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# AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING FOR THE ELEVENTH GRADE STUDENTS AT MAS NURUL IMAN KOTA JAMBI

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM**
**FACULTY OF TARBIYAH AND TEACHER TRAINING**
**STATE ISLAMIC UNIVERSITY**
**SULTHAN THAHA SAIFUDDIN**
**JAMBI**
**2023**

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# AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING FOR THE ELEVENTH GRADE STUDENTS AT MAS NURUL IMAN KOTA JAMBI

**THESIS**

Submitted to fulfillment one the requirements to obtain the Undergraduate Degree (S1) in English Education Program of Education Faculty of The State Islamic University of Sultan Thaha Saifuddin Jambi

**BY**

**Siti Rauda**

**205190117**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY**

**SULTHAN THAHA SAIFUDDIN**

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The Thesis entitle "An Analysis of Teacher's Strategy in Teaching Speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi" an has been thesis defense by Education and Teacher Training Faculty (FTK) on:

| | |
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| Day | : Tuesday |
| Date | : February 28, 2023 |
| Time | : 14:30 – 15:30 |
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| Place | : Ruang FTK |
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| Title | : An Analysis of Teacher's Strategy in Teaching Speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi |

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

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## ORIGINALITY THESIS STATEMENT

I declare, in reality, that my thesis as a requirement to earn a degree from the Faculty of Tarbiyah and Teacher Training States Islamic University Sulthan Thaha Saifuddin Jambi was entirely his own work.

As for certain passages in scrip writing this I quote from the work of others have been written down clearly according to the norms, rules, and ethies of scientific writing.

When later discovered the entire or portion of the manuscript was not my own work or indicate that there was a plagiarism in the parts. To some extent, I am willing to accept sanctions according to the rules and regulations that apply.

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Siti Rauda

205190117

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## DEDICATION

In the name of Allah SWT, the most merciful and powerful, who has given the researcher mercy and blessing, health, and ability to finish this thesis. Sholawa and salam to the Prophet Muhammad SAW, who has brought us from the darkness to the lightness.

Alhamdullillah, I was able to finish this thesis well and I would like to thank several people who have given me encouragement, motivation and support. So that, special thanks will be given to:

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**MOTTO**

يَٰبَنِيَّ ٱذۡهَبُواْ فَتَحَسَّسُواْ مِن يُوسُفَ وَأَخِيهِ وَلَا تَاْيۡـَٔسُواْ مِن رَّوۡحِ ٱللَّهِۖ إِنَّهُۥ لَا يَاْيۡـَٔسُ مِن رَّوۡحِ ٱللَّهِ إِلَّا ٱلۡقَوۡمُ ٱلۡكَٰفِرُونَ ٨٧

"O my children, go you, then seek news about Yusuf and his brother and do not despair of Allah's mercy. Verily, not despair of Allah's mercy, except those who disbelieve." (Q.S. Yusuf: 87)

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5. All lecturer at English Education Program and all lecturers the Faculty of Education and Teacher Training of The State Islamic University of Sulthan Thaha Saifuddin Jambi May Allah SWT always give guidance and bless us. *Amin Ya Rabbal Alamin.*

Jambi, February 14th 2023

Research,

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# ABSTRACT

**NAME : Siti Rauda**

**STUDENT NUMBER : 205190117**

**DEPARTMENT : English Education Program**

**TITLE : "An Analysis of Teacher's Strategy in Teaching Speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi".**

This study aimed to determine the teacher's strategy in teaching speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi. The design of the research was qualitative. The data was gained by observation, interview and documentation. The researcher was interviewing the English teacher and also the eleventh grade students by using hand phone to record the data. The results indicate that there are four strategies in teaching speaking which applied by the English teacher. They are drilling, simulation and role play, the portrait interview, and group work. The teacher applied those strategies to help the students become active, easy to understand the lessons and also enjoy during teaching and learning process.

Keywords: **Teaching Strategy, Speaking.**

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# ABSTRAK

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**NIM : 205190117**
**PROGRAM STUDI : Tadris Bahasa Inggris**
**JUDUL : "Analisis Strategi Guru dalam Mengajar Berbicara untuk kelas XI MAS Nurul Iman Kota Jambi".**

. Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar berbicara untuk siswa kelas sebelas di MAS Nurul Iman Kota Jambi. Rancangan penelitian ini adalah kualitatif. Data diperoleh dengan observasi, wawancara dan dokumentasi. Peneliti mewawancarai guru bahasa Inggris dan juga siswa kelas sebelas dengan menggunakan telepon genggam untuk merekam data. Hasilnya menunjukkan bahwa ada empat strategi dalam pengajaran berbicara yang diterapkan oleh guru bahasa Inggris. Mereka adalah pengeboran, simulasi dan permainan peran, wawancara potret, dan kerja kelompok. Guru menerapkan strategi tersebut untuk membantu siswa menjadi aktif, mudah memahami pelajaran dan juga menikmati selama proses belajar mengajar.

Kata kunci: Strategi Mengajar, Berbicara.

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# CHAPTER I
# INTRODUCTION

## A. Background of the Study

English is the international language spoken in these countries. English is the connecting language used in the world, English is officially used as an international language in communicating. According to (Mappiasse & Sihes, 2014) English is now the most widely spoken language in the world. As a result, everyone needs to be able to communicate in English. According to(Lauder, 2010)English is being used to keep up with technological and scientific advancements as well as to find better job opportunities. That demonstrates the importance of English in many aspects of our lives, such as education, business, politics, and etc. As a result, both developed and developing countries should recognize that English is a language that must be learned and mastered.

There are four skills in English Learning. One of them is speaking skill, speaking is the thing that distinguishes humans from being superior to other species of creatures on this earth. Speaking activities that are carried out in everyday life, and can be used to interact with other people, express opinions, either directly between two or more people are called speaking. According to (Darmadi, 2015)as cited in(Parmawati & Inayah, 2019)defines speaking as a productive skill that can be observed directly and empirically.These observations arealways colored by the accuracy and effectiveness of the listening maker's ability, which ofcourse interferes with the reliability and validity of oral production tests.

Teaching strategies in speaking activities are important for overcoming students' speaking difficulties. According to (Sarode, 2018, p. 58)defines stated teaching strategies as methods used to assist students in learning the contents of the desired course and developing goals that can be achieved in the future. Whereas teaching is the process of guiding and facilitating learning enabling

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the learner to learn, and creating the conditions for learning(H. D. Brown & others, 2000, p. 7) Students can benefit from speaking strategies to improve their fluency and accuracy. Each teacher may use a different strategy to help students improve their speaking skills. However, it is important that the strategy used is relevant to their needs and interests.

English has many function, one of them as stated by school based curriculum that English as a mean of communication for the students to develop science, technology, culture, and art. The final objective of teaching and learning prosess is that the students are expected to master the four skills of language listening, speaking, reading, and writing.

In Indonesia, bilingual school program begin to spread. One of school that concern to have bilinguals in Teaching and learning activities is MAS (Islamic senior high school) Nurul Iman Kota Jambi. Teachers and students use Arabic and English in their daily activity. The rule of the language program is one week for English and one week for Arabic continuously. Many of them successful in speaking English. Some students were successful to became a winner in speech contest, master of ceremony and debate. Additionally, this school has some areas to make students usual in using English. It called English/language area. So, Teaching and learning process will be success if it supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, and condition of school environment.

Accordingly, based on explanation above, the researcher is interested on doing the research which entitled "**An Analysis of Teacher's Strategies in Teaching Speaking for the Eleventh Grade Students at MAS Nurul Iman Kota Jambi."**

## B. Limitation of the Problem

The researcher only focused in strategies of teachers used in teaching speaking skill at MAS Nurul Iman Kota Jambi, especially in grade XI.

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## C. Research of the Problem

Based on the background presented above, the formulation of the problem stated as follow:

How are the strategies used by the English teacher of the eleventh grade students of MAS Nurul Iman Kota Jambi in teaching speaking?

## D. Objective of the Research

Based on the research problem above, the objectives of the study are as follows:

To identify how the strategies are used by English teachers in teaching speaking at eleventh grade students of MAS Nurul Iman Kota Jambi.

## E. Signifinance of the Research

The researcher hopes that this study will give some benefits in education. The first, for english teachers the result of this research is expected to be useful for the teachers in choosing suitable strategies in teaching speaking, and the teacher can change the good strategies to teach their students.The second, for students to help the students overcome the problem in learning English. The third, for readers give information to the other readers about the strategies how to improve students' speaking. And the fourth, researcher as an English future teacher, experience in language can be preparation to be a good teacher in the future and can be implementation to her students in the future. And the researchers hope the students can interesting with her strategies and can improve her students in speaking skill.

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# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Concept of Speaking Skill

There are many definitions of speaking according to experts. (Harmer, 2007, p. 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot" while (Quianthy, 1990, p. 7)defines speaking as the process of transmitting ideas and information orally in variety of situations.

According to (Kayi, 2006, p. 1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney & Burk, 1998, p. 13)

According to (Woodrow, 2006) Speaking is a highlycomplex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language. It refers speaking; students shouldalways be improves toraise the enthusiasm of students in speaking.

Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas speaking drawn that every speaking activity has its own advantages in the classroom. It conveys a message or meaning in the form of an idea to transactional in oral. Moreover, speaking a sentence that students must do in a conversation, especially in a pronunciation of vocabulary and grammar that it is owns by students as well should also be further improves.

## B. Purposes of Speaking

Basically the purpose of speaking is to convey it the message the speaker intended to the recipient of the information. While the essence of the purpose of speaking there are various kinds such as to entertain, stimulate, inform,

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persuade and move. Thus, it is very important that the speaker must know the meaning he will convey.

It can be specified that the purpose of speaking is as following:

1) Able to fulfill and organize an idea biological or reasonable reasoning is also systematic.
2) Able to put ideas into forms clear and in accordance with the rules of the language.
3) Able to speak fluently and clearly.
4) Able to choose a variety of languages and various vocabulary.

In speaking learning activities, students can stimulated by practice and intensive training in speak.

## C. Teaching Strategies

According to(L. Brown et al., 2001) defines strategies as distinct approaches to a problem or modes of operation for achieving a specific and planned design for controlling and manipulating specific information. Then, according to(Darling-Hammond et al., 2005), good teachers may decide what to teach as well as how to teach it so that students can understand and apply the new knowledge and skill. According to(H. D. Brown, 2007), teachers should be concerned with the use of resources in terms of time, space, and equipment, the interactional pattern observed in the lesson, and the technique and strategy used by the teacher and learners while using the method. It is clear from the preceding explanation that teaching strategies are desperately needed.

The effectiveness of strategies in teaching is not determined by whether they are good or not, but from whether the strategies used are suitable or not for students in learning. According to (Lelbalac. R. W, 2010)and (Botting & Conti-Ramsden, 2003)there are some indicators of good teaching whereas strategies implemented by the teacher:

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1. Comprehensible materials

Comprehensible material is the input of language that can beunderstood by listeners despite them not understanding all the words and structures in it.

2. Fun activities

Fun activities are essential for students due to the process of teaching and learning do not be bored, so the purpose of learning can be conveyed.

3. Interesting ways

There are many ways that the teacher can be implemented to make students interest in learning speaking. The appropriate methods will be the best way to create students' understanding.

4. Comfortable learning enviroment

Comfortable learning enviroment offers a safe platform for learners. Before the teacher expect learners to succeed academically, they should also feel safe both mentally and physically.

5. Motivating learning

Motivation is an important element in learning, and the most commonly cited explanation for success or failure in language learning.

## D. Teaching Strategies in Speaking

According to (Leo, 2021)states that there are several strategies in teaching and improving students speaking skill are described as follows:

1. Improving Student Discussion

By using this strategy, the quiet students are slowly brave to speak even though the students are still stuttering in arranging the correct sentences. In this way, students do not spend time chatting with each other about irrelevant things.

2. Creating Story Telling

In this activity, students are given a task and are trained to summarize stories or stories they heard from previous people verbally with English. Perhaps, they also make their own stories to tell their classmate. Story

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telling cultivate creative thinking. It also helps students express ideas in their initial form, development, outcomes, included the characters and set a story should have.

3. Forming Role play

Another way to improve students' speaking skills is by playing roles. Students pretend that they are in various social contexts and have various social roles. In this role play activity, students are trained to create their own English language drama with very simple themes such as daily learning activities or misbehaving student stories at school. Each class must usually form three groups of drama or English role play to be contested. This role playing activity will turn out to be of great interest to the students because, as Harmer pointed out, they will find the elements of art and entertaining acting.

4. Training Interview

Students can do interview on select a topics with different people. Exercise as interviewer is usually assigned to students in groups. In each group some are assigned a cameramen and interviewers. It is good idea that teachers give rubrics to students so they know what type of questions will be delivered. Students should prepare their own interview questions, so that this activity provided an opportunity to practice speaking.

There are a number of techniques which can be used in teaching speaking. Kayi(2006) states that thirteen activites to promote speaking in the classroom. Explanations of the techniques are as follows:

1. Discussion

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

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with each other about irrelevant things. According to Harmer(2001, p.272), discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interaction. For example, students can become involved in agree/disagree discussion. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group and provide controversial sentences such as "people learn best when they read and People learn best when they travel". Then each group works on their topic for a given time period then presents their opinions to the class. It is essential that the speaking should be equally divided among group members. In addition, for efficient group discussion, it is always better not to form large groups but quiet students may avoid contributing in large groups.

2. Role play

One other way of getting students to speak is role-playing. Students pretend that they are in various social context and have a variety of social roles. According to Crookal and oxford(1990, p.3), there is a little consesus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are simulation, games, role-play, simulation, role play simulation, and role playing game. The teacher gives information to learners such as who they are and what they think or feel.

3. Simulation

Simulation are very similar to role plays but what makes simulations different from role plays is that they are more elaborate. Nunan(2003, p.57) states that simulation is a technique in which props and documents provide a somewhat realistic environment for language practice. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. Role play is also included in simulation. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as singer, she bring a microphone to sing and so on. Role plays and simulations have

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many advantages. First, since they are entertaining, they motivate the students. Second, they increase self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have information that the other partner does not. So, the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. furthermore, each partner plays an important role because the task cannot be completed if the partners do not provide the information the other need. Brown (2001, p.47) states that students work together, they are a team who must work and share the information together. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners can generate ideas quickly and freely. According to Blanchard and Root (2003, p.41), brainstorming is a quick way to generate a lot of ideas on a subject. The good characteristic of brainstorming is that students are not criticized for their ideas. So, students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmate. Storytelling fosters creative thinking and it also helps students express ideas in the format of beginning, development, ending, including the characters and setting a story. Moreover, students may tell riddles or jokes. Barzaq (2009, p.7) defines storytelling as a knowledge management

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technique, a way of distributing information, targeted to audiences with a sense of information. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address student's speaking ability, but he or she will also get the attention of the class.

7. Interview

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students. So, that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. According to Brenner (206, p.357), interview is an interactional relationship both informant and interviewer are engaged in an ongoing process of making meaning. Furthermore, conducting an interview with people gives students a chance to practice their speaking ability not only in the class but also outside and helps them become socialized. After the interview, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

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

10. Playing cards

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In this game, students should form groups of four. Each suit will represent a topic and each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by using yes or no students get little practice in spoken language production. Rather students ask open-ended questions to each other. So, they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures, students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided and by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

One way to make use of pictures in a speaking activity is to give students just one picture and have them describe what it is in the picture. According to (Soluhuddin, p.99), describing pictures is one activities in teaching English speaking. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English. For this activity, students can form groups and each group is given a different picture. Furthermore, students discuss the picture with their groups and then a spoken person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Based on the types of teaching speaking above the researcher thinks discussion group is suitable to improve students speaking skill because the purposes of these activities are to train the students to speak English more clearly. Usually, students cannot speak anything because they have no idea. The researcher hopes that small group can help students to speak English because students will be easier to say when they discuss. The researcher will

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make this activity more attractive and make students get enjoyable in the class.

According to(Harmer, 2001), When it comes to group and pair work in connection to various communicative speaking activities, there are three stages to consider: before, during, and after. The following are the three stages:

1. Pre-Activity

   The first step, the pre-activity stage, has two main areas: engage-instruct initiate sequence and grouping students, which refers to the methods that can be used to split learners into groups or pairs when group work and pair work activities are included.

2. While-Activity

   Stage During-Activity focuses on the teacher's roles that he or she can play during activities, as well as what might be advised about those roles. Another focal area is ‘providing feedback during activities; and, finally, the mother tongue use, which will cover attitudes about mother tongue usage in the classroom as well as steps that can be performed to promote the use of English.

3. Post-Activity

   The parts that focus on the process of stopping the activity, which include selecting the proper time and technique, and giving feedback following the activity, are included in the Stage Conclusion stage.

## E. Teaching Approach

Teaching Approach According to Arvind (2017) there are various approaches which are useSd in teaching learning process. The following are the main approaches of teaching learning:

### a. Teacher centered approach

Teacher centered approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching, and are typified by

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the lecture type presentation. In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information that they are to lean.

**b. Student centered approach**

Student centered approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. When you are using student- centered approaches to teaching, you still set the learning agenda but you have much less direct control over what and how students learn.

**c. Inductive and Deductive approach**

In inductive approach students moves towards specified (example) to general (rules). At first many examples are put forward to student and then he draws out a conclusion on the basis of theseexamples. Deductive approach is opposite to inductive approach because in it first a principle or rule is put in front of students and then it is clarified by giving examples.

## F. Types of Classroom Speaking Performance

There are six types of classroom speaking performance that students are expected to carry out in the classroom as stated by Nunan(2003, p. 271), as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimatately be speech generating human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not with the purpose of meaningful interaction, but for focussing on some particular elements of language form.In this type of performance students are asked to imitate the teacher's speech or record speech. The teacher's speech is only focused on pronunciation, grammar, and intontion.

2. Intensive

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This type performance deals with students' linguistic difficulties such as phonological and grammatical aspects of language. In intensive speaking, the teacher may give students some pair work activities and ask students to practice some dialogues which contain some grammatical patterns and daily expression. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners go over certain forms of language.

3. Responsive

In this type of class performance students may give short replies to the teacher or even ask some questions or comments. There is a limited interaction between learners and teacher. A good deal of students's speech in the classroom is responsive. Short replies to teacher or student-initiated questions or comments.

4. Transactional (Dialogue)

In this type of performance, students are involved in exchanging spesific information with their friends. In transactional speaking, interaction between learners is not limited. They control their conversation by themselves. Transactional language, carried out for purpose of conveying or exchanging spesific information is an extended form of responsive language.

5. Interpersonal (dialogue)

In this type performance, students are actively participating in the authentic give and take off communicative interchange). It is carried out for the purpose maintaning social relationships rather than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some all factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert " agenda". As a result, a good interaction in

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an interpersonal dialogue is more important than the delivery of the information itself.

6. Extensive (monologue)

This type of performance is to develop student's global oral ability of producing spoken language which is more formal and deliberate. Students as intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. These type of spoken language is the most diffiuclt for learners, since they not only deliver the message or information to the audience but also think about the structure and appropriate way to deliver the message in order to make the speech understandable. It is difficult for the audience to get all the information from the speaker if the speech is confusing.

## G. The Role of Teachers in Speaking Classroom

Jeremy Harmer (2001) in his book *How to Teach English* states that as teacher it is important to give the students speaking task which provoke them to use all and any language at their comment. Such as: rehearsal, feedback, and engagement. Rehearsal is getting students to have a free discussion gives them a chance to rehearse having discussion outside of the classroom. Feedback is the speaking tasks where the students are trying to use all and any language they know provide feedback for both of the teachers or the students and engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activity properly and providing sympathetic feedback, they will get satisfaction from it. Harmer in (2001, p. 275-276) also states that "the teacher have to play the different roles at same time and they are:

1. Prompter

The teacher should help his/her students when they get lost, orcannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to

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struggle out their own. However, the teacher may offer discrete suggestion to help the students.

2. Participant

The teacher can participant in discussion or role-plays themselves to prompt covertly, introduce new information to help activity along, ensure continuing student engagement and maintain a creative atmosphere.

3. Feedback provider

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students take the communicativeness out of the activity. On the other hand, positively and encouraging correction may get students out of difficult misunderstanding everything depends upon teacher acts and appropriateness of the feedback provided.

The teacher‘s effort to create the learning condition and situation in the class effectively is necessary since the students‘ learning process and learning result depend on how the class is managed. Therefore, the teacher needs to be able to use any potencies of the class optimally to support educational interaction process and to reach the teaching and learning goal. Riddell states that “Effective classroom management is an essential ingredient in successful teaching.” Here are the teacher‘s and the students‘ role in the class that might affect the teaching and learning process:

1. The Teacher’s Role

Teacher is a profession which needs special skills that only can be owned in formal training in pedagogy and can shape their students. Teacher also has big roles in the teaching learning process. Harmer proposes several roles of teacher as follow:

a) The teacher as controller

As controller, teacher controls not only what their students do, but also when they speak and what language they use. This role is good at certain stage of a lesson. The stage of the introduction of new language, for instance, is necessary to be carefully organized

since this stage makes uses of accurate reproduction and drilling techniques. The teacher can make all attention is focused on the front of the class. Thus, the students are studying in the same beat. This is a perfectly example of the teacher‘s role as a controller.

b) The teacher as assessor

It is clear that one of the teachers job is to assess the student’s work. The teacher assesses how well the students are performing or how well they performed. There are two kind of assessment. They are correction and organizing feedback. The former is where the teacher control and correct the students’ mistake and error instantly. The teacher not only show the students’ error and mistake on their work, but also help them to see what is wrong and how to put it right. Otherwise, the latter occurs when the students have performed several kinds of assignment. This feedback is to see the extent of the students’ success or failure and to give some ideas on how their problems might be solved.

c) The teacher as organizer

Performing this role, the teacher organizes the activities together with the time management which will be employed in teaching and learning process. The teacher needs to organize them well since the success of many activities depends on not only good organization but also on the students knowing exactly what they are to do. To organize simply means to tell the students what they are going to do, what their assignment is, what activity is, and then organize the feedback when it is over.

d) The teacher as prompter

In teaching and learning process, we may face the fact that there is one moment when the silence of the whole class comes. The teacher‘s role as prompter is necessary in this kind of situation. If such a situation occurs in the teaching and learning process, teacher needs to encourage the students to participate in certain



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classroom activity or to suggest about what to do next when the silence comes.

e) The teacher as participant

When simulation is necessary to be employed in the classroom activities, the teacher might join the simulation activities as participant or sometimes playing roles themselves. However, the teacher has to try to not dominate the activity when acting the role as participant and to allow the students to participate more in the activity conducted in the classroom. The teacher needs not to be afraid to participate because not only will it give the chance the students to practice their speaking English with someone who speak it better than they do but it will also give the new atmosphere in the teaching and learning process.

f) The teacher as resource

When communicative activity is taking place, the role of teacher as resource is necessary. It is possible that the teacher will be the walking resource. On the other hand, the teacher needs to be ready to kindly give help if it is necessary. In addition, if the students are involved in some kind of writing task, then the teacher has to give available time so that the students can consult their problem faced in the writing task.

g) The teacher as tutor

Acting this role means that the teacher becomes a coach who provides advice and guidance for the students‘ work. For instance, the teacher lets the students choose the way to do the self-study projects given. Then, the teacher can help them clarify the ideas and limit the task by pointing out the errors in their work. In addition, the teacher might offer the advices about how to do it better if the students want to study more.

h) The teacher as investigator



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To investigate means to observe what is going on, what works well in the class and what does not, trying cutting new techniques and activities and also evaluating appropriacy.

2. The Students' Role

The students are one of the important components in teaching and learning process since they are the subjects who want to obtain their educational needs in educational process. They will become the prominent factor. So, they can influence everything that is applied by the teacher in the classroom from the planning until the evaluating process to reach what they need. It can be seen from what material is prepared, what method is chosen, and what media is used that are appropriated with the students' characteristic.

The students need to be involved in all activities which are conducted by the teacher. Palmer states that "Our students listen to lectures, explanations, and material read aloud. They ask questions, speak in small groups, and present reports on various topics." It means that the students have big role in classroom activities since they are the subject of learning process. Thus, they will be able to be more active in learning process not only individually but also in group working. In addition, it is necessary for the students to completely realize their learning motivation and goals. So, that they will consciously accept materials given to them and involve themselves in any kind of tasks and projects from the teacher.

The students involvement means that they actively role in the teaching and learning process. Their activeness needs to support by the teacher's role by providing them the chances to take part in every classroom activity. Furthermore, Riddell proposes what makes a good student as:

What makes a good student?: respect your teacher, know that you're not the only student in the class, you must have a desire to study, listen, respect other students, be interested, socialize with other students and teachers, speak in class, pay attention, do your homework, spend time

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outside class using English, go over what you have learnt in class, know why you are learning English, respect the culture of the country, be attentive, disciplined, active in class.

## H. Relevant Studies

As comparison of this research, here are some researches of teaching speaking. First, Wijayanti, English language education of IAIN Surakarta the title "Strategies Used by The Teacher in Teaching Speaking Skill at The Seventh Grade Students of Full Day Class in MTsN 6 Boyolali (2018), has done the research with aims to identify the strategies used by the English teacher in teaching speaking classes and to find out theproblems faced by the English teacher in teaching strategies in speaking class. This research used a descriptive qualitative design. This researchinvolved an English teacher and 32 students. The data was collected by doing observation and interview with the English teacher. This study shows that the strategy uses by the teacher are effective and giveinstruction or training in the discussion. The students are lack vocabularies,some students are silent and did not brave to talk, and also mispronunciation.

Second a researcher Hummaira Azwir, English language education of Islamic University of Ar- Raniry Banda Aceh has conducted a study "An Analysis of Teachers' Strategies to EncourageStudents' Self-Confidence in Speaking" (2020) The findings showed that there were four strategies generally used by the teachers in teachingspeaking; motivation, presentation, cooperative activity and drilling. In addition, the teaching strategies used by theteachers were positively perceived by the students. This result also implied thatthe teachers were successful in encouraging students' self-confidence, becausethey felt happy and enjoyed following the teaching-learning process. As result, it is suggested that teachers use appropriate strategies of teaching speaking inaccordance with students' characteristics and level of proficiency.

Third a researcher Muhammad Yuni, English Language Education of State Islamic Institute of Palangka Raya "The Teaching of Speaking Skill at

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The Eight Grade of Students MTs Muslimat NU Palangka Raya" (2020) The result showed these, The teaching of speaking skill MTs Muslimat NU were not disturbed within pandemic virus corona the acted teaching of speaking skill ran well so far although the teaching diverted online class used whattssap application. The media used by the teacher during pandemic corona virus was whattssap application. The strategy used by teacher were not monotonemore fun to students had much variation the teacher effort maximal used application. Students very enthusiastic followed the acted teaching speaking skillstudent grade eight although through whattssap application. The study was qualitative research method for the data collection it wasused the instrument such as observation checklist with observation guideline, interview equipped with interview guideline documentation, audio record. The subjects of study students of MTs Muslimat NU Palangka Raya eight grade. Analyze the data, it was through the techniques, data collection, data reduction and data display and conclusion drawing.

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# CHAPTER III
# RESEARCH METHOD

## A. Research Design

The typed of this researched used qualitative design, in this researched had one variable, in the form of a case studied that would used observation, interview, and documentation in collecting data. It had been conducted to observe teacher's strategies in teaching speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi.

## B. Time and Place of Research

1. The Place of the Research

   The research is carried out at eleventh grade students of MAS Nurul Iman Kota Jambi.The School is located at Jl.K.H.Ibrahim Rt. 01 Kel. Ulu Gedong Kec. Danau Teluk Kota Jambi.

2. The Time of the Research

   The research is carried out at eleventh grade students of MAS Nurul Iman Kota on February until October 2022.

**Table 3.1 Time of Research**

| Activity | Month | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Feb | March | April | May | June | July | Aug | Sep | Oct | Nov | Des |
| Pre-Research | | | | | | | | | | | |
| Writing Proposal | | | | | | | | | | | |
| Theory | | | | | | | | | | | |
| Consultation and guidance | | | | | | | | | | | |
| Proposal | | | | | | | | | | | |

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| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Seminar** | | | | | | | | | | | |
| **Do the research on field** | | | | | | | | | | | |
| **Collecting and analyzing the data** | | | | | | | | | | | |
| **Finish writing Chapter IV and V** | | | | | | | | | | | |
| **Consultation and Guidance** | | | | | | | | | | | |
| **Report the research/ Munaqosyah** | | | | | | | | | | | |

**Stages of writing a thesis**

**School holiday schedule**

## C. The instrument of the Research

In this research, researcher will utilize three instruments; those are observation sheets, interview, and documentation.

a. Observation

This instrument will be used to observe teacher's strategy in teaching speaking before conducting some interviews with the teachers and documentation of learning teaching activities in the school.

b. Interview

The researcher want to know strategies speaking skill that the teacher use with interview directly the teacher. The researcher makes some question, and the teacher answer the questions. The researcher recorded

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the interview by audio. The teacher can explain about what the strategies use, and the researcher can collect the data from the interview.

Table Interview Guideline

| No | Domain | Question Item |
|---|---|---|
| 1 | Identifying the need of speaking activities in classroom | 1 |
| 2 | Identifying the motivation in speaking activities in classroom | 2 |
| 3 | Identifying the difficulties in speaking activities in classroom | 3 |
| 4 | Identifying the students' purposes in joining speaking activities | 4 |
| 5 | Identifying the ideal high school students' proficiency in speaking activities | 5 |
| 6 | Identifying the students' proficiency in speaking activities in classroom | 6 |
| 7 | Identifying the importance of developing material learning in speaking activities | 7 |
| 8 | Identifying the material used by the teachers in teaching speaking | 8 |
| 9 | Identifying the strategies applied by the teachers in speaking activities | 9 |
| 10 | Identifying the strategies applied by the teachers in preparing students' speaking proficiency for competitions | 10 |
| 11 | Identifying the teachers' reasons in applying the strategies | 11 |
| 12 | Identifying the methods in implementing the strategies | 12 |
| 13 | Identifying the effectiveness of the teachers' strategies used | 13 |
| 14 | Identifying the students' role as the object of the implementation of the teaching speaking strategies | 14 |
| 15 | Identifying the students' responses toward the teachers' strategies | 15 |

(Adapted from Kingen, 2000; Brown, 2001; Harmer, 2001; Jianing, 2007; Thornbury, 2007; Putra, 2015)

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c. Documentation

The researcher took the documentation of teaching learning process by strategy in MAS Nurul Iman Kota Jambi especially, grade XI. The documentation like a photo, RPP/Lesson Plan take a picture by using camera phone. The function of the documentation to researcher is to take the appendix as attachment.

## D. Procedures of Collecting Data

The procedures of collecting data in this research will be:

1. Observation

The researcher would observe the teacher's strategy in teaching speaking in the learned process. The researcher would collected data from the teacher's strategy applied in the school by paying attention to the students' speaking ability.

2. Interview Guide

After observing the teacher's strategy in teaching speaking. The researcher would collected the data by interview the teachers and students to found out the grade of the teacher's strategy in teaching speaking. The researcher would gave some interview lists based on observation results conducted in the first procedure.

3. Documentation

After interviewing the teachers and students, the researcher would collected the data by taking some documentation such as pictures or videos to knew the grade of the teacher's strategy in teaching speaking.

## E. The technique of Data Analysis

In data analysis, the researcher will do activities such as; transcribing audio and video data in written form, identifying utterances to determine strategies used by the teacher, explaining why the teacher used those strategies in teaching speaking, and explaining strategies applied by the teacher at eleventh grade students of MAS Nurul Iman Kota Jambi.

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According to Creswell (2014) the qualitative data analyst with three steps involves data reduction, data display, and conclusion drawing. Those could be explained as follows:

a. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Sugiyono (2014). After collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript. Using data reduction, the researcher will narrow down the data that will obtained into the core data will study, that the scope of this research will not too wide.

b. Data Display

The next step in analyzing the data was the data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher would easily understand and analyze what would happen with the data presented. In this study, the researcher will use an essay to display the data because it was the most common data display used in qualitative research.

c. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. Conclusion drawing involves stepping back to consider what the will analyze data mean and to assess the implication for the questions at hand. Verification is linked to conclusion drawing and entails revising the data as many times as necessary to crosscheck or verifies there emergent conclusion. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher draws the conclusion and verifies the answer to the research question in displaying the data by comparing the observation data and interview data. Thus, the researcher concludes teachers' strategies in teaching speaking skills by the first semester of the eleventh grade at MAS Nurul Iman Kota Jambi.

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This research aimed to find out the teachers' strategies used by the teachers in teaching speaking skill at MAS Nurul Iman Kota Jambi. The researcher wanted to know the teachers strategies in teaching speaking skill that the teachers use at MAS Nurul Iman Kota Jambi. The data was teacher strategies in teaching English speaking skill that is used by the teachers who are teaching at eleventh grade of MAS Nurul Iman Kota Jambi. Research requires phases. As a process, the researcher will follow some procedure. Detailed instructions follow:

1. Data are collected. The researcher will prepare the instruments before the study.
2. The researcher observes.
3. Researchers will interview teachers.
4. The researcher records the teachers' interview results.
5. Analyze the data.
6. Research results are found.

## F. Trustworthiness

According to Lincoln and Guba (1985) stated that trustworthiness criteria as a means to evaluate qualitative research and to support the argument that the research findings are “worth paying attention to”. Lincoln and Guba (1985) divided four strategies to establish trustworthiness including credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). To ensure the quality of this research, the researcher established credibility to gain the trustworthiness of the data. In achieving credibility, the researcher used member checking. Member checking is one of technique for exploring the credibility of results. It is also known as participant or respondent validation. Member checking is used to validate, or assess the trustworthiness of qualitative research results (Doyle, 2007).

In conducting the member checking, the researcher recorded the interview the collect the data and transcribed it. Then, the researcher contacted the participants again and given back the results of the transcription of the

interviews to the participants, the researcher provided the opportunity for the participants to give feedback about the data where there may be data added, or reduced. After the data revised based on the feedback, the researcher's paper was given to the supervisor in order to get some evaluation so that the data is more authentic and proves.

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# CHAPTER IV
# RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to presented the data conerning the problem statement in this Chapter 1. Therefore the report is divided into two parts, research finding and discussion. There were two objectives in this research. The first was to describe the strategies used by English teachers in teaching speaking and the second was to describe out the problems faced by the English teachers in applying strategy to teach speaking at eleventh grade students of MAS Nurul Iman Kota Jambi.

## A. Finding

How are the strategies used by the English teacher of the eleventh grade students of MAS Nurul Iman Kota Jambi in teaching speaking?

Speaking is the most important skill and mastery of speaking skills in English for second and foreign language learner. But, in the real learning process, most of student still passive in every conversation or discussion in speaking lesson. They feel shy and afraid to answer the question from the teacher. They feel unconfidence to speak English and don't have high motivation in every speaking activity. The data was analyzed by descriptive qualitative with theory from Creswell (2007).

This section describes the teacher's strategies in teaching speaking. The researcher, conducted interview from teacher's who teach English in class XI at MAS Nurul Iman Kota Jambi, namely Mrs. NY. The following are some of the strategies used by techers based on the results of interviews. When I researched the strategy that I got from my direct observations the teacher gave a lot of directions and then the students just had to repeat or practice the dialogue in pairs, which in my opinion is a teacher-centered strategy that plays a more important role.

Some/times called the "Sage on the Stage" style, the teacher-centered model positions the teacher as the expert in charge of imparting knowledge to his or her students via lectures or direct instruction. In this

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setting, students are sometimes described as "empty vessels," listening to and absorbing information.

Some strategies in teaching speaking at MAS Nurul Iman Kota Jambi belong are:

Researcher : What material do you use in teaching speaking in class XI?

Miss NY : I use some dialogues in teaching speaking.

Researcher : Is the material you teach always in accordance with the book/LKS or are there other sources that you use?

Miss NY : Almost of my materials are suit to the material is in the book and also the worksheet.

Researcher : Do you think that the material taught to class XI students is quite effective, especially in teaching speaking?

Miss NY : It is effective, especially for the girl's class but for the boys we need more treatment.

Researcher : For question 4 and 5, What strategy do you use in teaching speaking in class XI Putri/Putra?

Miss NY : The strategies are same because of the points in teaching are same.

Researcher : Why did you use this strategy in the speaking learning process?

Miss NY : Because I need to more the class became real and the process will run well.

Researcher : Is this strategy effective enough in teaching speaking to class XI Putri and XI Putra?

Miss NY : It's not effective anymore for the boys only.

Researcher : Does the strategy you use make the students enjoy and be active?

Miss NY : some of them, especially girls enjoy the class.

Researcher : How is the Miss Ninin preparation in applying these strategies in teaching speaking?

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Miss NY : The strategies are stated on RPP and I'll organize the class when process begin.

Researcher : What kind of practice do you do in class for students to see their ability in learning speaking?

Miss NY : Dialog and monolog practice.

Researcher : Is there any media that you use when teaching speaking in class?

Miss NY : No.

Researcher : How do you evaluate teaching speaking?

Miss NY : I did evaluation by oral practice to the pronounciation and intonation and written (to check the structure dialogue)

Researcher : At the end of the lesson, how did you evaluate?

Miss NY : Giving some correction after the student's performance and motivate them to practise more.

Researcher : Is it important for you to prepare for English teaching?

Miss NY : Yes Of Course.

Researcher : For your Miss, are there any obstacles/difficulties when teaching speaking to students, especially in class XI?

Miss NY : Honestly the education background of some students and their motivations are the difficulties. Because they come to this madrasah especially for learn islamic field life arabic and Kitab Kuning.

When teaching learning process Mrs. NY used mix language (English and Indonesia). But, students required speaking English for classroom language when the students want to ask/give permission, questions, opinion. Like she explained:

*"I mix because the ability of the students is also varied. If I force to use full English, there is no one connect or feel uncomfortable anymore. The important one is they are communicated when they ask/give permission, questions, opinion."*

During learning activity, Mrs. NY gives many motivations to the students so they feel enjoy and more diligent to learn English. She told

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about his experience with English and also told about their senior who success in studying abroad. As she said that:

*"...for difficult students, I make them do not be like forced. If they have no friends I can be their friends for instance in a role play. I keep giving motivation right, I give examples and say to the students about Paulo Coelho motto, 'There is only one thing that makes a dream impossible to achieve:the fear of faillure."*

Besides, based on students' answers in interview, it can be conclude that the teacher is kind, nice guy, and the way his teaching makes the student feel comfort, fun, and enjoy in the class, such as practicing and giving some examples about the lessons what they are learning about.

*"In my opinion Mrs. NY is good, her teaching method is good, not boring. And it's easy to understand sis. Then the material being taught is always new, Sis. Not being repeated. Usually there is something like that from elementary to high school that's how it is taught. So it's fun learning."*

*"I personally think Mrs.NY is good and the way he teaches is easy to understand, because usually he immediately gives examples of how to use them."*

**a. Drilling**

The first strategy that applied the teacher in speaking is drilling. The teacher used drilling strategy for teaching speaking to the student:

A. In the pre-speaking activities, the teacher introduced the topic of the lesson for example repetition drill.
B. In the while-speaking activities, the teacher implemented several drilling strategy steps, such as the teacher gave the teaching material to students, the students listened to the teacher' pronunciation, the students repeated the teacher' pronunciation and the students practiced the pronunciation over and over.
C. In the post-speaking activities, the students did conversation based on the prompts in front of the class with their partner, and

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then the teacher and students concluded the result of the learning process.

The teacher used drilling technique to recognize hard vocabulary such as irregular verb and also the expression of doing something like how to ask someone's opinion. "I applied to the students to write down and memorize some vocabularies every day, especially irregular verb" (interview with the teacher on August 16th 2022)

When explaining the topic, the teacher gives the examples by speaking aloud and repeatly. For example, when she wants give example about asking and giving opinion she said *'Alright everyone, repeat after me, ...what do you think about it. Once again... what do you think about it.'* (Observation on August 15th 2022). After the teacher gives the example, she calls one student to read an example of the expression. As student A argued:

*"...with Mrs. NY usually she practiced it right away. She calls us, later he makes a scene or usually later she will tell one person to come forward and tell hers what to say."*

Using drilling technique, the teacher should drill the students to use target language and make it familiar in order that the students can recognize and understand new vocabulary.

**b. Simulation and Role Play**

The teacher used a simulation and role play strategies for teaching to the students:

A. In the pre-speaking activities, the teacher introduced the topic of the lesson, for example, make a dialog in short time.
B. In the while-speaking activities, the teacher implemented several role playing strategy steps, First, teacher divides students into some groups. Second, teacher gives script for every group with different themes. Third, the teacher and the students practice dialogue

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together with the short time. And the last, students practice the role in front of the class.

C. In the post-speaking activities, the students did conversation based on the prompts in front of the class with their partner, and then the teacher and students concluded the result of the learning process.

Mrs. NY often challenges or quiz the students to do exercise for stimulating them learning. Ten students who can do exercise early will get additional score. It also makes students more interested and excited to learn English.

*"...I often challenge or quiz them with this way, for the first ten students to collect the exercise to me, I give bonus score and then I also make them as a role model for the others. I told the students 'you try, if you want be better you can practice with A'. Well, besides who feel they are able and also have high confident will feel appreciated. And then, the students also learned with the colleague which is comfortable too."* (Interview with teacher on September 17th 2022)

*"Yes maybe this is it, Mrs. NY, there is, for example, he gave the task of speaking permission expressions, for example, 'what are the examples?'. So the first 5 or 10 people who can answer are given plus points. So we are like hurrying to get additional score, usually sir will say the additional score, for example 90 so. But we don't know the final score yet. And after that, later mrs will say yes give feedback after the first 10 people answered earlier. Like it was good, then we continued to give more explanations if we were wrong."* (Interview with student C on September 17th 2022)

As teacher argued that she does some activities lessons, one of them is role play. From all activities in the class, she states that role play is what many students are interested in.

*"...inside the speaking there are many. There is a role play. Students usually interest in role play. Then, if they have better abilities, they are usually interested in debate."*

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Before the students practice a conversation or role play with the others, this method involve conversation application named fun ria.

*"In fun ria application, the level can be selected either intermediate or beginner. In this application there are also conversations which they can choose neither want to only listen nor did the dialogue with the native in the application. It can be full or in turn. The students can take X or Y, like they talk to the native in real. So the students know how to pronounce/articulate the utterance appropriately."* (Interview the teacher on September 17th 2022) By doing this, the students feel enjoy and comfortable. Besides, the student can use to hear the native speaker, which is good for their speaking skill.

**c. The Potrait Interview**

In teaching learning process, Mrs. NY always does teaching variation. She applied filling the form, and also interviewing the students about the contents in the form.

*"...inside the speaking there are many. It can be filling the form, and then we do interview to the students about the contents of their form."*

Furthermore, if there is any student who comes late, he directly interviewed the students.

It's one of his strategies to improve students' skill in speaking. As she said: *".... usually, if there are students who come late, I spontaneously asked 'why do you come late?' I usually ask many questions (in English) to the students who are coming late as the way of training their speaking too."*

**d. Group work**

The fourh strategy which applied by the teacher is group work. Based on interview Mrs. NY made group work where each group consists of high and low ability students. So the students who have high ability can help the students who have low ability in speaking English. Furthermore,

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she also rolls the group in several times. The teacher also said that the smart students can be role model for the others. As she said on interview:

*"Usually, I gather the students mix with the more capable students when grouping, because sometimes there may be a shame with the teacher. I also applied many grouping when learning. usually, I roll the group because sometimes there are students like less comfortable with one of the group and I try to make up by putting them into other groups. Actually, the group also helps that the students may be not too interest in English"*

Furthermore, the students also more interested and really enjoy the class. It's one of their reasons they like learning English, like student D states:

*"I like and enjoy the class because the activities in the class don't make us bored. It's like every week. It is fun, so sometimes we tell it, sometimes it's also a dialogue, and then there are groups that also roll out every few weeks."*

## B. Discussion

This research focuses on the analysis of teachers' strategies in the process of learning English especially in grade XI at the MAS Nurul Iman Kota Jambi and the problems faced by the English teachers in applying strategies to teach speaking at eleventh grade students of MAS Nurul Iman Kota Jambi.

The researchers collected data by conducting observations and interviews with Mrs. NY as the teacher in teaching speaking at class XI Putra/Putri in the MAS Nurul Iman Kota Jambi. The results of this research, the researcher found several strategies used by the teacher in teaching speaking in the class. In this part, the researcher would explain deeply about the finding and the deliver of research results regarding the strategies that teachers used in the process of teaching speaking. Based on the data that has been collected and the analysis that has been carried out, the researcher concludes that the teacher used some strategies in teaching speaking are :

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**a. Drilling**

The first strategy that applied the teacher in speaking is drilling. According to the observation on August 15th 2022, when explaining the topic, the teacher gives the examples by speaking aloud and repeatly. For example, when she wants give example about asking and giving opinion he repeat what the expressions that used when asking or giving opinion to someone either formal or informal The teacher used drilling technique to recognize hard vocabulary such as irregular verb and also the expression of doing something like how to ask someone's opinion. As Setiyadi (2006, p. 54) states that drilling is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture when the language is spoken. Using drilling technique, the teacher should drill the students to use target language and make it familiar in order that the students can remember and understand new vocabulary. The teacher argued that the implementation of drilling strategy was important because there were still some of the students who had less vocabulary and grammatical knowledge in English. This is in line with study conducted by Thornbury (2007) who argues that drilling strategy is useful to teach students about new materials which are still not registered in their memory as the effect of drilling is bound to make the new materials being drilled more salient. In addition, drilling strategy can also provide means of gaining articulatory over language which is useful when students are already familiar with an item but are still having trouble producing the item fluently.

Compared with the results of using the strategy used by researchers in previous research on the used of drilling, research that has been done by Syamsia and Junaidi Hamdi (2022) in their research the teacher used drilling technique to recognize hard vocabulary such as irregular verbs and also the expression of doing something like how to ask someone's opinion. Whereas in this study the strategy that is applied to the teacher in speaking is drilling.

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The teacher used drilling technique to recognize such hard vocabulary as irregular verbs and also the expression of doing something like how to ask someone's opinion. “I applied to the students to write down and memorize some vocabularies every day, especially irregular verbs”.

**b. Simulation and Role Play**

The second strategy is simulation and role play. The teacher often challenges the students to do exercise for stimulating them learning. Ten students who can do exercise early will get additional score. It also makes students more interested and excited to learn English. As teacher argued that she does some activities lessons,one of them is role play. From all activities in the class, he states that role play is what many students are interested in. Moreover before the students practice a conversation or role play with the others this method involve conversation application named fun ria. By doing this, the students feel enjoy and comfortable. Besides, the student can use to hear the native speaker, which is good for their speaking skill. Based on Harmer (2001), she states that simulation and role play can be used to encourage general oral fluency, or to train students for specific situation. Simulation and role play are popular activities in conversation or speaking group in which a group have to practice and try to carry out simulation as them or take the role of completely different characters and express thoughts and feelings as they doing in the real world. Role play is an excellent way to stimulate real communication that is relevant to experiences outside classroom. Role-play strategy was used by teacher as a teaching speaking strategy to make the students speak up about daily conversational topics and expressions.

This is in line with study conducted by Harmer (2001) who states that role-play strategy gives great benefit for students as they can simulate real-life encounters such as a conversation in a hotel foyer, a shop, and a restaurant as if they were doing so in the real world. In role-play strategy, teachers need to give enough information about the background understanding for the students to function properly so that the students know

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exactly what the situation is when they are doing role-play. Then, the students can be as creative as possible in the play without forsaking the objectives given by the teachers. Harmer (2001) also states that role-play strategy has three advantages for the students. In the first place, role-play strategy can be good fun and is thus motivating. Secondly, role-play strategy allows hesitant students to be more forthright in their opinions and behavior without having to take responsibility for what they say in the way that they do when they are speaking for themselves. Thirdly, by broadening the world of the classroom to include the world outside, role-play strategy allows students to use a much wider range of language than some activities which only focus on language structures.

Compared with the results of using the strategy used by researchers in previous research Agung Ginanjar (2013). He found that the English teachers in Madrasah Aliyah used some strategies in teaching speaking they are cooperative activities, discussion, and role play. He stated that these strategies are effective for improve students'speaking ability. Anjaniputra, (2013) and Artini, Ahmad, Seken (2013) both of them are doing research in the same case that is looking at the importance of strategies used by teachers in teaching speaking. Anjaniputra (2013) found that appropriate strategies would make the learning process run effectively and improve students' speaking skill. Meanwhile, Artini et.al (2013) found that the student who gives positive attitude toward the strategies would help them to speak. Meanwhile, in this study, Mrs. NY often challenges or quizzes students to do exercises for stimulate them learning. Ten students who can do the exercise early will get it additional scores.

**c. The Potrait Interview**

The next strategy is the portrait interview. In teaching learning proces, the teacher always does teaching variation.She applied filling the form, and also interviewing the students about the contents in the form. Furthermore, if there is any student who comes late, she directly interviewed the students. It's one of hers strategies to improve students' skill in speaking.

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As Harmer (2001) argues tha the following speaking sequence shows how portrait can be use to provoke questions and answers which can develop into a very involved conversation. The amount conversation will, of course depend to a large extent the level of the students. This interview technique can work with any pictures of people, including portrait and photographs, it can also be employed when students have worked with students have worked with a reading text; they can interview the people that they have read about, ask them how they feel, what they do, etc. And of course this interview can be turned into written profile.

Compared with the results of using the strategy used by researchers in previous research Syamsia and Junaidi Hamdi (2022) The following speaking sequence shows how portrait can be used to provoke questions and answers which can develop into a very involved conversation. The amount conversation will, of course depend to a large extent the level of the students. In teaching learning process, Mr. Rustam Menteto always does teaching variations. He applied filling the form, and also interviewing the students about the contents in the form. Meanwhile, in this study, in teaching learning processes, Mrs. NY always does teaching variations. She applied filling out the form, and also interviewing the students about the contents in the form. So, what was done by the English teacher in the previous research and now is the same.

**d. Group work**

The fourh strategy which applied by the teacher is group work. Based on interview Mrs. NY made group work where each group consists of high and low ability students. So the students who have high ability can help the students who have low ability in speaking English. Furthermore, she also rolls the group in several times. The teacher also said that the smart students can be role model for the others. According to Brown, (2001, p. 177) group work is a generic term covering a multiplicity of techniques in which two or more students are assigned task that involves collaboration and self initiated

language. It implies small group work, that is, students in group of perhaps four or fewer.

Compared with the results of using the strategy used by researchers in previous research Syamsia and Junaidi Hamdi (2022) based on interview Mr. Rustam Menteto made group work where each group consists of high and low ability students. So the students who have high ability can help the students who have low ability in speaking English. Furthermore, he also rolls the group in several times. The teacher also said that the smart students can be role models for the others. Meanwhile, in this study, based on interviews with Mrs. NY made a group work where each group consists of high and low ability students. So the students who have high ability can help the students who have low ability in speaking English.

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# CHAPTER V
# CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion and suggestion related to the research finding and discussion. For this purpose, the researcher will explain the conclusion of research problems and suggestion to the teacher and for the further researcher.

## A. Conclusion

Based on the result of the study, the researcher found the kinds of teaching strategy in speaking english at grade XI Putra/Putri in the MAS Nurul Iman Kota Jambi. The strategies that are usually used by teachers in the speaking learning process are:

1. The teacher use various strategies in teaching speaking such as drilling, simulation and role play, the portrait interview, and group work.
2. The purpose of using those strategies is to help the students become active, easy to understand the lessons and also enjoy during teaching and learning process.

## B. Suggestion

Based on the conclusion above, the suggestion related to the research findings are offered for English teachers and the other researchers. The researcher hopes that the result of this study can be used as experiences and reference for the other teachers and researchers.

1. For the English teacher

   It is hoped that this research can be motivation for teachers to implement several strategies such as drilling, acting from a script, simulation and role play, group work, and so on that can help students understand the lesson. It is a good thing that the teacher can create enjoyable situation in learning process, so that the students may improve speaking skill better.

2. For the other researcher

The researcher expects that the findings of this research will give contribution as the source of data to the next research on strategies of teaching speaking on learning process.



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**Appendix I**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
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**FAKULTAS TARBIYAH DAN KEGURUAN**
Jalan Lintas Jambi-Muaro Bulian KM. 16 Simpang Sungai Duren Kab. Muaro Jambi 36363
Telp/Fax : (0741) 583183 - 584118 website : www.iainjambi.ac.id

Nomor : B- 5709 /D.I.1/PP.00.9/08 /2022 Jambi, 01 08 2022
Sifat : Penting
Lampiran : -
Hal : **Mohon Izin Mengadakan Riset/Penelitian**

Yth.Bapak/Ibu Kepala :

**MAS NURUL IMAN KOTA JAMBI**

Di -
Tempat

*Assalamu'alaikum Wr.Wb.*
Dalam rangka penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Sulthan Thaha Saifuddin Jambi :

| | | |
|---|---|---|
| Nama / NIM | : | **Siti Randa / 205190117** |
| Semester | : | VIII (DELAPAN) |
| Jurusan | : | TBI |
| Tahun Akademik | : | 2021/2022 |
| Judul Skripsi | : | **AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING FOR THE ELEVENTH GRADE STUDENTS AT MAS NURUL IMAN KOTA JAMBI** |

Waktu yang diberikan mulai dari : 27 Juli 2022 s/d 27 September 2022

Demikian surat ini kami sampaikan, atas perhatian dan kerjasama Saudara kami ucapkan terima kasih, Demikian agar dapat dimaklumi.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Wakil Dekan Bidang Akademik,
Dan Kelembagaan

**Prof. Dr. Risnita, M.Pd.**
NIP. 19670708 199803 2001

Tembusan :
Rektor UIN STS Jambi (sebagai laporan)
Ketua Jurusan / Prodi Fak. Tarbiyah dan Keguruan UIN STS Jambi

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**Appendix II**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | | | |
|---|---|---|---|
| Nama Madrasah | : MAS Nurul Iman | Kelas/Semester | : XI / 1 (Ganjil) |
| Mata Pelajaran | : Bahasa Inggris | Alokasi Waktu | : 90 Menit |
| Materi Pokok | : Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran | | |

### A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya

| Media/Alat, Bahan dan Sumber Belajar | | |
|---|---|---|
| ❖ Media | : | Worksheet atau lembar kerja (siswa), Lembar penilaian |
| ❖ Alat/Bahan | : | Spidol, papan tulis, Laptop & infocus |
| ❖ Sumber Belajar | : | Buku Bahasa Inggris Siswa Kelas 11 K13 Edisi Revisi |

### B. KEGIATAN PEMBELAJARAN

| ***Pertemuan Ke-3*** | |
|---|---|
| **Pendahuluan (10 menit)** | |
| 1 | Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin |
| 2 | Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. |
| 3 | Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Struktur Teks Ungkapan Memberi Dan Meminta Informasi Terkait Saran Dan Tawaran***. |
| 4 | Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, |
| **Kegiatan Inti (70** | **KEGIATAN LITERASI**<br>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan |

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ya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

| *Pertemuan Ke-3* | |
|---|---|
| **Pendahuluan (10 menit)** | |
| **menit)** | bacaan terkait materi ***Struktur Teks Ungkapan Memberi Dan Meminta Informasi Terkait Saran Dan Tawaran.*** |
| | **CRITICAL THINKING (BERPIKIR KRITIK)** |
| | • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Struktur Teks Ungkapan Memberi Dan Meminta Informasi Terkait Saran Dan Tawaran.*** |
| | **COLLABORATION (KERJASAMA)** |
| | • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Struktur Teks Ungkapan Memberi Dan Meminta Informasi Terkait Saran Dan Tawaran.*** |
| | **COMMUNICATION (BERKOMUNIKASI)** |
| | • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan |
| | **CREATIVITY (KREATIVITAS)** |
| | • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Struktur Teks Ungkapan Memberi Dan Meminta Informasi Terkait Saran Dan Tawaran***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami |
| **Penutup (10 menit)** | |
| 1 | Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |
| 2 | Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |

**C. PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala Madrasah

Jambi, Juli 2022
Guru Mata Pelajaran

MADRASAH ALIYAH NURUL IMAN NO.312157108061 TINGKAT ALIYAH NURUL IMAN TERAKREDITASI KEL. ULU GEDONG KOTA JAMBI

Muhammad raya, S. Ag

Mrs. NY

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | | | |
|---|---|---|---|
| Nama Madrasah | : MAS Nurul Iman | Kelas/Semester | : XI / 1 (Ganjil) |
| Mata Pelajaran | : Bahasa Inggris | Alokasi Waktu | : 90 Menit |
| Materi Pokok | : Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran | | |

### A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran
- Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran
- Memahami struktur teks dari pernyataan pendapat dan pikiran
- Memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran
- Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas

| Media/Alat, Bahan dan Sumber Belajar | | |
|---|---|---|
| ❖ Media | : | Worksheet atau lembar kerja (siswa), Lembar penilaian |
| ❖ Alat/Bahan | : | Spidol, papan tulis, Laptop & infocus |
| ❖ Sumber Belajar | : | Buku Bahasa Inggris Siswa Kelas 11 K13 Edisi Revisi |
| ❖ Metode | : | Pendekatan Scientific, Model Discovery learning, Metode Diskusi dan Eksperimen |

### B. KEGIATAN PEMBELAJARAN

| ***Pertemuan Ke-3*** | |
|---|---|
| **Pendahuluan (10 menit)** | |
| 1. | Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin |
| 2. | Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. |
| 3. | Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Unsur Kebahasaan Dari Dari Pernyataan Pendapat Dan Pikiran***. |
| 4. | Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, |
| | |
| **Kegiatan Inti (70 menit)** | **KEGIATAN LITERASI** |
| | • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Unsur Kebahasaan Dari Dari Pernyataan Pendapat*** |

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|---|---|
| | ***Dan Pikiran.*** |
| | **CRITICAL THINKING (BERPIKIR KRITIK)** |
| | • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Unsur Kebahasaan Dari Dari Pernyataan Pendapat Dan Pikiran.*** |
| | **COLLABORATION (KERJASAMA)** |
| | • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Unsur Kebahasaan Dari Dari Pernyataan Pendapat Dan Pikiran.*** |
| | **COMMUNICATION (BERKOMUNIKASI)** |
| | • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan |
| | **CREATIVITY (KREATIVITAS)** |
| | • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Unsur Kebahasaan Dari Dari Pernyataan Pendapat Dan Pikiran***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami |
| **Penutup (10 menit)** | |
| 1. | Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |
| 2. | Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |

**C. PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan:**berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:**berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

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Kepala Madrasah

Muhammad Raya, S. Ag

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Mrs. NY

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**Appendix: III**

## OBSERVATION CHECKLIST

Teacher : Mrs. NY
Observer : Siti Rauda
Class : XI PA/PI
Skill : Speaking
Topic : Asking and giving opinion

Date observation : 22 Agustus 2022
Time observation : 07.15-08.35

| No. | Activities | Yes | No |
|---|---|---|---|
| 1. | The teacher introduce the topic before start teaching. | ✓ | |
| 2. | The teacher gives an explanation the material until finish. | ✓ | |
| 3. | The teacher tell the procedure of speaking material to the students. | ✓ | |
| 4. | The teacher makes a group of students in speaking activities. | ✓ | |
| 5. | The teacher uses Indonesian language and English to explain the materials. | ✓ | |
| 6. | The teacher always uses English in teaching speaking. | | ✓ |
| 7. | The teachers'endorse the students to be active in asking and answering question. | | ✓ |
| 8. | The teacher uses media in teaching speaking. | | ✓ |

| | | | |
|---|---|---|---|
| 9. | The teacher use the teachnique of speaking are:<br>a. Discussion/ Group work<br>b. Speech<br>c. Role-play<br>d. Picture Describing<br>e. Story Telling<br>f. Playing Cards<br>g. Drilling<br>h. The Potret Interview | ✓<br><br>✓<br><br><br>✓<br>✓ | <br>✓<br><br><br>✓<br>✓<br>✓<br><br> |



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**Appendix: IV**

1. What material do you use in teaching speaking in class XI?
2. Is the material you teach always in accordance with the book/LKS or are there other sources that you use?
3. Do you think that the material taught to class XI students is quite effective, especially in teaching speaking?
4. What strategy do you use in teaching speaking in class XI Putri?
5. What strategy do you use in teaching speaking in class XI Putra?
6. Why did you use this strategy in the speaking learning process?
7. Is this strategy effective enough in teaching speaking to class XI Putri and XI Putra?
8. Does the strategy you use make the students enjoy and be active?
9. How is the Mrs. preparation in applying these strategies in teaching speaking?
10. What kind of practice do you do in class for students to see their ability in learning speaking?
11. Is there any media that you use when teaching speaking in class?
12. How do you evaluate teaching speaking?
13. At the end of the lesson, how did you evaluate?
14. Is it important for you to prepare for English teaching?
15. For your Mrs., are there any obstacles/difficulties when teaching speaking to students, especially in class XI?

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Lampiran: IV

1. Materi apa yang anda gunakan dalam pembelajaran berbicara di kelas XI?
2. Apakah materi yang ibu ajarkan selalu sesuai dengan buku/LKS atau ada sumber lain yang ibu gunakan?
3. Apakah menurut anda materi yang diajarkan kepada siswa kelas XI cukup efektif khususnya dalam pengajaran berbicara?
4. Strategi apa yang anda gunakan dalam pembelajaran berbicara di kelas XI Putri?
5. Strategi apa yang anda gunakan dalam pembelajaran berbicara di kelas XI Putra?
6. Mengapa Anda menggunakan strategi ini dalam proses pembelajaran berbicara?
7. Apakah strategi ini cukup efektif dalam pembelajaran berbicara di kelas XI Putri dan XI Putra?
8. Apakah strategi yang Ibu gunakan membuat siswa senang dan aktif?
9. Bagaimana persiapan Ibu dalam menerapkan strategi-strategi tersebut dalam pengajaran berbicara?
10. Latihan apa yang Anda lakukan di kelas agar siswa dapat melihat kemampuannya dalam belajar berbicara?
11. Apakah ada media yang Anda gunakan saat mengajar berbicara di kelas?
12. Bagaimana Anda mengevaluasi pengajaran berbicara?
13. Di akhir pelajaran, bagaimana penilaian Anda?
14. Apakah penting bagi Anda untuk mempersiapkan pengajaran bahasa Inggris?
15. Bagi Ibu, apakah ada kendala/kesulitan dalam mengajar berbicara kepada siswa khususnya di kelas XI?

**Appendix: V**

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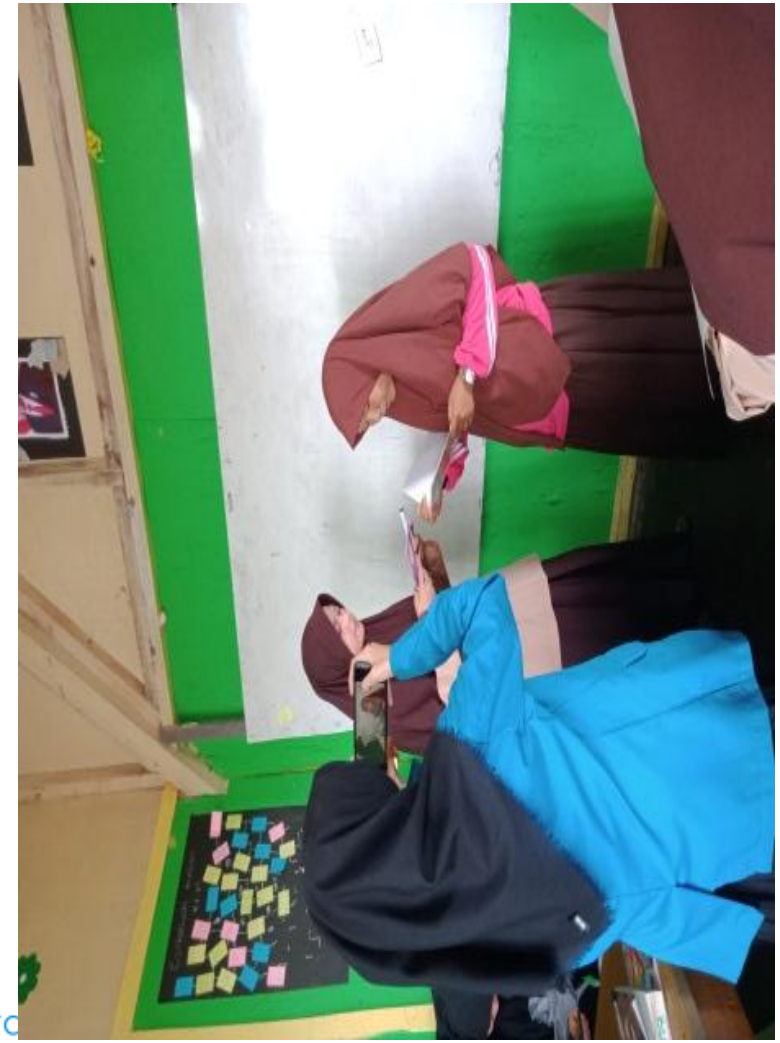

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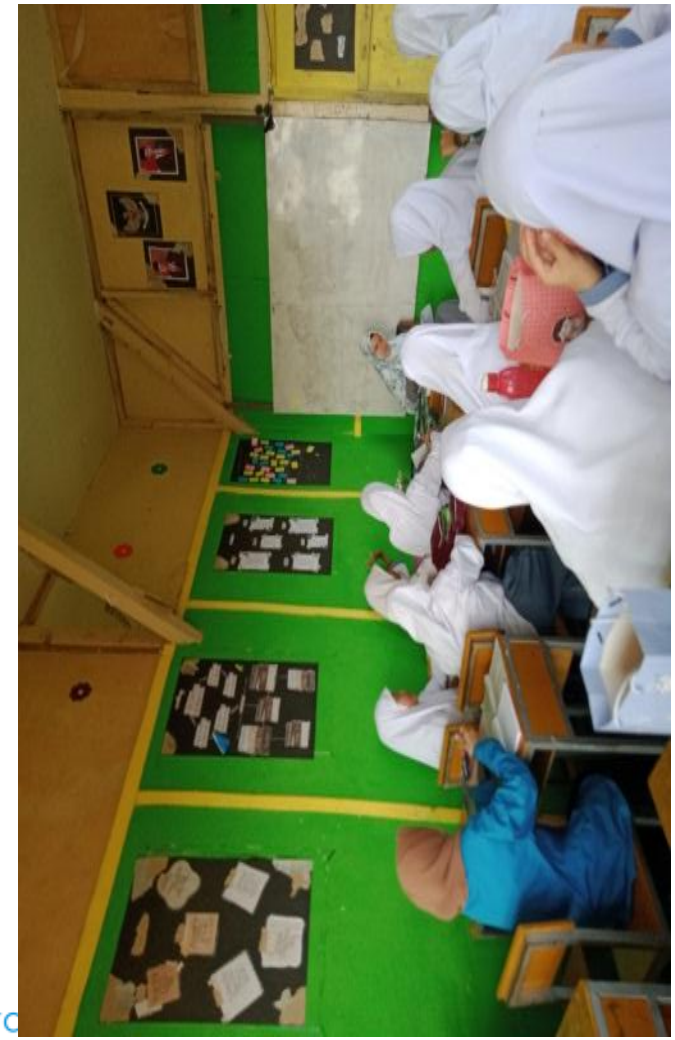

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## CONSULTATION CARD OF THESIS

**Name** : **Siti Rauda**
**Student ID** : **205190117**
**Advisor I** : **Hilma Suryani, M. Pd**
**Title** : **An Analysis of Teacher's Strategy in Teaching Speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi**

| No | Date | Material Concultation | Signature |
|---|---|---|---|
| 1 | June 03, 2022 | Submission Proposal | |
| 2 | June 13, 2022 | Revise Chapter I, II and III | |
| 3 | June 18, 2022 | ACC to Seminar<br>- | |
| 4 | June 24, 2022 | Conducted Proposal Seminaar | |
| 5 | July 25, 2022 | ACC to Riset | |
| 6 | November 11, 2022 | Revise Chapter IV and V | |
| 7 | February 08, 2023 | Revise Chapter IV and V | |
| 8 | February 13, 2023 | Revise Chapter IV and V | |
| 9 | February 17, 2023 | Revise Chapter IV and V | |
| 10 | February 24, 2023 | ACC | |

Jambi, February 24th 2023
Advisor I

Hilma Suryani, M. Pd.
NIP. 198401122011012007

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**CONSULTATION CARD OF THESIS**

**Name : Siti Rauda**
**Student ID : 205190117**
**Advisor II : Rahmadani Putri, M. Pd**
**Title : An Analysis of Teacher's Strategy in Teaching Speaking for the eleventh grade students at MAS Nurul Iman Kota Jambi**

| No | Date | Material Concultation | Signature |
|---|---|---|---|
| 1 | March 25, 2022 | Submission Proposal | |
| 2 | March 26, 2022 | Revise Chapter I, II and III | |
| 3 | April 22, 2022 | Revise Chapter II and III<br>- | |
| 4 | May 19, 2022 | Revise Chapter II and III | |
| 5 | May 28, 2022 | Revise Chapter II and III | |
| 6 | May 31, 2022 | Revise Chapter III | |
| 7 | June 02, 2022 | ACC to Seminar | |
| 8 | July 23, 2022 | Conducted Proposal Seminaar | |
| 9 | July 24, 2022 | ACC to Riset | |
| 10 | November 09, 2022 | Revise Chapter IV and V | |
| 11 | November 18, 2022 | Revise Chapter IV and V | |
| 12 | Desember 05, 2022 | Revise Chapter IV and V | |
| 13 | January 15, 2023 | ACC | |

Jambi, January 15th 2023
Advisor II

Rahmadani Putri, M.Pd.
NIDN. 2007029602

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# CURRICULUM VITAE

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Name : Siti Rauda

NIM : 205190117

Gender : Female

Place and Birth : Jambi, January 18th 1998

Addres : Jl. K.H. M. Saleh No. 50 Kel. Pasir Panjang Kec. Danau Teluk, RT. 02, Kota Jambi

Religion : Islam

Email : sitirauda21@gmail.com

Formal Education

| No. | Graduated | Education | Place |
|---|---|---|---|
| 1. | 2004 | TK Pertiwi IX Olak Kemang | Jambi |
| 2. | 2010 | SDN 48/IV Kota Jambi | Jambi |
| 3. | 2013 | SMPN 19 Kota Jambi | Jambi |
| 4. | 2016 | SMAN 1 Kota Jambi | Jambi |
| 5. | 2018 | The State Islamic University of Raden Fatah Palembang | Palembang |
| 6. | 2023 | The State Islamic University of Sulthan Thaha Saifuddin Jambi | Jambi |