

**TEACHERS' STRATEGIES IN TEACHING SPEAKING AT SMA N 1
PALOPO (A QUALITATIVE RESEARCH AT SMA N I PALOPO)**



A THESIS

**Submitted as a Part of the Requirements for S.Pd. Degree in English Language
Education Study Program**

By

**WIDYA ANGRAENI
REG. NUMBER: 1502020116**

IAIN PALOPO

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF
PALOPO
2020**

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- 1. Dr. Masruddin, S.S., M.Hum**
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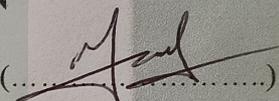
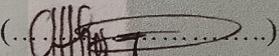
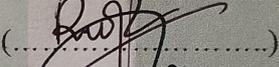
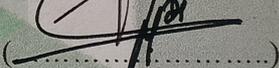
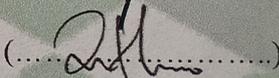
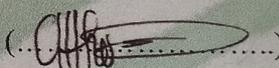
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THESIS APPROVAL

This thesis, entitled "TEACHERS' STRATEGIES IN TEACHING SPEAKING AT SMAN 1 PALOPO" written by WIDYA ANGRAENI, Reg. Number 15.0202.0116, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Tuesday, December 8th 2020 M, coincided with Rabiulakhir 23rd 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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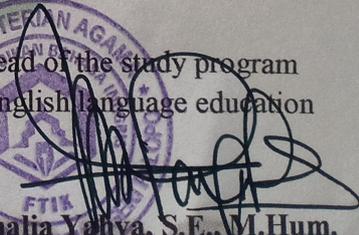
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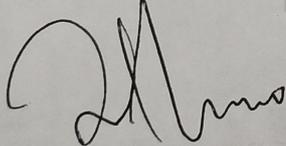
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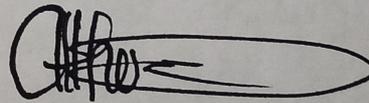
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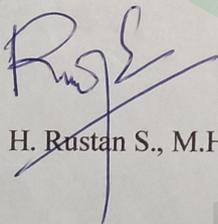
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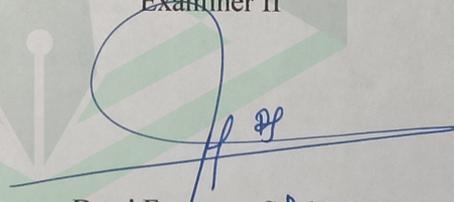
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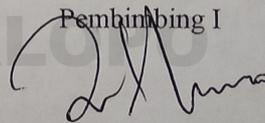
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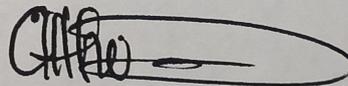
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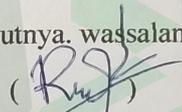
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maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

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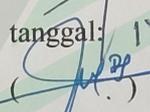
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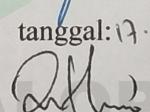
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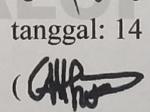
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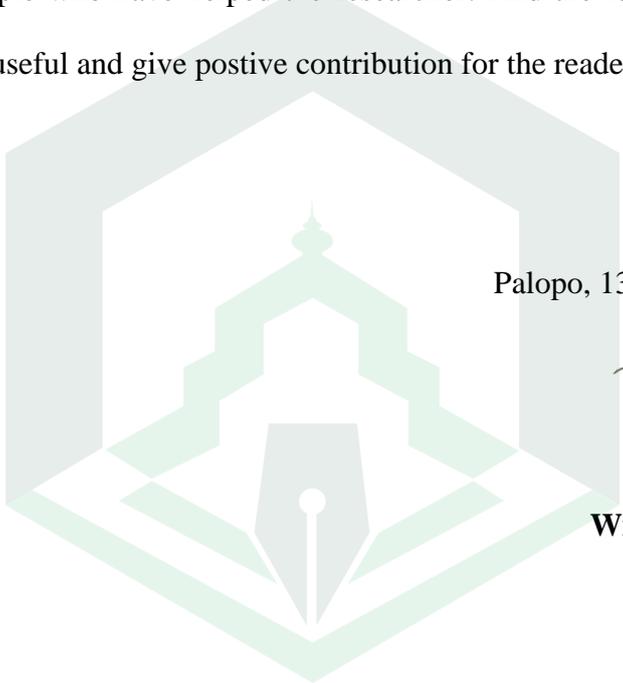
12. Special for everybody who has given the researcher spirit, motivation, support and encourage to the researcher so that the researcher can finish her study.

Finally, the researcher prays to the God, Allah SWT for giving regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.

Palopo, 13rd August 2020



Widya angraeni



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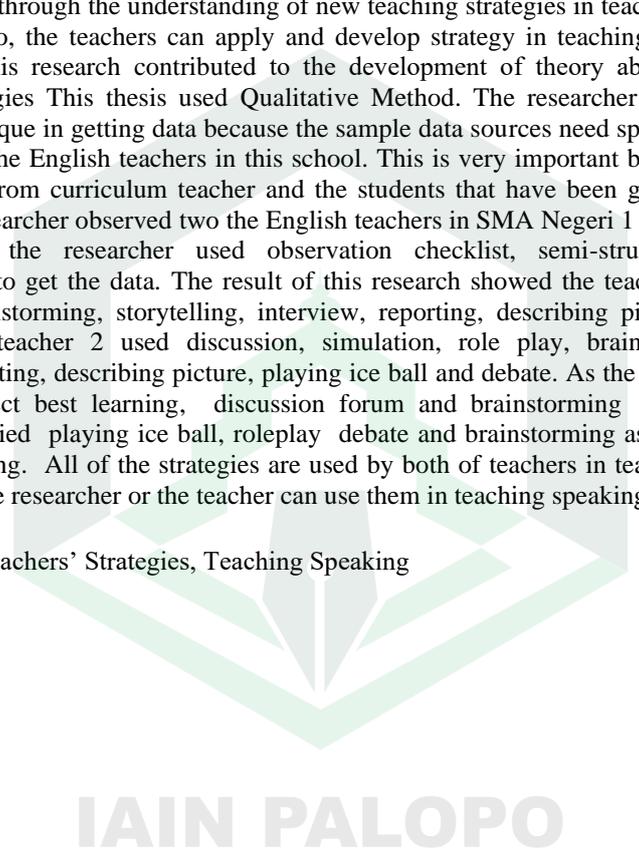
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ABSTRACT

Widya Angraeni, 2020. *“Teachers’ Strategies in Teaching Speaking at SMAN 1 Palopo”*. Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by Masruddin and Wahibah

The problem statement of this research was “what strategies are used by the teachers in teaching speaking at SMA Negeri 1 Palopo?” meanwhile the objective of the research was to know the strategies which are used by the teachers in teaching speaking at SMA Negeri 1 Palopo. There are two significances of the research namely the first practically, giving positive contribution to be a better teacher through the understanding of new teaching strategies in teaching speaking of SMA Negeri 1 Palopo, the teachers can apply and develop strategy in teaching speaking, the second theoretically, this research contributed to the development of theory about teachers’ teaching speaking strategies This thesis used Qualitative Method. The researcher applied the purposive sampling technique in getting data because the sample data sources need special consideration like chose the best the English teachers in this school. This is very important because the teachers are recommended from curriculum teacher and the students that have been graduated from here. In getting data researcher observed two the English teachers in SMA Negeri 1 Palopo as the source of the data and the researcher used observation checklist, semi-structured interview and documentation to get the data. The result of this research showed the teacher 1 used disussion, role play, brainstorming, storytelling, interview, reporting, describing picture and project best learning. The teacher 2 used discussion, simulation, role play, brainstorming, storytelling, interview, reporting, describing picture, playing ice ball and debate. As the main strategies teacher 1 applied project best learning, discussion forum and brainstorming in teaching speaking. Teacher 2 applied playing ice ball, roleplay debate and brainstorming as the main strategies in teaching speaking. All of the strategies are used by both of teachers in teaching speaking. Based on the result, the researcher or the teacher can use them in teaching speaking.

Key Words: Teachers’ Strategies, Teaching Speaking



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CHAPTER I

INTRODUCTION

A. Background

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching-learning process is to make students get knowledge and ability to understand the knowledge. To achieve the purpose of teaching, the teacher is a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to make the learning process run well. One of the most important skills that teachers should have in teaching and learning process is the ability to use various teaching strategies. Teachers should be able to use some kinds of teaching strategies that enable students to learn in order to obtain the expected results. If teachers cannot use a proper teaching strategy, teaching and learning process would not run effectively.

In learning English, the objective is to enable students to master language skills, one of them is speaking. Richards and Renandya state that we use speaking to give instruction or to get things done.¹ It means, when a student wants to convey his goal, it is necessary to speak in order that the purpose is delivered properly. Vocabulary, grammar, and pronunciation must be mastered in speaking. It is needed to make students fluent and accurate in speaking.

¹Richards, Jack C., & Willy A. Renandya. (2000). *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press

Before doing the research, the researcher observed the strategy that was used by the teacher in this school. She just observed by asking the question for the students. They said that their teachers used good strategy in teaching speaking. Based on that strategy they feel happy and comfort in studying speaking and exactly it made them easy to comprehend speaking skill. The strategies in teaching this speaking skill cannot be denied as a factor influencing the teaching and learning outcome. Teachers' teaching strategies is very important since it can help the students to speak English well. To achieve it, the English teachers may apply different kinds of teaching strategies in the teaching and learning process. The strategies used should be based on students' needs and interests. Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking.

Based on the explanation of the background above, it could be seen how important teachers' strategies in teaching especially in teaching speaking. Beside that the researcher chose this school because there is some consideration, for example this school is one of the best school in this town. The second there are many good students study there. The third is this school always produces good students. So the researcher wants to conduct a research under the title "*Teachers' Strategies in Teaching Speaking at SMA Negeri 1 Palopo*".

B. Problem Statement

Based on the background, the researcher formulated the problem statement as follows: What strategies are used by the teachers in teaching speaking at SMA Negeri 1 Palopo?

C. Objective of the Research

Based on the problem above, the aims of this research is to investigate the strategies which are used by the teacher in teaching speaking at SMA Negeri 1 Palopo.

D. Operational Definition

1. Teachers' strategies are all specific actions or techniques used by the teachers in delivering speaking skills materials to the students during the teaching and learning process so that the students can speak English in the classroom.
2. Speaking is an interactive process of constructing meaning that involved producing, receiving and processing information which is done by the students in the English teaching and learning process.

E. Significances of the Research

The result of this research is expected to be useful for:

1. Practically, giving positive contribution to be a better teacher through the understanding of new teaching strategies in teaching speaking of SMA Negeri 1 Palopo, the teachers can apply and develop strategy in teaching speaking.
2. Theoretically, this research was contributed to the development of theory about teachers' teaching speaking strategies.

F. Scope of the Research

To make the research more detail and focus, this research focused on Teachers' strategies in teaching speaking ability.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous studies*

The research finds some researchers related which makes them eager to the research.

1. Anjani Putra (2013) has conducted research with the title “teacher’s strategies in teaching speaking to students at secondary level” and the research shows the strategies of teaching speaking that the teacher used were cooperative activities, creative task, role play, and drilling..¹
2. Adi Nugroho (2015) in her thesis under the title “teacher’s strategies in teaching speaking at LPK Padma Widyanata” concluded that the teacher used encouraging students to speak, giving motivation and making aware of scripts as the strategies to teach speaking²
3. Erik Yuda Pratama and Yani Awaliyah (2015) in their research with the title “Teacher’s Strategies in Teaching Speaking to Young Learners”. Their research aimed at finding out the teacher’s strategies, problem, and solution for teaching speaking to young learners. The written document and analyze the data qualitatively. Based on the research, they found that several lecturer; they are role play, watching a video, jazz chant, digital storytelling,

¹Anjaniputra, 2013 “*Teacher’s Strategies in Teaching Speaking to Students at Secondary level*”(Indonesia University of Education).

²Adi Nugroho,2015 “*Teacher’s Strategies in Teaching Speaking at LPK Padma Widyanata*” (Universitas Kristen: satyawacana) p.17

games, and repetition. The teacher faced several barriers in teaching speaking in the classroom, such as reluctant students, missing pronunciation, and lack of vocabulary, but the lecturer could overcome those barriers by using various techniques like implementing media and designing the lesson using topical-based-syllabus.³

The previous studies above have some similarities and differences with this research. The similarities are in term or research theme, that is teachers' strategies in teaching speaking meanwhile the differences are: The first researcher conducted her research in secondary school and her research was conducted to know the teachers' strategies to teach speaking and how students respond to the teachers' strategies while this research will be conducted in vocational school and intended to know the teachers' strategies in teaching speaking and how the teacher apply the strategy. The third researcher conducted their research for the young learners, their research also conducted not only to know teachers' strategies in speaking but also a problem, and solution for teaching speaking to young learners.

B. Theoretical Review

1. Definition of Strategies

According to Brown, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.⁴ Then the strategy is

³ Erik YudaPratamadanYaniAwaliyah, 2015 "*Teacher's Strategies in Teaching Speaking to Young Learners*".(IbnKhaldun University of Bogor),p.26

⁴Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Longman.

as a remedy the teacher in making system areas that happened to process teaching learning. (Ahmadi).⁵ According to Chamot, strategies are often more powerful when they are used in appropriate combinations.⁶

After noticing some of the definitions above then the researcher can conclude that strategies are any tools or tactics that someone employs to achieve more effective and more autonomously what have been planned before. It is the way someone does something to get the goal targeted.

2. Definition of Teaching Strategies

Various technique that are implemented by teachers in the teaching-learning process is definition of strategy. Strategies in teaching are very important since they determine teachers' success in achieving teaching goals. As stated by William and Burden, strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted.⁷ Reiser and Dick, contend that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives.⁸ These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. Meanwhile according to Syafrizal and Rohmawati, given that teacher's

⁵Ahmadi,dkk.,2005.*Learning Teaching Strategies* .Bandung: PustakaSetia.

⁶Chamot. (1987). *Language Learning Strategies: What Every Teacher Should Know*. New York. Newbury House Publishers.

⁷ William, M., & Burden, R. L. (2003). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press

⁸ Reiser, R. A., & Dick, W. (1996). *Instructional Planning: A Guide for Teacher*, 2nd ed. Boston: Allyn and Bacon

strategies are important to attain the lesson objectives, which affect the teaching-learning circumstances.⁹

In line with the definitions above, it can be summarized that teaching strategies are the various ways employed by the teachers in their teaching to reach what they have planned in their lesson plan. In short, it can be said that strategies are very important since they determine the success of the teaching-learning process.

3. Speaking

Speaking is an oral communication carried out by someone with other persons to say something. It is key for communication among people in daily life in order to change the information. As stated by Brown, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.¹⁰ Speaking is one of the subjects where the students are expected to be able to use language (English) in their daily communication. The aim of teaching speaking is to provide students with an ability to express themselves in the target language to cope with basic interactive skills like exchanging greeting and thanks and apologies, to express his needs, and to request information and services (Brown & Yule,)¹¹.

⁹Syafrizal and Rohmawati (2017) *Teachers' Speaking Strategies at Vocational High School. The journal of English language Studies. Vol.2. No. 1*

¹⁰ Brown (2001), *Teaching by Principle: an Interactive Approach to Pedagogy*. New York: logman

¹¹Brown, G., & Yule, G. (1999). *Teaching the Spoken Language*. Cambridge: Cambridge University Press..

Furthermore, Nunan points out that learning to speak in a second language will be facilitated when learners are engaged in attempting to communicate.¹² Summers says that speaking is to say something that expresses your ideas or opinions, or used when expressing an idea that you think it is exactly true.¹³ Moreover, Valette states that at the functional level, speaking is making oneself understood.¹⁴ Furthermore, Chaney says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney).¹⁵

Referring to the definition of speaking above, the researcher can conclude that speaking is the action of delivering information or expressing someone's thoughts and feelings in spoken language.

4. Teaching Speaking

What is meant by "teaching speaking" is to teach ESL learners to produce English speech sounds and sound patterns. They should use word and sentence stress, intonation patterns and the rhythm of the second language. Besides that, learners also should select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. After selecting, they have to organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. Use the language

¹²Nunan, D. (1995) *ATLAS: Learning-Centered Communication*. Boston: Heinle & Heinle.

¹³Summers, D. (2003). *Longman Dictionary of Contemporary English*. Harlow: Longman

¹⁴Valette, R.M. (1983). *Modern Language Testing*. New York: Harcourt Brace Jovanovich, Inc.

¹⁵Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.

quickly and confidently with few unnatural pauses, which is called fluency. (Nunan).¹⁶

The students need a strategy in gaining the materials from the teacher. The strategies which are used by the teacher have to match for the students' ability and condition. The speaking strategies help the teacher to conduct teaching speaking better. According to Bashir at all that speaking strategies used by teachers consist of using minimal responses, recognizing scripts, and using language to talk about language.¹⁷ Using minimal responses means the teacher tries to help the students who are silent in the class creating responses in any exchanges. In recognizing scripts' strategy, the teacher teaches the students to use suitable scripts in a different contexts to exchanges information with others. And the last is using language to talk about language. Although the students can't understand their conversation partners' language, they shouldn't be shy. They have to try to make clarification. Mistakes in speaking often happen, but the mistakes lead the students to create speaking better.

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To this relation, it is worth

¹⁶ Nunan, D., (2003). *Practical English Language Teaching*. NY:McGraw-Hill

¹⁷Bashir, Marriametal. 2011. *Factor Effecting Students' English Speaking Skills*. British Journal of Art And Social Sciences, 2:39-40.

voting to what Nunan believes, which particularly dealing with teaching speaking. In his perception, to teach speaking can be defined as to teach the students to: - Produce the English speech sound and sound patterns - Use words and sentences stress, intonation patterns, and the rhythm of the second language - Select the appropriate words and sentences according to the proper social setting, audience, situation and subject matter - Organize their thoughts in a meaningful and logical sequence - Use language as a mean of expressing values and judgments - Use the language quickly and confidently with few unnatural pauses, which is called as fluency.¹⁸ To help the students in developing communicative efficiency in speaking, teachers can use a balanced activities approach which that language input, structured output, and communicative output (Richard).¹⁹

5. The Roles of the Teacher in Teaching Speaking

There are several roles that should be considered by the teacher in teaching speaking as stated by Paul, those are:

- a. Introducing and practicing patterns in ways that feel meaningful to the children, such as in games, in a situation where the children genuinely want to express themselves, and through personalization.
- b. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.

¹⁸ Ibid.

¹⁹ Richards, J.C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.

- c. Giving the children many opportunities to guess how to use the patterns flexibly in a novel situation.
- d. Giving the children the confidence to speak out in front of others by talking independently with other children and the whole class.
- e. Building the children's inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure they are finally successful.

6. Teaching Speaking Strategies

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students to learn speaking so that the students can use speaking to learn. Since English is included as a compulsory subject in vocational high schools in Indonesia, the learners have the same need. The need is passing the examinations to a job, and the general requirement is the students are able to speak and hold conversations.

Teaching strategy means various methods or ways that are implemented by teachers in the teaching-learning process. Using strategies in teaching is very important since they determine teachers' success in achieving teaching goals. As stated by William and Burden, strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine

what language instructions are and how they are conducted.²⁰ Reiser and Dick contend that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. In short, it can be said that strategies are very important since they determine the success of the teaching-learning process.²¹

In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak well and correctly. Killian on The Australian Society for Evidence-Based Teaching explained how to improve student's speaking skills needed most teaching strategies in class. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking.²² The strategies are as follows:

1. Setting Clear Lesson Goals

It is crucial that the teacher be clear about what he wants students to learn during each lesson. If a teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson will be unclear. Clear lesson goals help teacher (and students) to focus on every other aspect of the lesson on what matters most.

²⁰William, M., & Burden, R. L. (2003). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press

²¹ Reiser, R. A., & Dick, W. (1996). *Instructional Planning: A Guide for Teacher*, 2nd ed. Boston: Allyn and Bacon

²²Killian, S. (2015). Top 10 Evidence Based Teaching Strategies. <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/>

2. Showing & Telling

Teachers should normally start lessons with show and tell. Put simply, telling involves sharing information or knowledge with the students while showing involves modeling how to do something. When a teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

3. Questioning to Check for Understanding

Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson. Techniques such as randomized sampling, student answer-boards and, tell-a-friend are helpful.

4. Summarizing New Learning in a Graphical Way

Graphic outlines include things such as mind maps, flow-charts, and Venn diagrams. Teachers can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what teachers have taught them. Discussing a graphical summary is a fantastic way to finish off the teacher's show and tell. The teacher can then refer to it one more time at the end of the lesson.

5. Plenty of Practice

As said by Killian, practice makes perfect. Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If a teacher wants to harness the potent

power of practice, he must ensure that students are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

6. Providing Students with Feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.

7. Being Flexible about How Long it Takes to Learn

The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is also the central premise behind mastery learning, a technique that has the same effect on student results as socio-economic status and other aspects of home life.

8. Getting Students Working Together (in productive ways)

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.

9. Teach Strategies Not just Content

Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant strategies. When teaching children to read, the teacher needs to teach them how to attack unknown words, as well as strategies that will deepen their comprehension. When teaching them Mathematics, you need to teach them problem-solving strategies. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

10. Nurture Meta-Cognition

Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as making connections when reading or self-verbalizing when solving problems. Encouraging students to adopt strategies is important, but it is not meta-cognition. Meta-cognition involves thinking about options, choices, and results – and it has an even larger effect on student results than teaching strategies. When using meta-cognition the students may think about what strategies they could use before choosing one, and they may think about how effective their choice was before continuing with or changing their chosen strategy.

There are so many speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language items (Newton and

Nation).²³ Role-plays are activities where students are asked to pretend to be in various social contexts and various social roles (Thornbury). Creative tasks resemble real-life tasks. Students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' minds, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury).²⁴ According to Brown, teaching strategies in speaking activities are very important to overcome students' difficulties in speaking.²⁵ Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, the teacher can see how the students' understanding in learning the language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies. Kayi endorses thirteen strategies in teaching speaking, namely:²⁶

²³Newton, J. and Nation, I.S.P. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

²⁴ Thornbury, S. (2005). *How to Teach Speaking*. England: Pearson Educational Limited.

²⁵ Brown, H.D, *Principles of Language Learning and Teaching (4th Edition)*, New York: Longman br, 2000.

²⁶ Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL 31 Journal*, 12 (11).

a. Discussion

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

b. Simulations

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

c. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night." (Harmer).²⁷

d. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that

²⁷Harmer, Jeremy. 2007. *The Practice Of English Language Teaching Fourth Edition*. Harlow

the students are not criticized for their ideas so students will be open to sharing new ideas.

e. Storytelling

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

f. Information Gap

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

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student 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.

i. Reporting

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

j. Playing Cards

In this game, students should form groups of four. Each suite will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represents the best teacher. 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. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? Or. What is the easiest way of earning money? Or what do you think about the lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Describing

For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

l. Find the Differences

For this activity, students can work in pairs and each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

m. 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 by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Based on some explanation above, the researcher can conclude that there are so many strategies can be used by the teacher in teaching speaking. Those strategies are cooperative activities, role-play, creative tasks, and drilling. The other strategies are discussion, simulation, brainstorming, storytelling, information gaps, interviews, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating. All of those strategies is very good because they can improve the students' vocabulary where can be

known it is the main component in speaking skill. Referring to these strategies, the researcher would like to refer this research to the teaching strategies proposed by Kayi.

C. Theoretical Framework

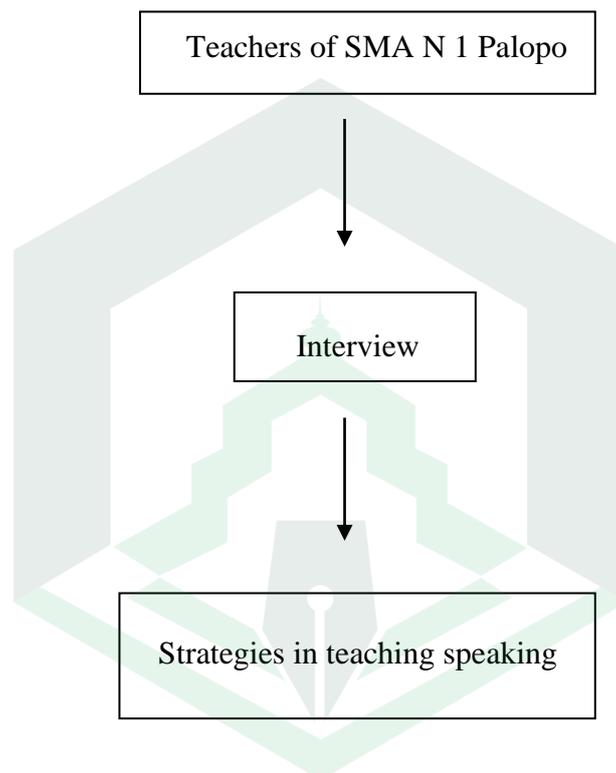


Figure 1. Theoretical Framework (teachers' strategies)

Based on the theoretical framework above can be understood that the researcher interviewed the teacher at SMA N 1 Palopo, especially the English teacher. There are two English teachers that were interviewed here. Based on the interview, all of the teachers used own strategies in teaching speaking. They used them because all of the strategies are good and exactly can improve the students' speaking skill.

Beside that all of the strategies that were used in the classroom according to students' condition. It is very important because students' condition is the main component for the teacher before applying one or some strategies. In other word based on the interview can be gotten teachers' strategies in teaching speaking.



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used a qualitative method as the fundamental aspect of the research. In line with that, this research was conducted to investigate the teachers' strategies in teaching speaking at SMA Negeri 1 Palopo.

B. Location

This research was conducted at SMA Negeri 1 Palopo. This School is located at Jl. Andi Pangerang, Palopo city.

C. Subject of the Research

The researcher applied the purposive sampling technique in getting data because the sample data sources need special consideration like choose the best English teachers in this school. This is very important because the teachers are recommended from the curriculum teacher and the students that have been graduated from here. In getting data researcher observed two English teachers in SMA Negeri 1 Palopo.

D. Instrument of the Research

In conducting this research, there was some instruments used, they are observation checklist, semi structures interviewed, and documentation.

1. Observation List

The teacher observed by the researcher using the observation list. In this case, the researcher was observed whatever done by the English teacher related to the teaching strategies in teaching speaking in the classroom. It was used to investigate the speaking teaching strategies used by the teacher in teaching.

2. Semi-Structured Interviewed

This instrument was used to gain spoken data from the participants on what teacher's strategies used by the teacher in teaching speaking. This instrument consists of 15 questions but the question can be more than it during the interview later. The interview was done with the English teacher. The interview was conducted after finishing the teaching and learning process. The researcher used semi-structured interviewed because the questions consist of some point like condition of the students, condition of the class and the suitable strategy.

3. Documentation

Documentation as a provident of research results like the camera to take the picture to complete this research.

E. Technique of Collecting Data

To collect the data, the researcher used direct observation and observation checklist, semi-structured interview, and documentation as the instruments. Further, in conducting the research the following steps was done by:

1. This research chose two English teachers in SMA Negeri 1Palopo.
2. Preparing the observation checklist and interview guideline as the research instrument;

3. Observing the class activities in six meetings. Each meeting will take two hours of lessons, and each hour's lesson takes 40 minutes and all the teaching process will be video recorded.
4. Collect the data from syllabus and RPP
5. Preparing the documents
6. Analyzing the obtained data from observation, interview, and documents;
7. Interpreting the findings from those instruments; and
8. Drawing a conclusion based on the obtained data.

F. Research Data analysis

In this research, the researcher used a qualitative data analysis technique. To analyze the research data, the researcher will do the steps which proposed by Huberman in Presley.¹ The data analysis in this research will be broken down into three stages; they are Data Reduction, Display, the data, and Drawing the conclusion.

1. Data Reduction

The observational checklist is checked out as the way to investigate that all of the research problems will be answered. Data from observation is about teaching strategies in teaching speaking skill and the researcher will transcript the video of observation to know clearly the result of the researcher.

2. Display the data

In this section, the researcher started to prepare the data that will be displayed on the research and make interpretations.

¹Presley. 2012. *Beyond Direct Explanation: Transactional Instruction of Reading Comprehension Strategies*. Elementary School Journal, 92, 511-554

3. Drawing the conclusion

In the last section in analyzing data, the researcher made the conclusion as the result of the research. Referring to the data analysis, the researcher will analyze the speaking teaching strategies using the theory proposed by Kayi, H. (2006).



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CHAPTER IV

FINDINGS AND DISCUSSION

This part consist of the findings and discussion of the research findings

A. Findings

1. Base on General Findings on Teachers' Strategies in Teaching Speaking

No	Strategies in Teaching Speaking	Teacher 1	Teacher 2
1	Discussion	√	√
2	Simulation	-	√
3	Role play	√	√
4	Brain storming	√	√
5	Story telling	√	√
6	Information Gap	-	-
7	Interviews	√	√
8	Story completion	-	-
9	Reporting	√	√
10	Playing Card	-	-
11	Describing Picture	√	√
12	Find the Differences	-	-
13	Picture Narrating	-	-
14	Project best learning	√	-
15	Playing Ice Ball	-	√

Based on the table above can be understood that both of teachers use own strategies in teaching speaking. The teacher 1 used 8 strategies. The first is discussion where the students can give their opinion with their friends and it can practice their speaking skill. The second is role play where they practice speaking based on the character that they play. The third is brainstorming where the teacher 1 used it to lose the students' bored by using picture or media to explain the main topic. The fourth is storytelling where the students have to tell about the one story and exactly it can practice their skill. The fifth is interview, the teacher 1 used it by giving the question one by one and then the students have to answer it. These activities directly can practice their skill. The sixth is reporting where the students have to report one new and then they have to present in front of the class. This activity also can practice their speaking skill. The seventh is describing picture where the teacher 1 asked to the students to describe the picture based on their own words so that can practice and improve their speaking skill. The last is learning project that become the main strategy where the students are asked for to make something and then it can be used to practice their speaking skill.

The teacher 2 used discussion, simulation, role play, brainstorming, storytelling, interview, reporting, describing picture and playing ice ball. The first is discussion where this activity can practice their speaking by using many words to speak. The second is simulation where the students have practice the speaking skill by using their words or sentences. The third is role play where they speak based on their character on the story. In other words the role can practice their speaking skill. The fourth is brainstorming where the teacher 2 used it by using

interesting picture to explain the main topic of the material. The fifth is storytelling where the students have to tell one story based on their own words. The sixth is interview where the teacher 2 gave questions to the students especially for the oral test. It can know their real knowledge. The seventh is reporting where the students have to report news and then they practice their skill by using it. The eighth is describing picture where the students have to describe the picture by using their own words and then it can practice their speaking skill. The last is playing ice ball and it is the main strategy for the teacher 2. The applying of ice ball is the activities that can practice the students' skill by using the ball from the paper and on the paper there are some topics that must be explained by them.

2. Teacher's strategies in teaching speaking

a. Teacher 1

The first question that is given by the researcher about discussion method in the classroom because most of teachers used it when she or he taught in the classroom. Here the teacher 1 answered the researcher's question about it. He or she did it to get the spirit of the students. He or she gave the complete opinion about this strategy.

“Yes, I usually discussion model but it is not all of material because that is based on the material which will be taught. So, if the material about asking and giving opinion exactly we have to use discussion model” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the interview above, it can be understood that the teacher 1 used the discussion model in the classroom but based on the topic material that will be taught. From the result also can be gotten if the topic in the classroom for example

about asking and giving opinion exactly he or she applied the discussion model. In other word she or he applied it so that all of idea from the students can be arisen. Finally they can practice their speaking skill.

“I usually apply role model in specific topic so that my students can speak based on the characteristic. In other words they can give full attention based on characteristic”” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Teacher 1 also gave the comment from the research’s question. He or she usually applied role model so that the students can practice their speaking skill based on the character. This is very important because if they knew the character based on the topic in one story exactly they can give full attention. In other words all of the skill of them can be applied.

The next question that was given by the researcher about the applying of Brainstorming in the classroom. This part is very important because it is the main point of teacher’s strategy.

“Yes, before teaching process of speaking I usually use brainstorming to lose bored situation my students in teaching and learning process because in studying English must be enjoy” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the result above can be understood that the teacher 1 used Brainstorming in teaching speaking. He or she used it in order that can lose the students’ bored. This thing is important because in studying English especially speaking the condition of class must be enjoyed. All of it in order that they can comprehend the material completely.

The next part when material of the English into specific discussion. It means that there is another way to comprehend it. For example if the topic of the

speaking skill is the text. Therefore the researcher gave again the question about it.

“If I explain narrative text, I have the students to tell their daily activity. So, they tell in front of their friends” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

From the result above can be understood that the teacher 1 if explain the material of narrative text, he or she ask for the students to make daily activity. After that they have to tell it in front of their friends. This is very good because it can improve their skill and ability. The most important part based on their daily activity they can also practice their braveness. It is the main part to practice the skill in speaking. If they have big braveness, exactly they can speak well.

The researcher continued her questions. This part about applying the interview section in the classroom. It can be known that interview also is one of the main parts of speaking skill. If they can make interview, they can speak English well.

“If the interview technique I usually use it but not for all of the material. Just in the material that must use interview” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the result above the teacher 1 usually used the interview technique but not for all of the material. He or she used it just on the material that has to use interview. Based on it they can practice their speaking skill because interview needs some questions.

The next part the researcher wanted to know about the next material that usually is taught by the teacher 1. For example the material that has relation with the speaking skill like news item. This topic made the researcher is curious. Therefore she asked about it to the teacher 1.

“Yes, when I teach the material of news item I ask for to the students to seek the magazine or newspaper and then they present in front of the class to be inform to their friends” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the result above can be understood that the teacher 1 asked for to the students to seek the magazine or newspaper and then they have to present in front of the class. In other words they have to seek one topic in the magazine or newspaper; they can choose which one they wanted. After that based on one topic they have to make summary or conclusion and then they have to present in front of the class.

The next discussion their presentation in front of the class can practice their ability and skill to speak with many people. Beside that it also can practice their braveness in speaking. In other words if there is braveness, exactly there is ability in speaking.

After that the researcher gave again the question about the next material for the teacher 1. Here the teacher 1 discussed the descriptive text in speaking skill.

“I give the picture to my students and then they have to describe that picture” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the result above can be understood that the teacher 1 in teaching speaking skill to the students, he or she gave the picture. After that they have to describe that picture. This is another material in teaching speaking in the classroom after narrative, interview and presentation. Based on the picture exactly there are many vocabularies that will be arisen. Then those vocabularies can be used for them to describe the picture and this thing can be called one of the ways to improve speaking skill.

The next discussion exactly how the students applied the teachers' strategy so that they can improve their speaking skill. The main point of the strategy that is applied by the teacher is how they can speak well without problem. The main problem of the speaking exactly the vocabulary. It means that there is must good way in order that the vocabulary is not difficult again for them.

One of the ways that is applied by the teacher 1 is in the classroom he or she asked for the students to tell the event one by one based on the time. Here he or she used again the picture to apply it. Picture is one of the ways that is offered by him or her. Based on the picture exactly there are many vocabularies that can be arisen without they have to think hardly. They just seek the meaning vocabulary on the dictionary and then they can make sentence based on it.

“Yes, after giving the picture to the students I ask for them to tell what happen with the picture and how the characteristic on the picture” (by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the result above can be gotten that the teacher 1 in the classroom gave the picture to the students. This is very important because there are many

vocabularies that can be gotten from the picture. This is also one of the ways that is used by the teacher 1 in teaching speaking skill.

The students have to tell what are the events based on the picture and how also the characteristics.

The next question is about the main point of this research. The researcher asked about the strategy that is used by the teacher 1 in teaching speaking in the classroom. Here the strategy that is used in the classroom in teaching English especially teaching speaking.

“There are some strategies that I use in teaching speaking. The first is learning project. It is about the projects like making English speech and then they show it. The second they make a project such as report and then they have to present it” by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the result above can be understood that there are two strategies that is used by teacher 1. The first strategy is best learning project. For this strategy the students are asked for to make English speech. After that they have to tell or present their speech in front of the class. Exactly this activity can practice their speaking skill because they have to be brave to speak by using their speech. Beside that after presenting the speech their friends can give one or more questions. Based on these questions they can also practice again their speaking skill.

The second strategy by the teacher 1 is making the project like report and then they have to present in front of the class. This strategy also can practice their speaking skill because based on their report they can speak in much time. In this

part also their friends can gave the questions. Based on it, they can practice their speaking skill.

For the last question, the researcher asked about the reason why the teacher 1 used both of those strategies. Exactly he or she had the main reason to use them.

“Actually there are many strategies that can be used but the first thing that must be considered is the condition of the class and the condition of the students because the time that is given by curriculum is very little. So, just project form that I apply in the classroom” by the teacher 1 on October, 17th, 2019 at 11.30 am)

Based on the last question above can be understood that the teacher 1 used best learning project because they considered the condition of the class and the condition of the students. Beside that time problem is the main cause so that the teacher 1 used it. The time that is given by the curriculum is very little in order that he or she just applied best learning project.

b. Teacher 2

In teaching speaking in the classroom the teacher 2 exactly also used the strategy. Therefore, the researcher also interviewed him or her about it. Same with the teacher 1, the researcher gave some questions to get result about the strategy that is used by the teacher 2 in teaching speaking skill.

The first question that is asked by the researcher is the applying of discussion method. How the applying of discussion method during teaching and learning process of speaking in the classroom.

“Yes, if the material about exposition text I use discussion. For the applying by giving them a topic and then I ask them to observe it. The mean students

are asked for to be discussed for their group and exactly every group presents the result from what they have discussed”(by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood the teacher 2 used the discussion method in teaching speaking in the classroom. This method can practice their speaking skill by producing many vocabularies and then they can use them to speak in front of the class. Beside that in applying the discussion method the teacher 2 gave the topic and they are given into some groups

After that based on their group they have to observe the content of the topic.

Then every student presented the result on by one as vice of the group.

“Beside that if the topic of the material, they have to bring all of the tools from their home like the tools that can support their role” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the teacher 2 used the role model. This model can be used if the topic about drama. They can play role and have to bring all of the tools that can support their role.

Drama also is good way in teaching speaking because they are active to speak. There are many activities, topic, and vocabularies. All of it can improve their speaking skill.

“I especially like use the drama because there are many dialog. So, that is easier than debate method” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

The more explanation the teacher 2 prefers drama than debate method. This thing can be happened because in drama there are many dialogs. In the dialog there are many vocabularies and they can use it to speak with their friends. This method exactly is effective because they are active in speaking. If they are active in speaking, they can improve their speaking skill. Different with debate, they have to seek vocabulary and then they used it to speak. This is difficult for them because they need dictionary to seek the meaning of vocabulary.

After that the researcher continued for the main point of the research. The question about the main strategy in teaching speaking. She asked complete with the definition, example, and the applying.

“Exactly brainstorming is used as an introduction. We give simple way in order that the students have attention to the material that will be taught by us so that they can study maximal in the class” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the teacher 2 used brainstorming in teaching speaking as an introduction. This is strategy is used in order that the students have attention with the material that will be taught in the classroom. By using it they can practice their speaking skill. Therefore if they have attention for their material they can study maximal.

The next question from the researcher about the topic of the teaching process in the classroom. What is the topic and how the applying of this topic especially in teaching speaking.

“Yes, in the recount material I usually ask for the students to tell their unforgettable experience in front of their friends. This activity is very effective to practice their speaking skill” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the answer of the question can be gotten the information that the teacher 2 if explain the recount material, he or she asked for the students to tell their unforgettable experience. After that based on it, they have to tell in front of their friends. Then their friends can gave one or more questions.

They tell it in 5 until 6 minutes is enough to practice their speaking skill.

The next question is about the applying of interview in the classroom. The researcher wanted to know if the teacher 2 used it.

“If for interview I usually it in examination for speaking. The score is for individual. Here we can look the ability of every student to deliver their argument in speaking form. Exactly interview become measurement to see their ability in speaking” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the teacher 2 used the interview just for examination. The students are given the questions one by one and then they have to answer it. The scoring is individual. Beside that interview also can determine their ability because they have to answer the question from their teacher directly without write the answer in the paper. Exactly it will be seen the real ability from the students.

The next question about the content of the speaking skill. The topic of the material in the classroom. The researcher wanted to know about the using of magazine or newspaper that has been they read.

“Yes, if the material of speaking is about news item I usually ask them to take from news in the newspaper and then they deliver by using their own language based what they have read” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the teacher 2 asked for the students to seek the news from the newspaper. They can choose one topic and then they have to develop the topic became one news. After that they have to deliver the report of news item in front of the class. Then their friends can give one or more questions.

The next question about the picture that is used by the teacher 2 in the classroom. It can be known that picture is one of the media that usually used by the teacher to teach English especially in teaching speaking.

“The picture can be used for the first class especially for the class X because the material of the X class is easy. So, I ask them to bring the picture in the classroom and then they have to describe it based on their knowledge” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the teacher 2 used the picture just for the first class like class X. In the picture there are many vocabularies that can be produced. The students can use it as a content to practice their speaking skill.

“For the next explanation if there is text book that has picture especially on the descriptive material I ask the students to explain it” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

For this opportunity the teacher 2 asked for the students to explain the picture on their text book. It means that they can practice again their ability in speaking. Picture became the key because it can produce many vocabularies.

The next question again for the main point about the strategy in teaching speaking. The researcher here gave the complete question about it. The most important part how the applying of the strategy.

“Talking about the strategy based on the ability of the students and can make them are enjoy in studying. For example playing ice ball by describing something. Like I throw ball to A then A describes on the ball and the A throws to the B and then also describe it and so on. The purposes to make students are happy in studying English. So, back again all of have to be based on the condition of the class. If the students have high ability we can use also high strategy while for the class who have low ability we can give based on their ability. The main point we don't force one strategy because all of based on the condition of the class and students. Beside that I ever use debate method. From it the students can practice their speaking skill because every student can help each other because they are divided into some groups” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the teacher 2 used another strategy in teaching speaking. The strategy is playing ice ball. Where one student if get the ball they have to explain the word on the ball. After that the ball is given to another student and then they have to also explain it and so on until the last students.

The key of the applying of this strategy is the condition of the class and the students. All of have the purpose to make the students are enjoy and happy in studying English especially in studying speaking. If they are enjoy and happy exactly they can understand and comprehend the material easily.

After that the researcher gave the question about the reason of the teacher 2 so that he or she used the strategy in teaching speaking skill. This is the last question from the teacher 2.

“Because the name is speaking we hope there is feedback from the students. So, as a teacher just give direction and observe them in the classroom” (by the teacher 2 on October, 17th, 2019 at 01.10 pm)

Based on the result above can be understood that the reason so that the teacher 2 used all of the strategy. The key is there is feedback from the students. The most important part is the teacher in the classroom just gave the direction and observed them in the classroom.

As main point there are 3 main strategies that are used for the teacher 1 in teaching speaking best learning project where the students have to make speech and then they have to present in front of the class. After presenting, their friends can give some questions. This is very good because it can improve their knowledge in speaking. The second the teacher 1 asked the students to make report and then they also presented in front of the class. The third the teacher 1 asked the students to make some discussion forum. This is also good because they who have good knowledge can explain the material so that can make another students understand.

The teacher 2 also used 3 main strategies in teaching speaking. The first is playing ice ball that have the purpose to describe something so that the students are happy in studying English. For the students that have good knowledge, the teacher 2 used role play so that they can improve their speaking skill. The third is

debate. This strategy is used by the teacher 2 also based on the students' knowledge. If in the good class debate can be used but if the class has low knowledge should use the strategy based on their knowledge. There is no force for the students to use strategy like in the lesson plan.

Beside that there are some strategies that often used by the teacher either teacher 1 or teacher 2. They are discussion, role play, brain storming, story telling, interviews, reporting, and describing picture. Both teacher 1 and teacher 2 used them because it is useful for the students. All of the strategies above can make easy to teach speaking. There are also two strategies that make students are happy and enjoy in learning speaking. They are role play and describing picture. They like to use both of them because they can enjoy the process and make them more comprehend about the material.

Actually all of the strategies have advantages and disadvantages. All of according the students' needed. Based on the result that has been gotten from interview, the advantages of the strategies above if applied in high class exactly will be easy in teaching speaking. While the disadvantages if applied in the low class exactly will be difficult. Therefore before deciding which one the strategies that will be used in the classroom the first aspect that have to decide by the teacher is class condition. The key here is very important to know their prior knowledge so that the teacher does not make mistake which one the strategies that suitable used in the classroom.

Therefore the researcher made the main point of the findings of this research. This table shows the strategy that is applied by the teacher in teaching speaking skill either the main strategy or the supporting strategy.

No	Lecturer	Strategy
1	Teacher 1	Brainstorming, Discussion, Role play, Storytelling, Interview, Reporting, Describing Picture, Project best learning
2	Teacher 2	Brainstorming, Discussion, Simulation, Storytelling, Interview, Reporting, Describing Picture, Role Play, Playing Ice Ball

Table 4.1 Teachers' Strategies in Teaching Speaking

B. Discussion

Based on the findings the teacher 1 gave the opinion about the strategy where it is the process of planning determining that focus on the learning outcomes. Beside that it is also how the teacher can get the learning outcomes. In teaching speaking skill in the classroom teacher 1 used two strategies. The first strategy is brainstorming. He or she used it to lose the students' bored in the classroom. The first thing that must be lost from the students is bored situation. If there is bored situation in the classroom exactly they will be lazy in studying. It

means that the teacher 1 use the brainstorming to lose their bored. He or she applied it by mapping the main point of the material and use the unique way like using the picture or diagram in order that the students will be comfort in studying.

Beside that teacher 1 also use brainstorming in order that the students can enjoy the teaching and learning process. They key here is enjoying. The mean if they enjoy the process of learning in the classroom exactly they will be attention in studying. So, brainstorming here have the purpose to lose the students' bored and then they can enjoy the learning process.

The second strategy that is applied by the teacher 1 is project best learning. The applying of this strategy by asking for the students to make two something. The first is the students have to make English speech. After that they have to practice their ability in speaking by using their speech. They key they have to comprehend about their speech because later they have to present in front of their friends. Exactly this strategy will make them study hard because there are many their friends that w they will listen about it.later after they have been finish in presenting their speech, one or two of their friends will give some questions. Exactly they have to answer the question from their friends. In answering the questions they can practice their speaking skill answered the question without see the speech. By using the speech the teacher 1 can see the ability of the students.

The second one in applying learning project the students have to make some reports like news. Later the students have to make some reports and then they have to report it also in front of the class. They have to report it one by one and

the teacher or their friends can also give some questions. The key of practicing their speaking skill they have to answer the question without see the report. It means that before presenting the report they have to practice at home in order that they can show the maximal effort in practicing their speaking skill.

The teacher 2 stated that the strategy is the enjoyable method or way that is used by the teacher in learning process so that students can understand the material easily and then they can get the learning outcomes. The teacher 2 also applied two main strategies in teaching speaking. The first strategy that is applied by the teacher 2 also same with the teacher 1 is brainstorming. The differences from the teacher 1 are from the purpose. The teacher 2 applied the brainstorming in order that the students have full attention about the material in the classroom. Beside that brainstorming is applied by using simple way in picture or diagram. In other words they can see all of the complete materials just with the picture or diagram.

After they have full attention exactly they can understand the material completely. They can know the content, the example or the applying of one topic that is explained by their teachers. So, brainstorming here is applied to make them have full attention about the material that is taught by their teacher.

The second strategy that is applied by the teacher 2 is playing ice ball. The event that make them are enjoy is from the applying of playing ice ball. The teacher 2 provided ball and on the ball there are some words or sentences. After that the teacher 2 threw the ball to the student 1. Then the student 1 has to explain the word or sentence on the ball. In explaining it he or she has to need time at

about 5 minutes. This time is taught by the teacher 2 is enough to practice their speaking skill.

After the student 1 is finish in explaining the topic, the student 1 can throw the ball to the student 2. After that the student 2 also the topic on the ball until on the last student they have to explain the topic on the ball.

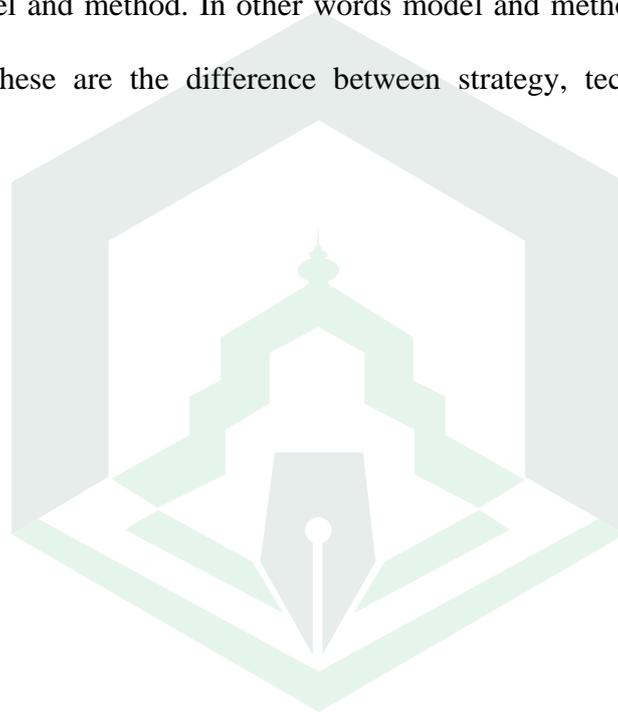
The teacher 2 also applied the students with many activities in order that they can improve their skill by themselves.

Beside that the teacher 2 just observed and gave the correction if in practicing the speaking skill the students make some mistake. The first mistake that usually is done by the students are pronunciation in speaking. If this thing is happened the teacher 2 can give the correction in order that they did not make the same mistake. The second mistake that usually is done by the students are they did not know the meaning of vocabulary in English. The teacher 2 also can help them in seeking the meaning of vocabulary in English. So, by using playing ice ball the students can practice and improve their speaking skill with enjoy the game and many activities.

Based on the strategies above that are used by teacher there are some strategies that is not used by the teacher in teaching speaking. The teacher 1 did not use simulation, information gap, story completion, playing card, find differences, picture narrating and playing ice ball. He or she did not use those strategies because has applied own strategies like the explanation above neither general nor specific. The teacher 2 did not use information gap, playing card, find differences, picture narrating and learning project. Same with the teacher 1, the

teacher 2 did not use those strategies because has applied own strategies neither general nor specific.

Beside that based on the discussion above all of the result from teachers' interview is strategy because it is technique or theory that can be applied behind the scene. If the technique, theory and strategy are applied in the classroom the name is model and method. In other words model and method are applied in the classroom. These are the difference between strategy, technique, model, and method.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

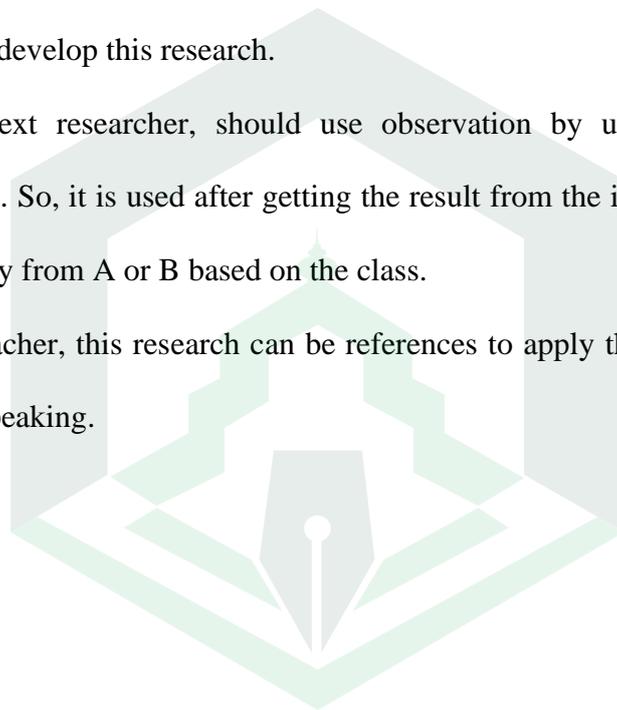
In teaching speaking skill in the classroom there are two teachers applied own strategies. The teacher 1 applied brainstorming and project best learning as the main strategies. Both of strategies are used for the students so that they are active with the activities in the classroom. If they are active with the activities in the classroom, they can practice and improve their speaking skill. Beside that there are supporting strategies that is used for example Discussion, Role play, Storytelling, Interview, Reporting and Describing Picture. All of the strategies that is used by the teacher 1 in teaching speaking.

The teacher 2 also applied two strategies in teaching speaking skill. The first is also brainstorming and the second is playing ice ball. By using both of strategies especially playing ice ball the students are active in activities. These activities can practice and improve their speaking skill because in the playing ice ball there are some topic that make them active to speak in English. Beside that there are also supporting strategies that is used like Discussion, Simulation, Storytelling, Interview, Reporting, Describing Picture and Role play. All of the strategies that is used by the teacher 2 in teaching speaking.

B. Suggestions

Based on the result of this research and conclusions above, the researcher gave some suggestions as follows:

1. For the students, they can use all of the strategies that is applied by their teacher to practice and to improve their speaking skill.
2. This research can be reference if there is another researcher that wants to continue and develop this research.
3. For the next researcher, should use observation by using words not the checklist sign. So, it is used after getting the result from the interview. What does the teacher say from A or B based on the class.
4. For the teacher, this research can be references to apply the suitable strategies in teaching speaking.



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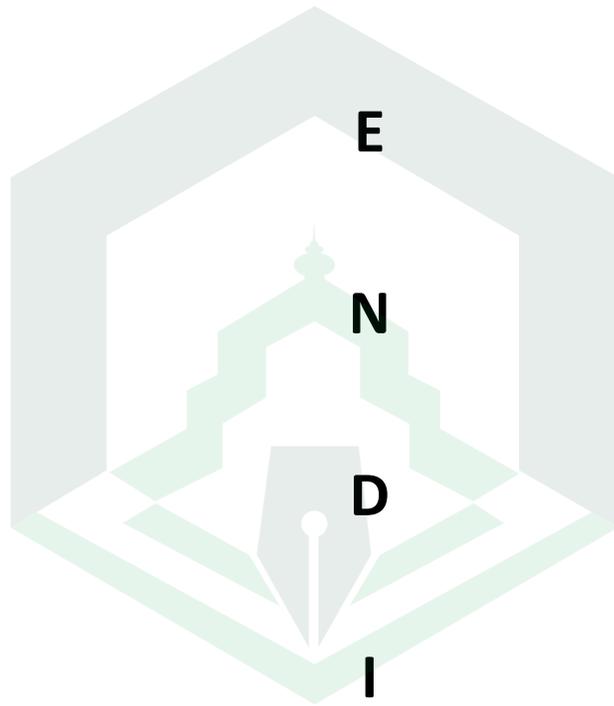
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APPENDICES



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The teacher 1 gave the explanation in interview section



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The teacher 1 gave complete answer to the researcher



IAIN PALOPO

The teacher 2 answered the researcher's questions



The teacher 2 gave the answer on the second day



The researcher observed teacher 1 in learning process



The researcher observed teacher 2 in learning process

Questions for Teacher

(Interview 1)

1. Do you apply discussion when you teach speaking?
How do you apply it?
2. When you teach speaking in the classroom, do you ask you students to bring some items to the class to create a realistic environment? For example, if a student is acting as chef, she/he brings some kitchen sets.
How do you apply it?
3. Do you apply role play when you teach speaking? For example you ask your students that “you are Lis, you have bought daily needs in a supermarket and then you go to cashier, what do you say to the cashier
How do you apply it?
4. Do you apply Brain storming when you teach speaking?
How do you apply it?
5. Do you ask your students to summarize briefly the story they heard from someone orDo you ask them to create their own stories to tell it to their classmates?
How do you do it?
6. Do you ask your students to work in pair and share information each other?
How do you do it?
7. Do you apply interview in your classroom?

How do you do it? (Do you ask them to prepare their own question or you prepare the question to them?)

8. Do you ever tell a story and then you stop after a few sentences and ask the students to continue it?
9. Do you ask your students to report a magazine or newspaper they have read?
10. Do you apply playing card in your teaching? How do you do it?
11. Do you give picture to the students and ask them to describe the pictures to the classroom?
12. Do you give picture to the students and ask them to find the differences?
13. Do you ask your students to tell the story taking place in the sequential pictures? How do you do it?
14. Beside the strategies I asked you before, do you have other strategies in teaching speaking? How do you do it?
15. Why you chose to use this strategy?

Adopted and develop from Kayi (2006)

Interview Transcript

Participant 1

Name of Participant : Muhammad Asdar S.pd

Date of Interview : 17 October 2019

Time : 11.30-11.50

Place : SMA Negeri 1 Palopo

1. Apakah Anda menerapkan diskusi ketika Anda mengajar berbicara?

Bagaimana Anda menerapkannya?

- Iya, biasa menggunakan model *discussion* tetapi tidak semua materi karena tergantung dari materi yang kita ajarkan. Jadi kalau kita masuk pada materi tentang *asking and giving opinion* tentu kita gunakan model diskusi.

2. Ketika Anda mengajar berbicara di kelas, apakah Anda meminta siswa membawa beberapa item ke kelas untuk menciptakan lingkungan yang realistis? Misalnya, jika seorang siswa bertindak sebagai koki, dia membawa beberapa set dapur.

Bagaimana Anda menerapkannya?

- Tidak

3. Apakah Anda menerapkan permainan peran ketika Anda mengajar berbicara?

Misalnya Anda bertanya siswa bahwa "Anda Lis, Anda telah membeli kebutuhan sehari-hari di supermarket dan kemudian anda pergi ke kasir, apa yang Anda katakan kepada kasir

Bagaimana Anda menerapkannya?

- Iya, itu biasanya pada materi yang terdapat dialog didalamnya. Jadi siswa itu bercakap sesuai yang ada pada dialog itu.

4. Apakah Anda menerapkan Brainstorming ketika Anda mengajar berbicara?

Bagaimana Anda menerapkannya?

- Ya, sebelum proses pengajaran *speaking* saya biasa gunakan *brain storming* untuk menghilangkan rasa jenuh mereka dalam proses pembelajaran atau bahkan diantara jeda karena bahasa inggris itu harus *enjoy*.

5. Apakah Anda meminta siswa Anda untuk merangkum secara singkat kisah yang mereka dengar dari seseorang atau Apakah Anda meminta mereka untuk membuat cerita sendiri untuk menceritakannya kepada teman sekelas mereka?

Bagaimana Anda melakukannya?

- Kalau itu biasanya pada *Narrative text*, saya menyuruh siswa untuk menceritakan *daily activity* mereka. Jadi siswa menceritakan dihadapan teman-temannya.

6. Apakah Anda meminta siswa untuk bekerja berpasangan dan saling berbagi informasi?

Bagaimana Anda melakukannya?

- Tidak

7. Apakah Anda menerapkan wawancara di kelas Anda?

Bagaimana Anda melakukannya? (Apakah Anda meminta mereka untuk menyiapkan pertanyaan mereka sendiri atau Anda mempersiapkannya pertanyaan kepada mereka?)

- Kalau teknik wawancara biasa saya gunakan tapi tidak semua juga materi, biasanya hanya saya gunakan dalam materi yang mengharuskan wawancara seperti materi *interview*.

8. Apakah Anda pernah bercerita dan kemudian Anda berhenti setelah beberapa kalimat dan bertanya siswa untuk melanjutkannya?

- tidak pernah

9. Apakah Anda meminta siswa Anda untuk melaporkan majalah atau koran yang telah mereka baca?

- Iya, ketika saya masuk materi *news item* saya meminta siswa untuk mencari majalah atau koran kemudian mereka presentasikan didalam kelas untuk dilaporkan kepada teman-temannya didepan kelas.

10. Apakah Anda menerapkan kartu bermain dalam pengajaran Anda?
Bagaimana Anda melakukannya?

- Tidak

11. Apakah Anda memberikan gambar kepada siswa dan meminta mereka untuk menggambarkan gambar ke ruang kelas?

- Iya, itu pada materi Deskriptif teks.

12. Apakah Anda memberi gambar kepada siswa dan meminta mereka untuk menemukan perbedaannya?

- Tidak

13. Apakah Anda meminta siswa Anda untuk menceritakan kisah yang terjadi dalam gambar berurutan?

- Iya, setelah saya memberi gambar kepada siswa saya meminta siswa untuk menceritakan apa yang terjadi pada gambar dan bagaimana karakteristik yang ada dalam gambar dan seterusnya.

14. Selain strategi yang saya tanyakan sebelumnya, apakah anda memiliki strategi lain dalam mengajar berbicara?

Bagaimana anda menggunakannya?

- Strategi yang saya gunakan dalam pengajaran speaking itu ada beberapa strategi yang pertama adalah *best learning project*. *Best learning project* ini saya gunakan untuk proyek-proyek seperti membuat sebuah pidato bahasa Inggris dan kemudian mereka tampilkan dan kedua mereka membuat sebuah hasil karya berupa laporan kemudian mereka presentasikan.

15. Mengapa anda memilih menggunakan strategi tersebut ?

- Sebenarnya banyak strategi yang bisa kita gunakan tetapi yang lebih cocok dengan kondisi kelas dan kondisi siswa itu hanya strategi tersebut karena waktu yang diberikan oleh kurikulum itu hanya sedikit jadi hanya berbentuk proyek yang saya aplikasikan.

Interview Transcript

Participant 2

Name of Participant : Andi armin S.pd;M.pd

Date of Interview :17 October 2019

Time :01.10-01.30

Place : SMA Negeri 1 Palopo

1. Apakah Anda menerapkan diskusi ketika Anda mengajar berbicara?

Bagaimana Anda menerapkannya?

- Iya, kalau meterinya tentang *eksposition text* saya gunakan *discussion*. Untuk menerapkannya, yaitu dengan memberi mereka sebuah topic lalu saya meminta mereka untuk mengamatinya. Artinya siswa diminta untuk berdiskusi pada teman kelompoknya dan pastinya tiap kelompok mungungkan hasil dari apa yang telah mereka diskusikan.

2. Ketika Anda mengajar berbicara di kelas, apakah Anda meminta siswa membawa beberapa item ke kelas untuk menciptakan lingkungan yang realistis? Misalnya, jika seorang siswa bertindak sebagai koki, dia membawa beberapa set dapur.

Bagaimana Anda menerapkannya?

- Iya, jadi kalau misalnya mereka drama mereka membawa perlengkapan mereka dari rumah yaitu perlengkapan yang mendukung perannya.

3. Apakah Anda menerapkan permainan peran ketika Anda mengajar berbicara?
Misalnya Anda bertanya siswa bahwa "Anda Lis, Anda telah membeli kebutuhan sehari-hari di supermarket dan kemudian anda pergi ke kasir, apa yang Anda katakan kepada kasir
Bagaimana Anda menerapkannya?
- Iya, karena memang dalam materi biasanya terdapat dialog, jadi dengan ini agak mudah dinilai dibanding dengan debat.
4. Apakah Anda menerapkan Brain storming ketika Anda mengajar berbicara?
Bagaimana Anda menerapkannya?
- Tentu saja, brain storming digunakan sebagai pendahuluan. Kita berikan trik-trik sehingga siswa mempunyai perhatian kepada materi apa yang akan kita ajarkan sehingga mereka maksimal dalam belajar.
5. Apakah Anda meminta siswa Anda untuk merangkum secara singkat kisah yang mereka dengar dari seseorang atau Apakah Anda meminta mereka untuk membuat cerita sendiri untuk menceritakannya kepada teman sekelas mereka?
Bagaimana Anda melakukannya?
- Iya, ini biasanya pada materi *recount teks*. Jadi siswa diminta untuk menceritakan pengalamannya yang tak terlupakan didepan teman-temannya. Itu sangat membantu untuk melatih speakingnya.
6. Apakah Anda meminta siswa untuk bekerja berpasangan dan saling berbagi informasi?

Bagaimana Anda melakukannya?

- Tidak

7. Apakah Anda menerapkan wawancara di kelas Anda?

Bagaimana Anda melakukannya? (Apakah Anda meminta mereka untuk menyiapkan pertanyaan mereka sendiri atau Anda mempersiapkannya pertanyaan kepada mereka?)

- Kalau untuk wawancara biasanya untuk ulangan harian untuk speaking. Penilaiannya untuk individu, disini bisa kita lihat kemampuan dari setiap siswa untuk menyampaikan argument mereka dalam bentuk *speaking*. Tentu wawancara jadi tolak ukur untuk melihat kemampuan mereka dalam speaking.

8. Apakah Anda pernah bercerita dan kemudian Anda berhenti setelah beberapa kalimat dan bertanya siswa untuk melanjutkannya?

- Tidak

9. Apakah Anda meminta siswa Anda untuk melaporkan majalah atau koran yang telah mereka baca?

- Iya, kan ada materi juga didalam teks bahasa inggris namanya *news item*. Itu biasanya mereka mengambil dari berita-berita dikoran lalu mereka menyampaikan dengan bahasanya sendiri sesuai dengan apa yang mereka baca.

10. Apakah Anda menerapkan kartu bermain dalam pengajaran Anda? Bagaimana Anda melakukannya?

➤ Tidak

11. Apakah Anda memberikan gambar kepada siswa dan meminta mereka untuk menggambarkan gambar ke ruang kelas?

➤ Itu sangat sering untuk kelas bawah, kelas X biasanya karena materi speaking untuk kelas X masih agak mudah. Makanya biasanya saya minta untuk membawa gambar kedalam kelas lalu mereka menggambar, Karena memang deskriptif dipelajari dikelas X sesuai dengan materinya.

12. Apakah Anda memberi gambar kepada siswa dan meminta mereka untuk menemukan perbedaannya?

➤ Tidak

13. Apakah Anda meminta siswa Anda untuk menceritakan kisah yang terjadi dalam gambar berurutan?

Bagaimana Anda melakukannya?

➤ Tidak

14. Selain strategi yang saya tanyakan sebelumnya, apakah anda memiliki strstegi lain dalam mengajar berbicara?

Bagaimna anda menggunakannya?

➤ kalau strategi itu saya sesuaikan dengan tingkat kemampuan keterampilan dari siswa dan bisa membuat enjoy dalam belajar. Seperti *playing* yaitu *ice ball* by describing something. Misalnya saya lemparkan bola ke si A lalu si A mendeskripsikan apa yang ada pada bola tersebut dan kemudian si A lemparkan lagi ke si B lalu dia mendeskripsikannya juga begitupun seterusnya. Tujuannya untuk membuat siswa senang belajar bahasa Inggris. Jadi kembali lagi disesuaikan dengan keadaan kelas, jika kelasnya agak mampu maka kita gunakan strategi yang agak di atas sedangkan untuk kelas yang kemampuannya agak di bawah kita berikan apa yang mereka bisa kerjakan artinya kita tidak bisa memaksa harus seperti apa yang kita tuangkan dalam RPP karena tidak semua kelas bisa dilakukan metode atau strategi biasa.

Oh iya, jadi pernah juga saya gunakan strategi debat tetapi tidak semua kelas hanya kelas yang saya anggap itu semua bisa berbahasa Inggris dengan baik. Jadi saya bagi kelompok A, B, C dan D. Jadi saya kasih mereka *motion* yang akan mereka debatkan. Jadi debatnya bukan seperti debat British, saya bikin sendiri sistem. Jadi kelompok A itu didebat dari kelompok B apa kekurangannya. Jadi kelompok C ini yang akan mendebat apa yang disampaikan oleh kelompok A dan B sedangkan kelompok D itu yang mendebat semuanya. Dan ternyata anak-anak bisa mereka saling melengkapi, setelah satu orang bicara teman yang lain menambahkan.

15. Mengapa anda memilih menggunakan strategi tersebut ?

- Karena namanya speaking kita mengharapkan *feedback* dari siswa. Jadi sebagai guru hanya memberikan petunjuk jadi siswa yang lebih banyak berperan seperti *roleplay* siswa yang berperan dan guru tinggal mengamati.



IAIN PALOPO

Interview Transcript 2

Teacher 1

1. Menurut anda, apa itu strategi?

Strategi adalah proses penentuan rencana yang berfokus pada tujuan pembelajaran disertai penyusunan suatu cara atau upaya bagaimana agar tujuan pembelajaran tersebut dapat dicapai.

2. Strategi apa yang anda gunakan dalam mengajar speaking?

Strategi yang saya gunakan dalam pengajaran speaking itu ada beberapa strategi yang pertama adalah best learning project. Best learning project ini saya gunakan untuk proyek-proyek seperti membuat sebuah pidato bahasa Inggris dan kemudian mereka tampilkan yang kedua mereka membuat hasil karya berupa laporan kemudian mereka presentasikan dan ketiga biasa menggunakan dalam bentuk forum diskusi jadi beberapa siswa lebih dominan menjelaskan tentang topik yang diberikan dalam setiap forum diskusi.

3. Bagaimana anda menerapkan strategi tersebut?

Strategi itu saya gunakan dalam setiap pembelajaran speaking karena kita di SMA lebih dominan pada pembelajaran tentang reading dan writing kemudian speaking itu sangat sedikit waktunya karena waktu kita hanya 2 jam 1 kali pertemuan. Maka dari itu harus dibagi dari beberapa skill itu. Jadi saya mengatur beberapa menit speaking kita gunakan atau kah dalam 1 kali pertemuan itu kita gunakan speaking. Siswa yang diberikan proyek pidato mereka biasa buat di rumah kemudian mereka presentasikan ketika masuk.

4. Mengapa anda menerapkan strategi tersebut?

Sebenarnya banyak strategi yang bisa kita gunakan tapi yang lebih cocok dengan kondisi siswa itu hanya strategi tersebut karena waktu yang diberikan oleh kurikulum itu sangat sedikit jadi hanya berbentuk proyek saja diaplikasikan.

Interview Transcript 2

Teacher 2

1. Menurut anda, apa itu strategi ?

Strategi itu adalah cara atau metode yang menyenangkan yang digunakan guru dalam pembelajaran sehingga siswa mudah memahami materi pelajaran sehingga tujuan pembelajaran bisa tercapai.

2. Strategi apa yang anda gunakan dalam mengajar speaking?

Saya sesuaikan dengan tingkat kemampuan keterampilan dari siswa dan bisa membuat enjoy dalam belajar seperti game yaitu playing ice ball by describing something. Tujuannya untuk membuat siswa senang belajar bahasa inggris. Kalau untuk kelas yang kemampuannya agak diatas rata-rata biasanya menggunakan role play, ini sesuai dengan kemampuan mereka untuk speaking. Kemudian saya juga menggunakan debat tetapi tidak semua kelas hanya kelas yang saya rasa kemampuannya diatas. Jadi kembali lagi disesuaikan dengan keadaan kelas, jika kelasnya agak mampu maka kita gunakan strategi yang agak diatas sedangkan untuk kelas yang kemampuannya agak dibawah kita berikan apa yang mereka bisa kerjakan artinya kita tidak bisa memaksa mereka harus seperti apa yang kita tuangkan dalam RPP karena tidak semua kelas bisa dilakukan metode atau strategi biasa.

3. Bagaimana anda menerapkan strategi tersebut?

Untuk ice ball, pada bola tersebut terdapat kata atau gambar yang akan di describe oleh siswa. Misalnya saya lemparkan bola tersebut pada siswa A kemudian dia harus mendescribanya, setelah itu dia lemparkan lagi bola tersebut kesiswa B lalu siswa B juga mendescribanya begitupun selanjutnya.

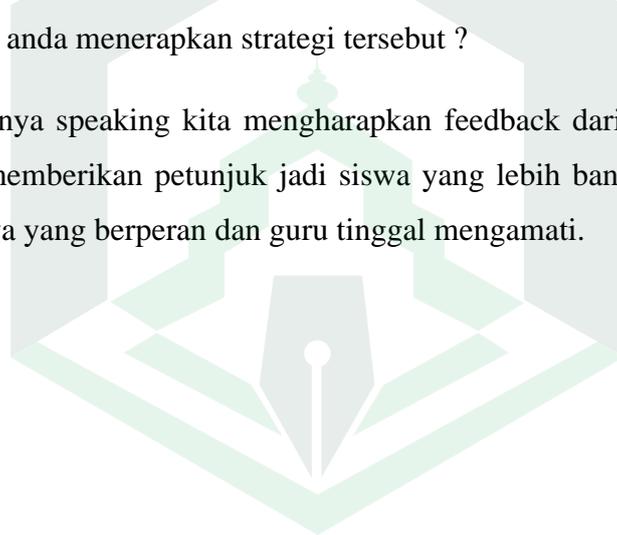
Untuk role play biasanya main drama jadi siswa memainkan peran-peran ini tentunya untuk melatih siswa lebih natural dalam speaking. Mereka membawa

perlengkapan dari rumah yaitu perlengkapan yang mendukung perannya. Jadi siswa dibagi menjadi beberapa kelompok yang terdiri dari beberapa orang sedangkan temanya berbeda-beda, contohnya group A tentang Cinderella, group B tentang snow white begitupun selanjutnya.

Untuk debate, saya bagi kelompok A, B, C dan D. Jadi saya beri mereka motion yang akan mereka debatkan. Jadi debatnya bukan seperti debate british, saya bikin sendiri sistem. Jadi kelompok A itu didebat dari kelompok B apa kekurangannya. Jadi kelompok C ini yang akan mendebate apa yang disampaikan oleh kelompok A dan B sedangkan kelompok D itu yang debate semuanya. Dan ternyata siswa saling melengkapi, setelah satu orang bicara teman lain menambahkan.

4. Mengapa anda menerapkan strategi tersebut ?

Karena namanya speaking kita mengharapkan feedback dari siswa. Jadi sebagai guru hanya memberikan petunjuk jadi siswa yang lebih banyak berperan seperti role play siswa yang berperan dan guru tinggal mengamati.



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Observation List Result

This observation aims to find the teachers' strategies in teaching speaking.

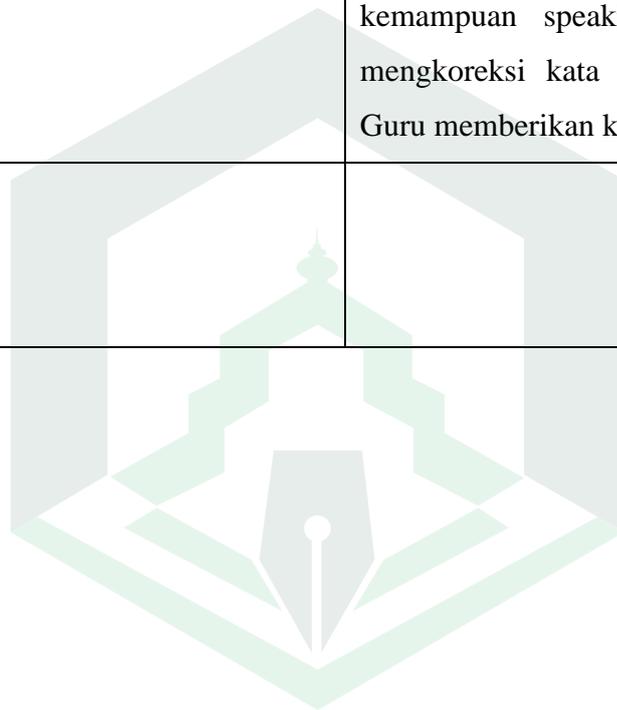
It is adopted and developed from the theory proposed by Kayi (2006) . Who state the strategies used in the teaching speaking, are : discussion, brainstorming, storytelling, information Gaps, interviews, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating.

Teacher 1

NO	Teaching Speaking Strategies	Description
1	Discussion	Berdasarkan hasil interview dari guru 1 dia menggunakan discussion tetapi tidak pada semua materi. Jika materinya tentang asking and giving opinion tentu dia gunakan model diskusi.
3	Role play	Berdasarkan hasil interview, guru 1 role play dia terapkan pada materi yang terdapat dialog didalamnya. Jadi siswa bercakap sesuai yang ada pada dialog tersebut.
4	Brain Stroming	<p>Berdasarkan hasil interview, guru 1 menggunakan brainstorming sebelum proses pengajaran speaking, untuk menghilangkan rasa jenuh mereka dalam proses pembelajaran atau bahkan diantara jeda karena menurutnya bahasa inggris itu harus enjoy.</p> <p>Berdasarkan observasi peneliti melihat guru 1 Sebelum proses pengajaran guru 1 mengrefleksi materi yang telah dia ajarkan pada pertemuan</p>

		sebelumnya. Dan pada saat proses pembelajaran berlangsung guru mengajak siswa bersama-sama memberi contoh kalimat dari materi yang ia ajarkan.
5	Storytelling	Berdasarkan hasil interview, guru 1 menggunakan storytelling yaitu dengan meminta siswanya untuk menceritakan aktivitas keseharian siswa dihadapan teman-temannya.
6	Information Gap	-
7	Interview	Berdasarkan hasil interview, guru 1 menggunakan interview tetapi tidak pada semua materi hanya dia gunakan dalam materi yang mengharuskan wawancara seperti materi interview. Berdasarkan observasi, peneliti melihat guru 1 menjelaskan materi. Setelah menjelaskan, guru memberikan beberapa pertanyaan kepada tiap-tiap siswa berdasarkan materi yang guru ajarkan.
8	Story Completion	-
9	Reporting	Berdasarkan dari interview guru 1, dia meminta siswa untuk mencari majalah atau Koran kemudian mereka presentasikan di dalam kelas untuk dilaporkan kepada teman-temannya di depan kelas.
10	Playing Card	-
11	Picture Describing	Berasarkan hasil interview, guru 1 menggunakannya pada materi deskriptif.
12	Find the differences	-

13	Picture Narrating	Berdasarkan hasil interview guru 1, siswa diminta untuk menceritakan apa yang terjadi pada gambar dan bagaimana karakteristik yang ada dalam gambar dan seterusnya.
14	Learning project	Guru meminta Siswa satu per satu untuk mempresentasikan hasil dari laporan siswa mengenai tugas yang guru telah berikan. Guru memberikan kesempatan kepada siswa untuk mempraktikkan kemampuan speaking mereka, setelah itu guru mengkoreksi kata atau kalimat yang tidak tepat. Guru memberikan kata atau kalimat yang tepat.
15		



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Teacher 2

NO	Teaching Speaking Strategies	Description
1	Discussion	<p>Berdasarkan hasil interview, guru menggunakan discussion apabila materinya mengenai ekspositon text. Guru memberi sebuah topic ke siswa lalu meminta untuk memgamatinya dan diminta untuk berdiskusi pada teman kelompoknya lalu mengungkapkan hasil dari apa yang telah mereka diskusikan.</p> <p>Berdasarkan hasil observasi Guru meminta siswa untuk membentuk 5 kelompok. Kemudian masing-masing kelompok diberi 3 potongan kertas berisi kalimat yang akan dicocokkan menjadi kalimat yang tepat. Setelah itu tiap perwakilan kelompok membacakan kalimat dari hasil diskusi kelompok mereka.</p>
2	Simulation	<p>Berdasarkan hasil interview guru menggunakan simulation dengan meminta siswa membawa beberapa item ke kelas untuk menciptakan lingkungan yang realistis yaitu siswa membawa perlengkapan yang mendukung perannya.</p>
3	Role play	<p>Berdasarkan hasil interview guru 2 menggunakan role play apabila didalam materi terdapat dialog juga biasanya meminta siswa untuk bermain drama.</p>
4	Brain Stroming	<p>Berdasarkan hasil interview guru 2 menggunakan brainstorming sebagai pendahuluan. Guru memberikan trik-trik kepada siswa sehingga siswa mempunyai perhatian kepada materi apa yang akan diajarkan guru sehingga mereka maksimal dalam belajar.</p> <p>Berdasarkan hasil observasi Sebelum memberikan materi yang akan diajarkan, guru terlebih dahulu mengferleksi materi yang telah dia ajarkan pada pertemuan sebelumnya. Guru meminta siswa untuk menyebutkan dan memberi contoh pada materi yang mereka dapatkan pada minggu lalu.</p>

5	Storytelling	Berdasarkan hasil interview guru meminta siswa untuk menceritakan pengalamannya yang tak terlupakan di depan kelas dihadapan teman-temannya. Menurutnya ini membantu siswa untuk melatih speakingnya.
6	Information Gap	-
7	Interview	Berdasarkan hasil interview untuk wawancara biasanya guru 2 gunakan pada saat ulangan harian untuk speaking. Dengan ini sebagai tolak ukur guru melihat kemampuan speaking siswanya.
8	Story Completion	-
9	Reporting	Berdasarkan hasil interview guru 2 menggunakan reporting pada materi news item jadi siswa diminta mengambil dari berita-berita atau Koran lalu siswa menyampaikan dengan bahasanya sendiri sesuai dengan apa yang mereka baca.
10.	Playing card	-
11	Picture Describing	Berdasarkan hasil interview picture describing sering digunakan pada kelas bawah karena materi speaking untuk kelas X masih agak mudah.
12	Find the differences	-
13	Picture Narrating	-
14	Playing ice ball	Berdasarkan hasil interview, guru 2 menggunakannya bola kertas yang terdapat

		<p>kata atau gambar yang akan di describe oleh siswa. Misalnya guru lemparkan bola tersebut pada siswa A kemudian dia harus mendescribanya, setelah itu dia lemparkan lagi bola tersebut kesiswa B lalu siswa B juga mendescribanya begitupun selanjutnya.</p>
15	Debate	<p>Berdasarkan hasil interview,</p> <p>Untuk debate, guru membagi siswa menjadi kelompok A, B, C dan D. Lalu guru beri mereka motion yang akan mereka debatkan. Jadi debatnya bukan seperti debate british, Jadi kelompok A itu didebat dari kelompok B apa kekurangannya. Jadi kelompok C ini yang akan mendebate apa yang disampaikan oleh kelompok A dan B sedangkan kelompok D itu yang debate semuanya. Dan ternyata siswa saling melengkapi, setelah satu orang bicara teman lain menambahkan.</p>



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SURAT KETERANGAN

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Widya Angraeni
NIM : 15 0202 0116
Semester : X (Sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 26 Juni 2020

Admin Turnitin PBI,

Mengetahui,
Ketua Prodi,



Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Widya Angraini

Nim : 15 0202 0116

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 Agustus 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
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SURAT KETERANGAN

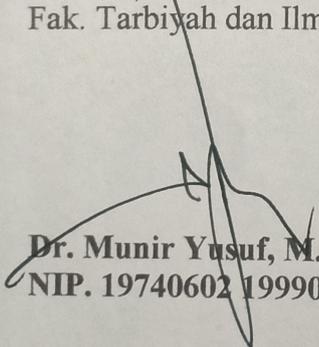
Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

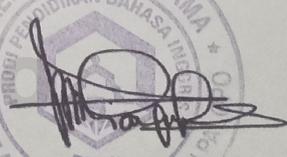
Nama : Widya Angraini
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Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Salutete/ 085 299 722 319

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 14 Agustus 2020
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Nomor : 4166 /In.19/FTIK/HM.01/10/2019

08 Oktober 2019

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Cabang Dinas Wilayah XI
(Palopo-Luwu-Toraja Utara)

di -

Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Widya Angraeni
NIM : 15 0202 0116
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2019/2020
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMAN 1 Palopo dengan judul: **“Teachers Strategies in Teaching Speaking Skill at SMAN 1 Palopo”**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Nurdin K, M.Pd.

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08 Oktober 2019

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di -
Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

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NIM : 15 0202 0116
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2019/2020
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Wassalamu Alaikum Wr. Wb.



Dekan,

Dr. Nurdin K, M.Pd.

NIP 19681231 199903 1 014



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

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IZIN PENELITIAN
NOMOR : 1333/IP/DPMPTSP/X/2019

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1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : WIDYA ANGRAENI
Jenis Kelamin : Perempuan
Alamat : Jl. Salutete Kota Palopo
Pekerjaan : Mahasiswa
NIM : 15 0202 0116

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

TEACHERS STRATEGIES IN TEACHING SPEAKING SKILL AT SMAN 1 PALOPO

Lokasi Penelitian : SMA NEGERI 1 PALOPO
Lamanya Penelitian : 10 Oktober 2019 s.d. 10 November 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 11 Oktober 2019
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014.

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat pelaksanaan penelitian