in front of the class.

5. Questioning Strategy

David (2007) recommended that Display questions should be more exploited in English Language classroom as means of improving classroom participation and involvement of learners or questioning

behavior should be exploited as a way of promoting classroom interaction in ESL instruction. It can be concluded that Questioning technique is a good way of enhancing learner classroom interaction especially in speaking course.

Brock in David (2007) and Van lier in Shomoossi (2004) note that classroom questions of whatever sort are designed to get learners to produce language. In different view, Brock in Shomoossi (2004) explains the role of questions in second language learning in the classroom environment, which referential questions in particular increase the amount of learner output; therefore, an increased use of referential questions by teachers may create discourse which can produce a flow of information from students to the teacher, and may create a more nearnormal speech.

In this research, questioning strategy was used by the English teacher in teaching speaking for the eighth grade students of MTs Terpadu Al Hikmah Karanggede to encourage students to tap their existing mental models and build upon previous knowledge. The teacher start the questioning strategy by asking key questions to get students to see the relevance of a topic. Based on the observation conducted in the classroom, this strategy is considered effective to make the students to be active speaking during the lesson.

In this questioning strategy, first and foremost, the teacher design course goals and learning objectives to help students achieve what you want them to learn. Once course goals and objectives have been developed you can begin to prepare complementary and effective questions. Then,

the teacher get acquainted with the students so that the teacher can customize questions that challenge the students to think more critically about course content to help them learn. This does not mean that the teacher must scrap the foundations, key concepts and content that drives the course. It means, however, that the teacher can meet the students along the way to challenge the knowledge they bring to the classroom and to present content through questions that is useful and relevant to them.

Based on the above discussion, role play strategy and questioning strategy are frequently used by the English teacher in teaching speaking for the eighth grade students at MTs Terpadu Al Hikmah Karanggede. Both strategy can motivate students to speak English in the classroom and able to make the atmosphere of the learning becomes fun and enjoyable.

Finally, based on the result and discussion of the research, it can be concluded that there are some strategies that can be used by the English teacher to teach speaking. The strategy used is important to motivate students to speak in the classroom and enjoy the learning process. It is useful for teachers to form good relationship with students and create friendly classroom climate. As indicated above, most students may feel reluctant to speak. In this case, before anything else, teachers need to gain students' trust. As a language teacher, we should let students know that we understand the difficulty for speaking and that it is not expected that students may speak perfect English.

Teaching strategy means various methods or ways that are implemented by teachers in teaching-learning process. Strategies in teaching is very important since they determine teachers' success in achieving teaching

goals. As stated by William and Burden (2003), strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted. Reiser and Dick (1996) contend that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. In short, it can be said that strategies are very important since they determine the success of teaching-learning process.

Some of the strategies used in teaching speaking are such cooperative activities as role-play, creative tasks, and drilling (Anjaniputra, 2013). Moreover, for young learners' classrooms, there are some common strategies that can be used such as songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities. All these activities can affect learners and enhance their learning the language (Khameis, 2007).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research and suggestion for the English teachers, the students, and the other researchers.

A. Conclusion

The conclusion of this research deals with the answers of the research problems based on the research findings and discussion in the chapter IV. In this section, the teacher draws the answer about the research problem related the use of teaching strategy by the English teacher in teaching English speaking at the eight year students of MTs Terpadu Al Hikmah Karanggede in the academic year of 2018/2019, and the implementation of the strategy during the teaching and learning process.

Based on the results of observation in the classroom and interview with the English teacher, the researcher found that there are 5 strategies that used by the English teacher of MTs Terpadu Al Hikmah Karanggede during the teaching and learning process of speaking English. 1) Role Play Strategy, 2) Discussion Strategy, 3) Debate Strategy, 4) Story Telling Strategy, 5) Question Strategy. In conducting the learning, role play strategy and questioning strategy are frequently used by the English teacher in teaching speaking for the eighth grade students at MTs Terpadu Al Hikmah Karanggede. Both strategy can motivate students to speak English in the classroom and able to make the atmosphere of the learning becomes fun and enjoyable.

The implementation of teaching and learning strategy of speaking skill at the eight year students of MTs Terpadu Al Hikmah Karanggede was by giving instruction to the students, guiding the students to gain the knowledge. The teacher also told the students the way to say words in English using good pronunciation, intonation, and expression.

In the implementation of teaching strategy of speaking skill at the eight year students of MTs Terpadu Al Hikmah Karanggede, the teacher used communicative language teaching and used group work. The teacher used communicative language in order to make the students understand the material with easy. The teacher also used group work to teach in order to make the students can cooperation with their friends. They also can get knowledge with discussion.

The implementation of teaching learning strategy were opening the class, main activity includes the activities of Exploration, Elaboration, Confirmation, and closing. The teacher also evaluation the teaching and learning process every day. Therefore, the teacher can know about the problems of the students understand the material.

In implementing the strategy the teacher gets good responses from the students. The aspects that are used by the teacher in implementing strategies there are teaching method and technique, teaching media, source of the material, classroom management, and evaluation and assessment. The teacher manages the class to create enjoyed and interactive atmosphere in the classroom because the teacher use variation technique.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestion. The teacher hopes that these suggestions will be useful, especially for English teacher, for the students, for the school, and the other researcher. They are as follows:

1. For the English Teacher

The teacher need to find appropriate strategy to teach the students based on the characteristic of the students and curriculum because teaching English is not easy. The teacher should be patient to grow up the student's confidence. She also should implement the other technique that is interesting and also use the other media. The teacher can play games to make the student interest in teaching learning process.

2. For the Students

Learning English Speaking is not easy. Students who want to expert in English Speaking should be understand about a variety of the form of speaking. They also should confidence and not afraid to speak.

3. For the School

The school can be facilitating the teacher in developing the strategy. So the teacher can improve their strategy includes using the technique, methods and media that will be implemented to the students.

4. For the Researcher

In constructing this research, the researcher feels that her research is not perfect yet. The researcher hopes that this research can be used reference for the other researcher in constructing a better research.

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CLASSROOM OBSERVATION 1

Day/date   : Wednesday, April 4th 2019

Time   : 09.40 – 10.50 WIB

Place   : VIII C

Teacher   : Mrs. Yasicca Dwi Wijayanti

Researcher   : Ayu Destriyanti

The English lesson started at 09.40 WIB. The teacher came to the class and prepared the material that will be taught. After all was ready, the teacher opened the meeting with *Assalamu'alaikum*. Then the teacher asked about the students' condition and did small talk with them. She also checked the students' attendance list. After that the meeting was begin with saying *basmallah* together. Then the teacher started to review the material first. The teacher gives information before teach recount text. So, the students can understand about the material. It can also give a motivation to the students and make the students' spirit to learn the material about recount text.

After review the material, the teacher started to explain the new material. After reviewing the material, the teacher helped to explain the material recount text about the story given to the students as in describe the story about experience. The students pay attention when the teacher gives the material. If the students don't understand about the material, the teacher explained again about the material until the students understand. The teacher writes the material in the white board to help the students understand about the material with easy. The teacher and the students also used book for getting material easily and clearly, so they can get about the material of Speaking. The teacher used media to teach the material with easy. The teacher needs book to support the students in teaching and learning process. Then the teacher asked to the students to make a group work for discussion about recount text and make the story about the experience of each in

past situation with the real event that occurs in the past according to the incident happened. After finished the students must performed in front of the class one by one to tell about the experience. The teacher evaluates the students miss-pronounce and their grammar. The teacher was correcting the performance of the students. The teacher corrected the content, grammar and pronunciation. If the students afraid to presented the teacher give motivation and spirit to the students. Before the students presented in front of the class the teacher ask the students to read the worksheet. Then, the teacher repaired on the part that false. The teacher also repaired the pronunciation of the students. After that, the students are performance their experience in front of the class one by one. After the presentation the teacher give motivation to the students.

After that, the teacher confirms their understanding about the material that has learned. Than the teacher and the students made conclusion together about the material. Before the teacher closed the lesson, she gave homework to the students. The teacher gave homework about this material with different theme. The students must do answer of the recount text questions on the book, next meeting the assignment have to presented in front of class one by one. Than they saying *hamdalah* together and the teacher closed with *salam* and they cheered together.

CLASSROOM OBSERVATION 2

Day/date   : Wednesday, April 11th 2019

Time   : 09.40 – 10.50 WIB

Place   : VIII C

Teacher   : Mrs. Yasicca Dwi Wijayanti

Researcher   : Ayu Destriyanti

The English lesson started at 09.40 WIB. After the teacher came to the class, she prepared the media that used. The media were laptop and LCD. After finished preparing all the stuff, she began to start the lesson. The teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh.* After that, the teacher checked the students' attendance list, the teacher checked the name of the students one by one. The teacher checked the student attendances beside to know the student's presence the teacher also can make good interaction and communication with the students. Then, the teacher explains the material about conversation with theme traveling and holidays. The teacher gives information about the material to make the students understand about the material. It can also give the student motivation and make the students interest with the learning process.

The teacher explains the material in order to make the students understand about the material before learning process. The students listened when the teacher gives the material of conversation with theme travelling and holidays. After the teacher explains the material, the students asked about the material that they don't know. Some students also asked with her friends or open the dictionary if confused with the material. After question-answer section finish and the students understand about the material, the teacher gives the assignment to make a group with two students. Then, the teacher asked to the students to make conversation with theme travelling and holidays. The teacher said, after finish the students must

perform in front of the class with their group and the students must be memorized their conversation before performance. The teacher also helps the student's pronunciation before performance to make the student confident. The teacher gave score to the students with their performance. The teacher corrected the grammar and the content of the student's conversation. The teacher also give motivation and repair the pronunciation of the student's before come in front of the class to performance. The teacher and the students also give the spirit with applause together if the student nervous.

After that, the teacher confirms their understanding and review the material. The teacher and the students summarize the material together to make the students easy to understanding about the material. The teacher also gave homework to the students about the material. The teacher also gave motivation and remembered the student to clearly the homework before close the learning process. Than they saying *hamdalah* together and the teacher closed with *salam* and they cheered together.

CLASSROOM OBSERVATION 3

Day/date   : Wednesday, April 18th 2019

Time   : 09.40 – 10.50 WIB

Place   : VIII C

Teacher   : Mrs. Yasicca Dwi Wijayanti

Researcher   : Ayu Destriyanti

English class started at 09.40 WIB. Teacher entered the class then prepared the media for teaching process. The teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh.* Then, the teacher checked the students' attendance list one by one. The teacher also asked about the students' condition and did small talk with them. Before teaching learning process the teacher review the last material and give some question to the students in order to make the students remember the last material. Then, the teacher gives information before teach about conversation with theme home life. So, the students can understand about the material. It can also give a motivation to the students and make the students' spirit to learn the material.

After the teacher reviewing the material and giving information that related with the material, the teacher explains the material in order to make the students understand about the material before learning process. The students listened when the teacher gives the material of conversation with theme home life. After explains the material, if the students confused they asked about the material that they don't understand with the teacher. Then, the students make group that consist of two people in order to make conversation with theme home life. They make conversation used why and because. Their conversation about food and beverage or about their activity. After that they performance in front of the class. And the teacher give comment based on their performance.

In the closing class, the teacher confirms their understanding about the material that has learned. The teacher gives some question to the students that related the material in order to make the students remember the material. Than the teacher and the students made conclusion together about the material. The teacher also gave motivation to the student. Than they saying *hamdalah* together and the teacher closed with *salam.*

CLASSROOM OBSERVATION 4

Day/date   : Wednesday, April 18th 2019

Time   : 09.40 – 10.50 WIB

Place   : VIII C

Teacher   : Mrs. Yasicca Dwi Wijayanti

Researcher   : Ayu Destriyanti

The English class started at 09.40 WIB. After the teacher entered the class, she prepared the media include LCD, Laptop and speaker. Then she stared to begin the lesson. The teacher opened the meeting by saying *Assalamua'alikum warahmatullahi wabarakatuh.* After that, the teacher checked the students' attendance list, the teacher checked the name of the students one by one. The teacher checked the student attendances beside to know the student's presence the teacher also can make good interaction and communication with the students. Then, the teacher explains the material about conversation with theme places and buildings. The teacher gives information about the material to make the students understand about the material. It can also give the student motivation and make the students interest with the learning process.

After reviewing the material, the teacher started to explain the new material. The teacher showed some expressions about question answer with the theme of places and buildings. For the first, the teacher read the expression and gave example how to pronounce the word well. After that teacher asked that the students to repeat what the teacher said. After repeated some expressions, the teacher asked the students to translate in Indonesian what the meaning of each sentences. Then, the teacher ask to the students make group that consist of two people. The students make conversation with the theme of places and building. They memorize the text before performing it in front of the class.

After that, the teacher confirms their understanding and review the material. The teacher and the students summarize the material together. The teacher also gave homework to the students about the material. The teacher also gave motivation and remembered the student to clearly the homework before close the learning process. Than they saying *hamdalah* together and the teacher closed with *salam.*

APPENDIX 1

SILABUS PEMBELAJARAN

Sekolah   **: MTs Terpadu Al Hikmah Karanggede**

Kelas   **: VIII (Delapan)**

Mata Pelajaran   **: Bahasa Inggris**

Semester   **: 2 (Dua)**

Standar Kompetensi   **: Berbicara**

1. **Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar,	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -.A: *Do you mind lending me some money?* B: *No, problems* -.A: *Can I have a bit?* B: *Sure, here you are.*	1. Mengembangka n kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.te ma yang di pillih 3. Menirukan	1. Bertanya dan menjawab tentang meminta,membe ri,menolak jasa 2. Bertanya dan menjawab tentang meminta,membe ri,menolak barang 3. Bertanya dan menjawab tentang meminta,membe	Unjuk kerja	Uji petik berbicara, Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3.Benda sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu	-.A: *Here is some money for you.* B: *Sorry, I can't take this.* -.A: *Do you like it ?* B: *Yes, I do.* -.A: *Have you done it?* B:*No, I haven't.* -.A: *Do you think it's good?* B: *I think it is / Sorry I can't say any thing* -.A: *Would you like some .....?* B: *Yes, please / No, Thanks* 2.Tata Bahasa - Do you mind .... - Present perfect tense	ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan 5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan	ri dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat 5. Bertanya dan menjawab tentang menawarkan,menerima,menolak sesuatu					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima	3. Kosa kata
	  - Kata terkait tema dan jenis teks
	
	4. Ungkapan Baku
	  - No Problem
	  - Sorry
	  - No, thanks
	  - Yes, Please
	1. Teks percakapan memuat ungkapan berikut:
	Contoh :
	- *A: what if I do it again?*
	  B: Fine with me.
	
	- *A: I Must go now*
	  B: Do you have to?
	
	• *Right.*
	• *I see.*
	• *Hm...m yeah*
		1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari
		2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari
		3. Menjawab pertanyaan tentang isi percakapan
		4. Menjawab
			1. Bertanya dan menjawab tentang meminta,memberi persetujuan
			2. Bertanya dan menjawab tentang merespon pernyataan
			3. Bertanya dan menjawab
				Unjuk kerja	Uji petik berbicara
					
					Bermain peran
						*Create a dialogue based on the role cards and perform it in front of the clas*s.	2 x 40 menit	1. Buku teks yang relevan
								2. Gambar yang relevan
								3. Benda sekitar
								4. Kartu peran

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	• *Hello,excuse me* • *Did you? / Were you?* • *Thanks/ Bye / see you* • *Could I speak to ..?* • *Well,I'm calling to ...?* • *Nice talking to you.* 2. Tata Bahasa - Past form of be 3. Kosa kata - Kata terkait tema dan jenis teks 4. Spelling and intonation	pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran mengunakan ungkapan yang telah dipelajari	tentang memberi perhatian terhadap lawan bicara 4. Mengawali,memperpanjang menutup percakapan 5. Mengawali,memperpanjang menutup percakapan telepon					
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Standar Kompetensi : Berbicara

2.   **Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa - Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks 4. Ungkapan baku - attention, please	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang membeli / menggun-akan produk terten-tu	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	*Uji petik berbicara*	1. *Give suitable notices based on the pictures* 2. *Make simple advertisments based on the pictures*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat

..

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait 4. Membuat secara lisan: - Notice - Iklan 1. Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dngan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks recount dan narrative - *simple past* - *past continuous*						
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan	1.Teks monolog berbentuk recount dan *narrative*. 2.Ciri-ciri kebahasaan teks narrative dan recount. 3.Langkah retorika teks narrative dan recount. 4. Tata Bahasa		- Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Unjuk kerja	Uji Petik berbicara	1. *Tell us briefly what you did yesterday* 2. *Retell a story that you know very well.* 3. *Tell a story based on the series of a pictures given.*	8 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Buku cerita dalam bahasa Inggris

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
narrative	- Simple Past tense - Past continuous tense - temporal conjuntions - Connective words - Adverbs - Adjectives 5.Kosa kata - kata terkait tema dan jenis teks 6.Ungkapan baku - Really? - That's terrible - How Then ?	- *temporal conjunctions* - *connective words* - *adverbs* - *adjective*s 3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?, First,...., then...., finally...* 4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		berdasarkan foto atau Gambar cerita populer.						

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Boyolali, 20 Juli 2018

Mengetahui;

Kepala Sekolah MTs Terpadu

Al Hikmah Karanggede

Guru Mapel Bahasa Inggris,

(M. Abdul Mudhofar, S.PdI.)

NIP / NIK :

(Yasicca Dwi Wijayanti, S.Pd.)

NIP / NIK : -

APPENDIX 2

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

SMP/MTS	: MTs Terpadu Al Hikmah Karanggede
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount.*
Indikator	: Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

   Pada akhir pembelajaran siswa dapat:

   a. Melakukan monolog pendek sederhana dalam bentuk teks recount.

   b. Membuat kalimat sederhana lisan terkait ciri – ciri kebahasaan teks recount:

      Simple past

      Temporal conjunctions

      Connective words

      Adverbs

      Adjectives

2. Materi Pembelajaran

   Text recount:

   - Generic structure
   - Language features
   - Social function

3. Metode Pembelajaran: Realia, Deducing meaning from context, TPR, EGRA.

4. Langkah-langkah Kegiatan

   a. Kegiatan Pendahuluan

      - Apersepsi
      - Bertegur sapa
      - Reviews the students' past experience

b. Kegiatan Inti
- Ask the students about last activity
- Ask the students to tell about the last activity

c. Kegiatan Akhir
- The teacher ask the students to tell about the activity on last Sunday on the next meeting.

5. Sumber Belajar
- English in Focus
- Gambar yang relevan
- Out door activity

6. Penilaian
- Teknik   : Test lisan
- Bentuk   : Cerita
- Instrument   : Tell the story

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Unjuk kerja	Uji Petik berbicara	3. *Tell us briefly what you did yesterday* 4. *Retell a story that you know very well.*

a. Instrumen:
Make a recount text about your holiday
Say it in front of the class (±3 mins)

b. Pedoman Penilaian
Jumlah skor maksimal keseluruhan   100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Mengetahui;   Boyolali, 20 Juli 2018
Kepala Sekolah MTs Terpadu   Guru Mapel Bahasa Inggris,
Al Hikmah Karanggede,

(M. Abdul Mudhofar, S.PdI.)   (Yasicca Dwi Wijayanti, S.Pd.)
NIP / NIK : -   NIP /NIK : -

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: MTs Terpadu Al Hikmah Karanggede
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Indikator	: 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: Teks lisan fungsional
Tema	: *Traveling and Holidays*
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

   Pada akhir pembelajaran siswa dapat:

   a. Melakukan monolog pendek sederhana dalam bentuk teks lisan fungsioal.

   b. Membuat kalimat sederhana lisan terkait ciri – ciri kebahasaan teks lisan fungsional tentang *traveling and holidays*.

2. Materi Pembelajaran

   Teks lisan fungsional

   - Percakapan tentang traveling and holidays
   - Percakapan singkat memuat ungkapan – ungkapan
   - Kata terkait tema dan jenis teks

3. Metode Pembelajaran: three-phase technique

4. Langkah-langkah Kegiatan

   Pertemuan pertama dan kedua.

   A.Kegiatan Pendahuluan

   Apersepsi :

   - Menyebutkan kota-kota yang disukai di Indonesia atau di luar negeri
   - Menyebutkan hal-hal yang akan dilakukan jika mendaptkan undian:
     If I had million dollars, I would go to Eiffel Tower in Paris.

   Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Menjelaskan kota yang disukai dengan bantuan gambar/peta

☞ Mendengarkan instruksi penemuan harta karun

☞ Menulis instruksi Blackbeard Treasure

☞ Menjelaskan kembali tentang instruksi dalam Blackbeard Treasure

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**
   a. Buku teks yang relevan..
   b. CD / kaset.
   c. *Script* percakapan dan/atau rekaman percakapan
   d. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
3.Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 4.Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	*Uji petik berbicara*	*3. Give suitable notices based on the pictures* *4. Make simple advertisments based on the pictures*

a. Instrumen:

Bring a picture of your town or your favorite town with some pictures of places to visit in that town. You are a guide and to explain about that town in 5 mins. Guidelines:

1. *The name of the town and its brief history*
2. *The location of the town/how to get there from school*
3. *Supporting facts: Places to visit, scenery, etc.*

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan   100

c. Rubrik Penilaian

Criteria	Score
Pronunciation	50
Delivery	50

Standard of Pronunciation and Delivery:

Excellent	41-50
Very good	31-40
Good	21-30
Average	11-20

Mengetahui;   Boyolali, 20 Juli 2018
Kepala Sekolah MTs Terpadu   Guru Mapel Bahasa Inggris,
Al Hikmah Karanggede,

(M. Abdul Mudhofar, S.PdI.)   (Yasicca Dwi Wijayanti, S.Pd.)
NIP / NIK : -   NIP /NIK : -

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: MTs Terpadu Al Hikmah Karanggede
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
Jenis teks	: *transactional/interpersonal*
Tema	: *Home Life*
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Tanya jawab menggunakan *why* dan *because*
   b. Tanya jawab tentang pekerjaan seseorang
   c. Tanya jawab tentang makanan dan minuman yang disukai
   d. Memberikan tanggapan atas suatu pernyataan dengan menggunakan *so* dan *neither*
   e. Tanya jawab tentang keberadaan suatu benda
   f. Bermain peran dalam dialog
   g. Mengungkapkan saran-saran atas pernyataan yang ada

   ❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
   Rasa hormat dan perhatian (*respect*)

   Tekun (*diligence*)

2. **Materi Pembelajaran**

   a. Communication Practice (halaman 3, 4, 5, 6, 29, 15)

   - Percakapan-percakapan yang memuat ungkapan-ungkapan:

   A: *Why is the meeting at four?*

   B: *Because it's Friday*

   A: *What does Ms. Jones do?*

   B: *She's a coach*

A: What sport do you like best?

B: I like football

A: So do I /I don't mind.

A: What's there under the desk?

B: There are some books.

A: Is there any lettuce?

B: Yes, there is.

A: Wash vegetable before eating them.

B: Yes. And don't touch food with dirty hands

b. Grammar Practice (halaman 8 dan 9)
   - Penjelasan dan latihan soal (*so* dan *neither*)
c. Developing Skills (halaman 24)
   - Penjelasan kegiatan
   - Percakapan yang memuat ungkapan:

   A: What is Mrs. Greenfield doing?

   B: She's …….

3. **Metode Pembelajaran:** three-phase technique
4. **Langkah-langkah Kegiatan**

   Pertemuan pertama, dan dua.

   A.Kegiatan Pendahuluan

   Apersepsi :

   - *Warming-up activity: find five friends who were born in five different months. The fastest is the winner*
   - Tanya jawab tentang hal-hal yang berhubungan makanan, minuman dan olahraga yang disukai
   - Menyebutkan benda-benda yang terdapat dalam ruang kelas

   Motivasi :

   - Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

   B. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

   ☞ penjelasan tentang makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara

akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

　☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

　☞ Membantu menyelesaikan masalah;

　☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

　☞ Memberi informasi untuk bereksplorasi lebih jauh;

　☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

a. Buku teks yang relevan..

b. CD / kaset.

c. *Script* percakapan dan/atau rekaman percakapan

d. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta,memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi, menolak barag 3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan menjawab memberi pendapat	Unjuk kerja	Uji Petik Berbicara Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*

a. Instrumen:

Make up a short dialogue with your partner based on each topic. Perform the dialogues in front of the class.

Topics:

1. *sports*

2. *food and drinks*

3. *things in my room*

4. *drinking milk everyday*

    b. Pedoman Penilaian\

       Jumlah skor maksimal keseluruhan   100

       Nilai maksimal masing-masing dialog 25

    c. Rubrik Penilaian

	Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4
Pronunciation	5	5	5	5
Delivery	10	10	10	10
Performance	10	10	10	10

Standard of Pronunciation:

Excellent	10
Very good	9
Good	8
Average	7
Poor	≤6

Standard of Delivery and Performance:

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

Mengetahui;   Boyolali, 20 Juli 2016

Kepala Sekolah MTs Terpadu   Guru Mapel Bahasa Inggris,

Al Hikmah Karanggede,

(M. Abdul Mudhofar, S.PdI.)   (Yasicca Dwi Wijayanti, S.Pd.)

NIP / NIK : -   NIP /NIK : -

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: MTs Terpadu Al Hikmah Karanggede
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon
Jenis teks	: *transactional/interpersonal*
Tema	: *Places and Buildings*
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Bermain peran dalam dialog *Mrs. Webster dan David*
b. Membicarakan masa depan berdasarkan horoskop
c. Menjawab pertanyaan dengan *will*
d. Melafalkan kalimat yang mengandung pelafalan huruf r

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
                                         Rasa hormat dan perhatian (*respect*)

                                         Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice (halaman 131, 132, 133)
- Percakapan-percakapan yang memuat ungkapan-ungkapan:

A: Will you do your homework everyday?

B: Yes, I will. I'll do my homework everyday.

A: What is your star sign?

B: Aries.

A: What does it say….

    b. Grammar Practice (halaman 136, 137, 149)

- Penjelasan jawaban singkat dengan *will*
- Daftar pertanyaan dengan jawaban singkat *will*
- Penjelasan penggunaan want+infinitive untuk mengundang/mengajak
- Percakapan-percakapan singkat yang memuat ungkapan:

A: Do you want to go skiing in the mountains with me?

B: Sorry, I can't ....

    c. Developing Skills (halaman 160 dan 161)

- Rekaman dan script '*Quiz Show'*

    d. Pronunciation (halaman 140)

    a. Rekaman dan script kalimat yang memuat pelafalan dengan huruf r

3. **Metode Pembelajaran:** three-phase technique
4. **Langkah-langkah Kegiatan**

    A. Kegiatan Pendahuluan

    Apersepsi :

    - Menyebutkan hal-hal yang ingin dilakukan dalam waktu dekat
    - Membaca kembali *Weekly Horoscope*

    Motivasi :

    - Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

    B. Kegiatan Inti

    Eksplorasi

    Dalam kegiatan eksplorasi, guru:

    ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

    ☞ Mendengarkan penjelasan penggunaan bentuk Future dengan *will*

    ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

    ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

    ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

    ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

    Elaborasi

    Dalam kegiatan elaborasi, guru:

    ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

    ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

    ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

    ☞ Membantu menyelesaikan masalah;

    ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

    ☞ Memberi informasi untuk bereksplorasi lebih jauh;

    ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

   a. Buku teks yang relevan..

   b. CD / kaset.

   c. *Script* percakapan dan/atau rekaman percakapan

   d. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
6. Bertanya dan menjawab tentang meminta,memberi persetujuan 7. Bertanya dan menjawab tentang merespon pernyataan 8. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara 9. Mengawali,memperpan jang menutup percakapan 10. Mengawali,memperpan jang menutup percakapan telepon	Unjuk kerja	Uji petik berbicara Bermain peran	*Create a dialogue based on the role cards and perform it in front of the clas*s.

   a. Instrumen:

Choose one of the situations below and make up the role play based on the situation chosen

        1. You and your friend really believe in horoscope. Say what you are doing during this week based on the horoscope

        2. You are the mother/father. You want to go abroad for a week. Ask your son/daughter to do all the house works and remind him/her about some things related to the house things.

   b. Pedoman Penilaian

      Jumlah skor maksimal keseluruhan   100

      Nilai maksimal masing-masing dialog 25

   c. Rubrik Penilaian

Criteria	Score
Pronunciation	50
Delivery	50

Mengetahui;

Boyolali, 20 Juli 2018

Kepala Sekolah MTs Terpadu

Guru Mapel Bahasa Inggris,

Al Hikmah Karanggede,

(M. Abdul Mudhofar, S.PdI.)

(Yasicca Dwi Wijayanti, S.Pd.)

NIP / NIK : -

NIP /NIK : -

APPENDIX 4

INTERVIEW PRE – OBSERVATION WITH THE TEACHER

OF MTs TERPADU AL HIKMAH KARANGGEDE

Interviewee : **Mrs. Yasicca Dwi Wijayanti**

Date : **November 19th 2019**

Place : **MTs Terpadu Al Hikmah Karanggede**

Interviewer : **Ayu Destriyanti**

Judul : **Wawancara Proses Pembelajaran**

Peneliti : Assalamu`alaikum Bu Dwi.

Mrs. Yasicca : Waalaikumsalam Mbk, ada yang bisa saya bantu?

Peneliti : Iya bu, mohon maaf sebelumnya mengganggu waktu ibu. Saya ingin mewawancarai ibu tentang proses pembelajaran Bahasa Inggris di kelas 8C bu.

Mrs. Yasicca : Oh iya mbk silahkan.

Peneliti : Pertama yang mau saya tanyakan, bagaimana ketertarikan siswa terhadap pealajaran Bahasa inggris bu?

Mrs. Yasicca : Masing – masing anak berbeda, untuk beberapa anak memang tertarik dengan Bahasa Inggris tapi sebagian juga tidak terlalu tertarik mbk. Ya sama seperti sekolah – sekolah yang lain lah mbk, ada yang yang nilainya bagus ada yang cukup.

Peneliti : Ketika mengajar Bahasa Inggris metode apa yang ibu gunakan?

Mrs. Yasicca : Kalau metode saya menggunakan ceramah dan saya juga sering menggunakan metode diskusi agar anak - anak lebih paham dan dapat menjalin interaksi yang baik antara siswa dengan guru. Terkadang saya juga memberikan tugas kepada anak – anak seperti membuat dialog atau mengerjakan soal. Kalau untuk melatih anak –

anak agar aktif berbicara saya menggunkan metode tanya dan jawab mbk atau maju presentasi di depan kelas.

Peneliti : Teknik yang ibu gunakan untuk mengajar speaking biasanya apa bu?

Mrs. Yasicca : Tekniknya biasanya discussion, role play, questioning, brainstorming, story telling, interview, picture narrating and picture describing.

Peneliti : Selanjutnya, media apa yang ibu gunakan pada saat mengajar bu?

Mrs. Yasicca : Kalau media elektronik saya jarang menggunakan hanya sesekali saja karena fasilitas yang disediakan dari sekolah masih terbatas, tidak disemua kelas tersedia mbk. Jadi saya lebih sering menggunakan LKS dan buku paket. Biasanya saya menulis materi di papan tulis kemudian saya jelaskan apabila dalam pembelajaran tersebut membutuhkan gambar saya biasanya menempelkan gambar di papan tulis dengan memberi sedikit keterangan yang berkaitan.

Peneliti : Masalah apa saja yang ibu temui pada saat proses pembelajaran dikelas?

Mrs. Yasicca : Masalah yang sering terjadi anak – anak sering mengantuk pada saat pembelajaran mbk mungkin karena kegiatan mereka penuh sampai malam. Habis pembelajaran di sekolah selesai mereka kan masih ada pembelajaran pondok sampai malam hari. Ya saya memaklumi itu karena aktivitas mereka berbeda dengan yang sekolah biasa. Untuk masalah yang lainnya hanya terkadang materi yang saya sampaikan kurang bisa dipahami karena anak – anak juga beberapa ada yang dari luar Jawa juga jadi tingkat pemahaman mereka terkadang kurang seimbang.

Peneliti : Bagaimana ibu cara ibu dalam mengatasi masalah tersebut?

Mrs. Yasicca : Kalau mereka mulai mengantuk saya biasanya menarik perhatian mereka agar konsentrasi menggunakan permainan snow ball mbk atau terkadang belajar sambil bernyanyi saya juga memberikan semangat agar mereka termotivasi. Kalau masalah anak anak – anak yang kurang paham dengan apa yang saya sampaikan biasanya saya jelaskan lagi materinya atau terkadang mereka meminta penjelasan dari temnnya.

Peneliti : Dalam tugas speaking biasanya seperti apa bu?

Mrs. Yasicca : Untuk pelajaran speaking mereka saya suruh membuat percakapan kemudian maju kedepan berpasangan dengan menghafalkan percakapan tersebut sebelumya atau mereka bercerita di depan kelas sesuai materi yang saya berikan. Selain itu meraka juga setoran hafalan verb 1 sampai 3 sebanyak 10 kata untuk memperbanyak vocabulary mereka

Peneliti : Kalau penilaiannya seperti apa bu?

Mrs. Yasicca : Penilainnya ada dua mbak praktek sama tertulis yang tertulis saya ambilkan dari tugas – tugas. Prakteknya biasanya siswa maju speaking di depan kelas baik individu atau berpasangan yang dinilai pronunciation, intonation, dan articulation. Nilainya saya sesuaikan dengan hasil pekerjaan atau penampilan siswa tersebut kalau tidak ada yang salah saya beri nilai 10 tapi kalau ada bagian yang salah ya nilainya 7, 8 atau 9 menyesuaikan dengan kesalahannya. Terkadang saya juga mengadakan ulangan harian kelas untuk mengetahui sejauh mana daya ingat siswa dengan materi yang telah saya berikan.

Peneliti : Materi yang ibu gunakan untuk mengajar sumbernya dari mana saja bu?

Mrs. Yasicca : Materi biasanya saya mengambil dari LKS, buku paket atau dari internet. Biasanya anak – anak juga saya suruh membawa kamus untuk memudahkan mereka dalam pembelajaran.

Peneliti : Bagaimana ibu dalam membuat RPP bu?

Mrs. Yasicca : Kalau untuk membuat RPP ya saya sesuaikan dengan syllabus mbk. Materinya kan sudah ada tinggal saya kembangkan. Kemudian saya memilih topic yang menarik dan mudah dipahami oleh siswa mbk.

Peneliti : Kurrikulum yang digunakan di untuk mengajar apa bu?

Mrs. Yasicca : Kurrikulum di Mts ini menggunakan KTSP.

Peneliti : Bagaimana dengan waktu mengajar bu apakah sudah cukup?

Mrs. Yasicca : Menurut saya waktu mengajar sudah cukup karena ada 5 jam pelajaran dalam 1 minggu yang di bagi menjadi 3 hari dan 1 jam pembelajaran 40 menit.

Peneliti : Saya kira sudah cukup untuk wawancara hari ini, trimaksih bu atas wanktunya.

Mrs. Yasicca : Iya mbk sama – sama.

Peneliti   : Assalam`alaikum.

Mrs. Yasicca : Waalaikumsalam.

INTERVIEW RESULT WITH THE TEACHER

OF MTs TERPADU AL HIKMAH KARANGGEDE

Interviewee : **Mrs. Yasicca Dwi Wijayanti**

Date : **April 27th 2019**

Place : **MTs Terpadu Al Hikmah Karanggede**

Interviewer : **Ayu Destriyanti**

Interviewer : Assalamu`alaikum Miss Dwi. Good morning

Interviewee : Waalaikumsalam, Good morning. Can I help you?

Interviewer : Yes Miss, I am Ayu Destriyanti from IAIN Surakarta. I want to interview with you about 8C class.

Interviewee : Oke. We can begin. Let`s talk Destri.

Interviewer : Oke Miss, first, could you describe the class you teach miss?

Interviewee : Generally class 8C is a good class with obedient students, not busy and from the English lesson is good although there some students difficult to understand the material. The students in this class have good competition because the assessment of the student's just quarrels little. All of the students can follow English lesson with good and they're assessment can rise.

Interviewer : This is good class miss, then how many materials here miss?

Interviewee : Many materials here, Story Telling, Self Experience, Conversation and others. Generally the material is same with the syllabus. I usually give briefing and motivation before the student's presentation to make the student's more confident.

Interviewer : How many time in a week to teach this class miss?

Interviewee : Three time. Monday, Wednesday, and Thursday. In those day they have to fully pay attention for learning.

Interviewer : What is the strategy that you use to teach speaking VIIIC class miss?

Interviewee : I use some strategy to teach because it depended on the student itself, based on the goal of the class and the students' active in the class is very important because the students have the different background in every province in Indonesia. Teach English in here is not easy because the students different background. So I must use the best strategy to teach the students understand the material. Sometimes, I use group work (problem solving technique), it can be seen from the character from the students themselves. I use the simple language in order the students can be understand well with the materials. So, it can be appropriate with the students' condition in the class. I also give some interaction or training in discussion skills. So, the students get stimulus to think about the material.

Interviewer : Any problem of teaching process in the class miss?

Interviewee : The generally problem is the student's shy to speak because they afraid if do mistakes on pronunciation. The students also often sleep in the class because their school activity until night. So, it is different with another school that normally just until afternoon. After teaching and learning process in class they rest. Then they continue with teaching and learning process of *Pondok Pesantren* in Bahasa.

Interviewer : This is long activity miss to the students. So, what do you solve the problem miss?

Interviewee : If they afraid to speak or shy to presentation in the front of the class, I give motivation and also I check their pronunciation before presentation. So, on presentation they not do many mistakes in pronunciation. If the problem they often sleep in the class, I use role play to make their interest and concentration with the lesson. The students are like learn with playing game or sing a song.

Interviewer   : Oke miss I think enough, thanks for your information miss, Assalamu'alaikum.

Interviewee   : Your welcome, Waalaikumsalam.

APPENDIX 5

INTERVIEW RESULT

Interview with The Student of VIII C

In MTs Terpadu Al Hikmah Karanggede

Interviewee   : Floveina Azra N.P

Date   : April 20th 2017

Place   : MTs Terpadu Al Hikmah Karanggede

Interviewer   : Ayu Destriyanti

Interviewer   : Excuse me, do you have a time to interview?

Student   : Yes I have a time, can I help you?

Interviewer   : Who is your name?

Student   : My name is Azra

Interviewer   : Are you member of VIIIC class?

Student   : Yes, I one of all the students in this class.

Interviewer   : Can you tell me about this class?

Student   : Yes, this is the best class from me because is fun and I like it. My friends also friendly, active, and easy to interacted. The teacher also friendly, so we brave to ask if we don't understand about the material.

Interviewer   : Do you like English lesson?

Student   : Yes I like it.

Interviewer   : What is the material do you like?

Student : I like public speaking because we often do it. We usually speaking in front of the class with memorize the texts before present.

Interviewer : If you have problem in learning process, what will you do?

Student : If I have problem in learning process, I usually ask with Mrs. Yasicca or my friends that understand with the material. I also open the dictionary to understand with the word that I don't know.

Interviewer : Oke, I think enough and thanks for your time Azra.

Student : Yes, you are welcome.

INTERVIEW RESULT

Interview with The Student of VIII C

In MTs Terpadu Al Hikmah Karanggede

Interviewee : Shofiyah Azzahro Tabriz

Date : April 20th 2017

Place : MTs Terpadu Al Hikmah Karanggede

Interviewer : Ayu Destriyanti

Interviewer : Excuse me, I want to interview with you, Can you help me?

Student : Yes I can help you.

Interviewer : Who is your name?

Student : My name is Shofiyah Azzahto Tabriz and my friends usually call me Shofi.

Interviewer : Can you tell me about your class?

Students : My class is active and fun because my friends easy to interaction and friendly.

Interviewer : Do you like English lesson?

Students : Yes, I like it, but I have problem in grammar and pronunciation.

Interviewer : What will you do to solve the problems?

Students : I usually ask with Mrs. Yasicca or my friends about the material that I don't understand. Mrs. Yasicca often repair we are pronunciation if false in speaking. So, my feel is more confident when I present in front of the class.

Interviewer : What is the material do you like?

Students : I like public speaking because I often memorize some sentences.

Interviewer   : Oke Shofi, I think enough. Thanks for your time and information.

Students   : You are welcome.

APPENDIX 6

DAFTAR SISWA KELAS VIII C

Tahun Pelajaran 2018/2019

NO	NIS	NAMA	KET
1.	0536	Abidah Muthia Baroroh	
2.	0537	Adzania Gita Adha	
3.	0539	Afifah	
4.	0540	Ar-Rumaisha Hamnah	
5.	0544	Aryayu Khotimah	
6.	0545	Azilla Zulfa Noer Efendi	
7.	0546	Azka Afkarina	
8.	0547	Evi Hayatun Nufus	
9.	0548	Faisa Widyaningrum	
10.	0549	Fatatin Fadiya Mumtaz	
11.	0550	Fathimah Azzahra	
12.	0551	Ferika Anis Afifah	
13.	0552	Floveina Azra N.P	
14.	0553	Haning Tyas Pratiwi	
15.	0554	Himmah Asy Syaffa	
16.	0555	Inas Thohirah Farianto	
17.	0556	Ismah Putri Luthfiah	
18.	0557	Marfu'ah Nuha Syarifah	
19.	0559	Miftakhul Alimah	
20.	0560	Mustika Ayu Brilliant	
21.	0561	Nada Chairunnisa Jihan	
22.	0563	Nasywa Shafa' Tsabitah	
23.	0564	Nurul Azizah	
24.	0565	Sabrina Syifa' Azqia	
25.	0566	Safira Inayatul Maula	
26.	0567	Slsabila Muna Adilah	
27.	0568	Shofiyah Azzahro Tabriz	
28.	0569	Siti Nurina Hakim	
29.	0570	Sofiya Nur Afifah	
30.	0571	Suci Indah Sari	
31.	0572	Syifa Fitria Karimah	
32.	0573	Tsuraya Putri Zulkarnain	
33.	0574	Yasmin Hasna Dzakiyyah	
34.	0575	Nisrina Firdaus	

APPENDIX 7

Curriculum Vitae

Data Pribadi

Nama   : Ayu Destriyanti

Jenis Kelamin   : Perempuan

Tempat / Tanggal Lahir   : Boyolali, 01 Januari 1995

Agama   : Islam

Pendidikan Terakhir   : SMK

Alamat   : Sidodadi RT/RW 02/07, Kiringan, Boyolali

Kode Post   : 57314

Status Perkawinan   : Belum Menikah

Warga Negara   : Indonesia

Nomor Telephon   : 085800771031

Email   : ayu.destri95@gmail.com

Riwayat Pendidikan

Jenjang Pendidikan Formal

No	Periode	Pendidikan Formal
1.	1999 - 2001	TK Pertiwi 1 Kiringan
2.	2001 - 2007	SD Negeri 1 Kiringan
3.	2007 - 2010	SMP Negeri 3 Boyolali
4.	2010 - 2013	SMK Negeri 1 Mojosongo
5.	2013 - 2018	Mahasiswi IAIN Surakarta Pendidikan Bahasa Inggris

APPENDIX 8

The Photograph of Teaching and Learning Process

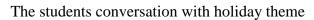Teaching and learning process

The student memorize ten vocabulary

Role play with sing a song and eraser

The student sing a song with movement

The students conversation with holiday theme

YAYASAN AL HIKMAH BOYOLALI
MADRASAH TANAWIYAH TERPADU
AL HIKMAH

JSIT INDONESIA

Jl. Srwangrono, Km. 3, Dk. Trayon, D. Kebonan, Kec. Karanggede, Kab. Boyolali, Jawa Tengah. Kode Pos 57381, Telp.(0289)610707 *Empowering Islamic School*
E-mail : mts_terpadualhikmah@yahoo.co.id Website : ponpes-alhikmah.org

SURAT KETERANGAN
Nomor : 145/B/MTs T-AH/VI/2017

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Terpadu Al Hikmah Karanggede Kabupaten Boyolali, menerangakan dengan sesungguhnya bahwa yang bertanda tangan di bawah ini :

Nama   : M. Abdul Mudhofar, S.PdI
Jabatan   : Kepala Madrasah
Nama Madrasah   : MTs Terpadu Al Hikmah Karanggede

Menerangkan dengan sebenarnya bahwa :

Nama   : Ayu Destriyanti
NIM   : 133221059
Jurusan   : Fakultas Ilmu Tarbiyah dan Keguruan

Yang bersangkutan telah melaksanakan Penelitian di MTs Terpadu Al Hikmah Karanggede, pada tanggal 17 April sd 29 April 2017, dalam rangka melengkapi penyusunan skripsi yang berjudul :

"A STUDY ON TEACHING STRATEGIES IN SPEAKING AT THE EIGHT YEAR STUDENTS OF MTs TERPADU AL HIKMAH KARANGGEDE IN ACADEMIC YEAR 2016 2017"

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Karanggede, 03 Mei 2017
Kepala MTs Terpadu Al Hikmah Karanggede

M. Abdul Mudhofar, S.PdI