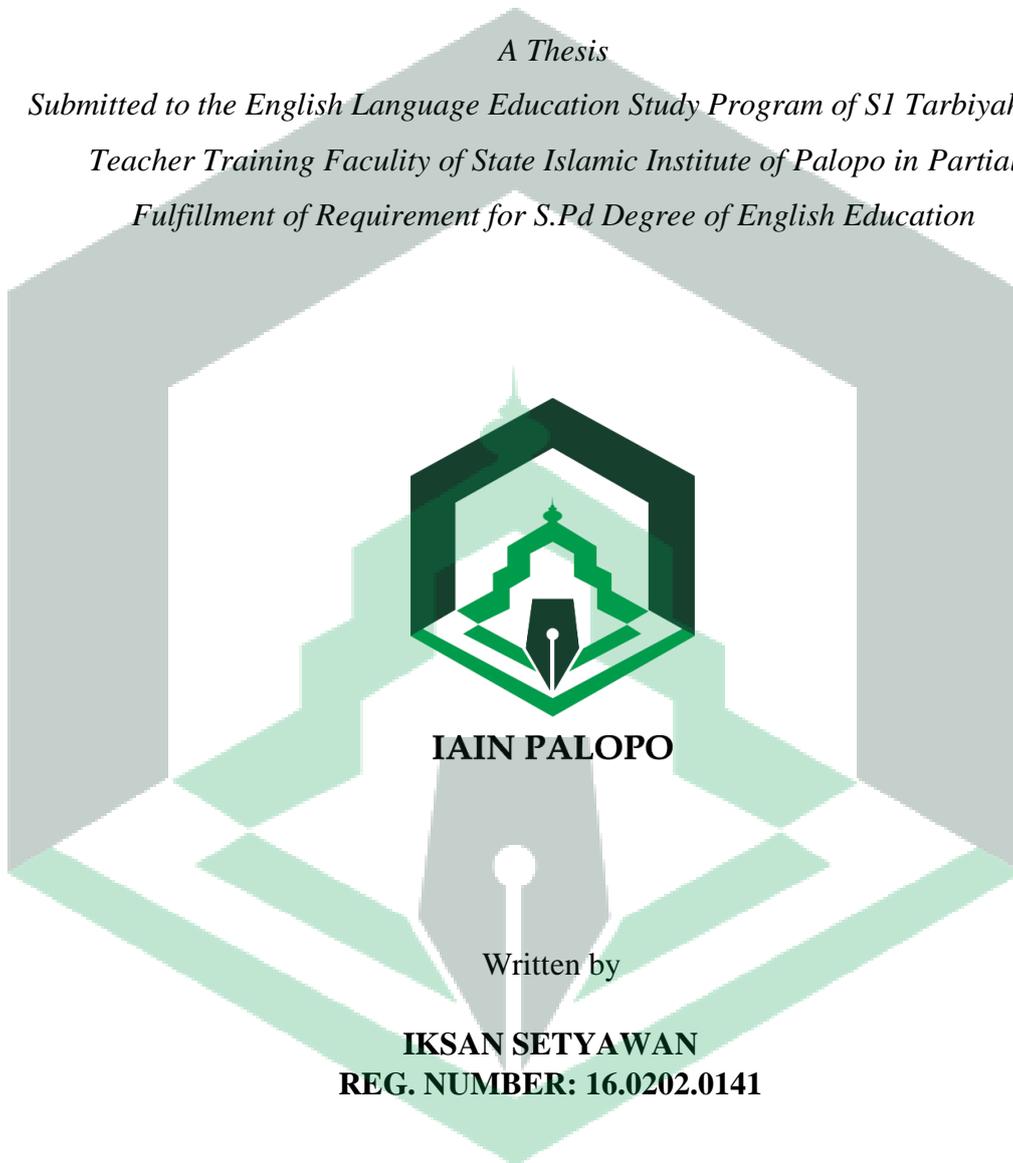


**THE TEACHER'S STRATEGY IN TEACHING SPEAKING
SKILLS AT JUNIOR HIGH SCHOOL NUMBER TWO
LAMASI**

A Thesis

*Submitted to the English Language Education Study Program of SI Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree of English Education*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO 2022**

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STATE ISLAMIC INSTITUTE OF PALOPO 2022**

THESIS APPROVAL

This thesis entitles *“The Teacher’s Strategy in Teaching Speaking Skills at Junior High School Number Two Lamasi”*, which is written by **Iksan Setyawan, Reg. Num. 16 0202 0141**, English Language Education Study Program of Tarbiyah and Teacher training faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Wednesday, June 8th 2022 M**, coincided with **Dzulqaidah 8th 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, June 8th 2022 M
Dzulqaidah 8th 1443 H

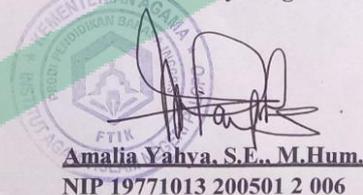
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Assalamu 'alaikum Warahmatullahi.Wabarakaatuh.

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Palopo, 20th April 2022



Iksan Setyawan

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ABSTRACT

Iksan Setyawan, 2022. *“the teacher’s strategy in teaching skill at junior high school number two lamasi”*. Thesis, English Language Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by H. Madehang, S.Ag., M.Pd and Yuyun Ruqiyat Said, S.Pd., M.Pd.

This study describes the strategies used by teachers when teaching spoken language at SMP Negeri 2 Lamasi. The purpose of this study was to find out what are the teacher's strategies in teaching speaking to students at SMP Negeri 2 Lamasi. This research is a qualitative descriptive study. The research was conducted at SMP Negeri 2 Lamasi. The subject of this research is an English teacher at SMP Negeri 2 Lamasi. Data was collected using three instruments, namely observation, interviews, and documentation. data was collected through observation, interviews, and documentation. Data analysis was carried out by transcribing audio and video into written form, identifying utterances to find out what strategies were used by English teachers at SMP Negeri 2 Lamasi, explaining strategies applied by teachers in teaching speaking at SMP Negeri 2 Lamasi. The results of the study concluded that the strategies used by teachers at SMP Negeri 2 Lamasi were first grade teachers, using the strategy of setting clear lesson goals, plenty of practice, and getting students working together. Secound grade teachers use the strategy of setting clear lesson goals, showing and telling, plenty of practice, providing students with feedback, getting students working together, and teach strategy not just content. Third grade teachers use the strategy setting clear lesson goals, questioning to check for understanding, plenty of practice, providing students with feedback, getting students working together, and teach strategy not just content.

Key Words: Teacher’s Strategies, Teaching Speaking

CHAPTER I INTRODUCTION

A. Background

Speaking has an important role in our life. By having good speaking skills, the students could be able to communicate with each other and develop them to be wise speakers both in the class and in daily life. There are many kinds of strategies that can be applied by teachers in teaching speaking. But the teacher should select the strategy that is appropriate to the student's needs and material. The strategy for teaching greatly affects the student's understanding in a process of learning.

Teaching is a way of conveying information about a topic that students could study. The purpose of the teaching process is for students to acquire knowledge and the ability to understand that knowledge. To achieve teaching goals, creative teachers in choosing teaching materials and strategies, making it easier for students to understand knowledge is the key. In addition, the role of the teacher is also important so that the learning process can run smoothly. One of the most important skills that a teacher must-have in the teaching process is the ability to use various teaching strategies. Teachers should be able to use a variety of teaching strategies to enable students to achieve the desired results in their learning. The teaching and learning process cannot function effectively if the teacher cannot use the right teaching strategies. The teacher's teaching strategy is very important because it helps students to speak English well. For this purpose, English teachers can apply various types of teaching strategies in the teaching and learning process. The strategy used must be based on the needs and interests of students. Teaching

strategies in speaking activities are very important to overcome students' speaking difficulties.

There are many strategies applied and developed in the teaching and learning process. The procedures which are used by the teacher have to match the student's ability and condition. The speaking strategies help the teacher to conduct teaching speaking better. The students can be said success in speaking skills when they have reached some points in the speaking activity. Characteristics of successful speaking activity, the first is learner talk a lot. This means they can express their ideas and what they thought by speaking a lot. The second is participation is even. In the learning process, the students are not only listening to what the speaker talked about, but also they respond with their opinion. And then motivation is high, students can motivate themselves to improve their speaking well. And the last speaking is of an acceptable level. Those points are should be tried by the teacher to build their students become that characteristics in the classroom activity.¹

Based on pre-observation, the researcher found that Junior High School Number Two Lamasi applied teaching strategies in English learning and make the students easier to understand English. Therefore, teaching strategy is important, because it influenced students in learning. The suitable and appropriate teaching strategy in some research can improve students' ability and improve their scores. So, teaching strategy is a basic to teach for teacher. In addition, this school is also concerned with students having multilingual skills in daily life. That is why the

¹Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), 120.

research about teaching strategy can be a reference for schools in order to develop and improve schools' qualities.

So far, based on those explanations above, the researcher is interested in taking the research which is entitled ***“The Teacher’s Strategy in teaching Speaking Skills at Junior High School Number Two Lamasi”***.

B. Problem Statement

Based on the result of the observation explained in the background above, the researcher formulated the following questions: ***“What Are The Teacher’s Strategies In Teaching Speaking Skill at Junior High School Number Two Lamasi?”***

C. The Objective of The Research

Based on the statement, The researcher finds the objective of this research; it is ***“to investigate what strategy does the teacher apply in teaching speaking at Junior High School Number Two Lamasi.”***

D. Significance of The Research

The results of this research are expected to contribute practically and theoretically:

Practically this research is expected to:

1. Students

It can help students to increase new vocabulary and improve their speaking skills and also gave several new methods to be active in speaking English.

2. Teacher

It can help teachers to be more creative and innovative in teaching speaking.

Theoretically are expected to be a reference for the other researcher who wants to do the research.

E. Scope of The Research

To avoid the prevalence of research discussion, it is very important to limit the following:

1. Discipline, this research is based on the teacher's strategy in teaching speaking skills in linguistics. With applied learning, teachers can implement various teaching strategies that can help students speak well. The strategy could be used based on the interests and needs of students observed at school.
2. Based on its contents, this research could find out the most frequently used teacher strategies in teaching speaking skills to students of SMPN 2 Lamasi.

F. Definition of The Key Terms

Based on the title, "*The Teacher's Strategy in teaching Speaking Skills at Junior High School Number Two Lamasi*", the researcher gives some definitions as follows:

1. The teacher's strategy is the real action and plan of the teacher in teaching in the classroom.

2. Speaking skill is one of the productive skills used by many people for the purpose of building and sharing information with one another.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

In this research, The researcher finds research related to this research as follows:

1. Khaira Maulidar, Sofyan A. Gani, & Iskandar Abdul Samad have done research on the strategies used in teaching speaking and the problems faced by the teacher during a teaching process at BP2IP Malahayati Aceh. It also investigated the students' responses to the teachers' strategies by involving two English teachers and two classes of 58 students. To gain the needed data, the researchers used classroom observation, interviews, and questionnaires as research instruments. Classroom observation and interviews were used to identify the teachers' challenges and also strategies in teaching speaking, and questionnaire was utilized to collect the data about students' responses towards the strategies. The results showed that the teachers used five strategies in teaching speaking for cadets in *BP2IP Malahayati Aceh*, namely: role play, drilling, games, describing picture, and also discussion group. Moreover, three common obstacles were found during teaching process; limited vocabulary, improper pronunciation, and less confident of the students. This study also showed that students' responses towards the strategies were positive.²

²Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad, *Teacher's Strategies In Teaching Speaking For Cadets*, English Education Journal (Eej), 10(1), 80-94, January 2019.

2. Research by Devi Widyaningsih & Rr. Hasti Robiasih aims to (1) to describe the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and (2) to find out how the English teacher applies the strategies in teaching speaking. This research is descriptive and qualitative in the form of a case study. The data were collected from observation and video recordings of XI IPA 1, XII IPA 2, and XI Bahasa. The data were transcribed, identified, described, and analyzed by using the theory of Shaun Killianof on strategies in teaching speaking. The results indicate that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process because the implementation of those strategies was sufficiently executed.³
3. Tifani Anis Saliha's research aims to find teachers' strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course Kampung Inggris-Pare. The result of the research showed that teachers used four strategies to make students participated in learning to speak. The areas of speaking knowledge that were facilitated by the teacher's strategies were the mechanic, function, and social-cultural norms. The strategy that dominates that used by the teacher in

³Devi Widyaningsih & Rr. Hasti Robiasih, *Teacher's Strategies In Teaching Speaking Skill For Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta*, Journal of English Language and Language Teaching (JELLT), Vol.2, No.1, 2018.

speaking knowledge areas is recognizing script. the strategies applied by English teachers were appropriate in teaching speaking at The Daffodils English Course because those strategies had the priority to make students speak a lot and make them participate by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking. The researcher suggested for other researchers use the other creative strategy to compare the result of the success strategies.⁴

4. Agung Ginanjar Anjaniputra, This study aims to describe the teacher's strategy in teaching speaking to students at the secondary level and recognize student responses. used an English teacher and a class of 22 students to profile teacher speaking strategies to students at the secondary school level and identify student responses to these strategies. During the data collection process, oral language teaching strategies were identified through classroom observations and interviews, and questionnaires were administered to students to obtain data on their responses to the strategies in a descriptive research framework. The results showed that the strategies used by the teacher were cooperative activities, role playing, creative tasks and exercises. At the same time, students responded to strategies, responded positively to strategies to help them speak, and emphasized the oral presentations of participating students.⁵

⁴Tifani Anis Saliha, *Teacher's Strategies In Teaching Speaking At Tha Daffodils*, Simki-Pedagogia Vol. 01 No. 09 Tahun 2017.

⁵ Agung Ginanjar Anjaniputra, *Teacher's Strategies In Teaching Speaking To Students At Secondary Level*, Journal of English and Education 2013, 1(2), 1-8

5. M. Arif Rahman Hakim, This study aims to describe English teachers in Indonesia who are experienced in oral teaching, relevant to challenges and strategies for the teaching and learning process of introverted students. According to the results of the study, it could be concluded that teachers are advised to apply discussion, role-playing, storytelling, and interviews. In addition, the teacher must also understand the student's personality, because by understanding the student's personality, the teacher can apply appropriate learning strategies to be applied in the classroom.⁶

Based on the results of the five previous studies, the researcher stated that the five studies had the same discussion about teaching strategies in teaching speaking as this study. However, this study will differ from the five previously mentioned studies. Among them, the first research differs in terms of the strategies applied, namely role play, drilling, games, picture describing, and group discussion. And this research also discusses how students respond to the strategies implemented by the teacher. Furthermore, the second research, has differences in terms of findings in the field. If in the study the researchers found seven strategies used by teachers in the teaching and learning process out of ten strategies for teaching speaking, then this study found only six strategies were applied by teachers.

The third research has the first difference in terms of the research location, namely the English language course. Then the second difference is in terms of the

⁶M. Arif Rahman Hakim, *Teachers' Strategies In Teaching Speaking Lessons*, MADANIA Vol. 21, No. 1, Juni 2017

implementation of strategies by the teacher, namely script recognition, minimal response, language to talk about language, and drilling. Furthermore, the fourth research differs in terms of the strategies used by teachers in teaching and learning. This study discusses four strategies, namely cooperative activities, role-play and simulations, creative tasks, and drilling. And this research also discusses student responses. And the fifth research has a difference in terms of the strategies discussed, namely increasing student discussion, forming role plays, making storytelling, and training interviews. And this research is limited only to students who are introverted.

B. Some Pertinent Ideas

1. Speaking Skill

Tarigan defines speaking is a language skill that is developed in a child life, which is produced by listening skill, and at that period speaking skill is learned.⁷ Speaking is one of the four basic competencies that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language itself. Most of the students get difficulties speaking even though they have a lot of vocabulary and have written them well.

Speaking is a productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message, and the

⁷Tarigan & Hendri Guntur, *Metodologi Pengajaran Bahasa*, Edisi 1. Bandung: Penerbit Angkasa, 1991.

feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Hamer defines oral competence as the ability to speak fluently, which presupposes not only an understanding of the characteristics of language but also the ability to process information and language "on the spot". This requires the ability to cooperate in the management of speaking turns and nonverbal language. It happens in real situations and there is little time for detailed planning. Therefore, to achieve the goal of conversation, fluency is needed.⁸

Cameron points out that it is also important to organize the speech so that the interlocutor can understand what the speaker is saying. Spoken language is important for language learners because it is the first form of communication. They must be able to speak English accurately, fluently, and acceptable in everyday life.⁹

Wallace stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better how to require the ability to converse or to express their ideas fluently with precise vocabulary and good or acceptable pronunciation.¹⁰

In speaking, people are expected to communicate their ideas, feelings, and opinions. The goal is to create comfortable social interaction and good communication among participants. In line with the statement, Revola stated that

⁸ Harmer & Jeremy. *The practice of English language teaching*. Pearson longman, 2007. 269

⁹ Cameron & Lynne. *Teaching languages to young learners*. Cambridge university press, 2001. 41

¹⁰Wallace & D'Arcy-Adrian, *Junior Comprehension 1*. England: Longman, 1978.

students are reluctant to speak English because of the lack of vocabulary and phrases to express their ideas in English.¹¹

From the explanation above, the researcher concludes that speaking is a process of communicating verbally and sharing thoughts and feelings. Speaking involves various skills such as vocabulary, pronunciation, accuracy, and fluency. Students need to master all these elements. Speaking, especially speaking a foreign language, is an activity that is needed by learners of all ages because through this activity one can also understand what other foreign-language speakers are saying.

2. Teaching Speaking

"Teaching speaking" means teaching students to produce English pronunciation and pronunciation patterns. They must use word and sentence stress, intonation patterns and second language rhythms. In addition, students must choose the right words and sentences based on the appropriate social context, audience, context, and topic. Once selected, they must organize their thoughts in a meaningful and logical order and use language as a means of expressing values and judgments. The purpose of teaching spoken language is to improve communication efficiency. Students must be able to make themselves understood, take advantage of existing abilities as well as possible. They should try to avoid confusing information due to incorrect pronunciation, grammar or vocabulary, and follow the social and cultural rules that apply to every communication situation.

¹¹Y. Revola, *An Analysis of Students' Problem in Public Speaking*, (Thesis English Department of Tarbiyah Faculty, IAIN Bengkulu, 2012), 13.

Students need strategies to obtain material from the teacher. The strategy used by the teacher must be in accordance with the abilities and conditions of the students. Oral strategies help teachers teach speaking better. Using minimal response means the teacher tries to help students who are silent in class to create a response in any communication. In identifying scripting strategies, teachers teach students to use appropriate scripts in different contexts to exchange information with others. The last is to talk about language in terms of language. Even if students cannot understand the language of the other person, they should not be embarrassed. They should try to clarify. Speech errors often occur, but these mistakes lead students to create better speaking skills.

Speaking is an oral communication carried out by someone with other persons to say something. It is a 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.¹² Furthermore, Nunan points that learning to speak in a second language could be facilitated when learners are actively engaged in attempting to communicate.¹³ 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.¹⁴ Moreover, Valette states that at functional level, speaking is making oneself

¹²Brown, H.D, *Teaching by Principles And Interactive Approach To Language Pedagogy*, San Fransisco: Longman, 2001.

¹³Nunan, D, *Language Teaching Methodology*, New York: Prentice Hall, 1995.

¹⁴ Summers, D, *Longman Dictionary Of Contemporary English*, Harlow: Longman, 2003.

understood.¹⁵ 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.¹⁶

The purpose of teaching speaking is to improve the oral production of the students. Richards and Renandya say that since the goal of language teaching is to provide learners with the communicative competence, classroom activities seem to be an important component of a language course. Therefore, the teacher should consider some aspects in designing and administering such activities which can make the students easier to learn.¹⁷

3. Principles of Teaching Speaking

In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things.¹⁸

First, according to Green, teachers use the instinct or experience, depending on the teacher's qualification, to choose interesting topics in order to draw students' attention and make inspiration and make inspiration. Productive skills cannot be develop beyond meaningful contexts. In addition, unreal contexts cannot help students get involved in such real life activities as job and academic setting.¹⁹

¹⁵Valette, R.M., *Modern Language Testing*, New York: Harcourt Brace Jovanovich, 1983.

¹⁶Chaney, A.L., & Burk, T.L., *Teaching Oral Communication In Grades K-8*, Boston: Allyn And Bacon, 1998.

¹⁷Richards, J., & Renandya, W., *Communicative Language Teaching Today*, RELCP. Singapore: SEAMEO Regional Language Center, 2005.

¹⁸Nguyen ThiTuyetAnh, M.A, *The Key Principles For Development of Speaking*, International Journal On Studies In English Language And Literature (IJSELL) Volume 3, Issue 1, January 2015.

¹⁹Green, J. *Changing Conception About Teaching: The Use of Portfolios With Pre Service Teacher*, *Teacher Education Quartely*, 22(2), 1995. 43-45.

Second, Harmer in his writings says that teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. Teachers can ask if anyone knows about the topic and can therefore tell the others about it before the activities start. In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson. Also, teachers can ask students to make guesses about the content and to discuss what happens which inspire students' curiosity and their wanting to find out the truth. So they have a reason to attend to the lesson and to talk for themselves. Additionally, teachers can ask several guiding questions before the activity and provide necessary information without telling what students have already known to create stronger motivation.²⁰

Third, Harmer also said motivation is raised in a lesson also by the fact that teachers help to create a relaxed, nonanxious atmosphere which helps even weak and reluctant students. This can be done through some activities such as playing guessing games, doing the rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first. In the case students feel fear of mistakes, teachers can encourage them to take risk and focus on content rather than form.²¹

²⁰Harmer, J. *The Practice of English Language Teaching, Second Impression*, Longman, 2002.

²¹Harmer, J. *How To Teach English, Fifth Impression*, Longman, 1999.

Fourth, teachers should give appropriate level of difficulty, not too difficult nor too easy for students may feel bored.

Finally, teachers had better employ meaningful learning with meaningful activities relevant to the real-life to get students to talk about themselves.

4. *Teacher Strategies*

Teachers' strategy is a series that is planned and organized by the teachers and applied in the activities included'ses the use of methods and utilization of various resources or strengths in a study. The strategy is designed to achieve a certain learning goal. In order to learn the skill in English, the strategies are useful in the class activity and also in out-of-class situations. Teaching strategies are very essential since they determine the success of teaching process. A teachers' strategy should be interesting and can take students' attention. The students can benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items.²²

5. *Strategies in Teaching Speaking*

In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak correctly. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking.²³ The strategies are as follows:

²²Linse, C., & Nunan, D., *Practical English Language Teaching: Young Learners*, New York: McGraw Hill, 2005.

²³Killian, S. *Top 10 Evidence Based Teaching Strategies*, 2015. <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/> (diakses february 2022).

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 could be unclear. Clear lesson goals help teachers (and students) to focus every other aspect of a lesson on what matters most.

2. Showing & Telling

The teacher 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. Teacher 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 teacher's show and tell. Teacher can then refer to it one more time at the end of the lesson.

5. Plenty of Practice

Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If 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

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 capable 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, teacher needs to teach them how to attack unknown words, as well as strategies that could 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

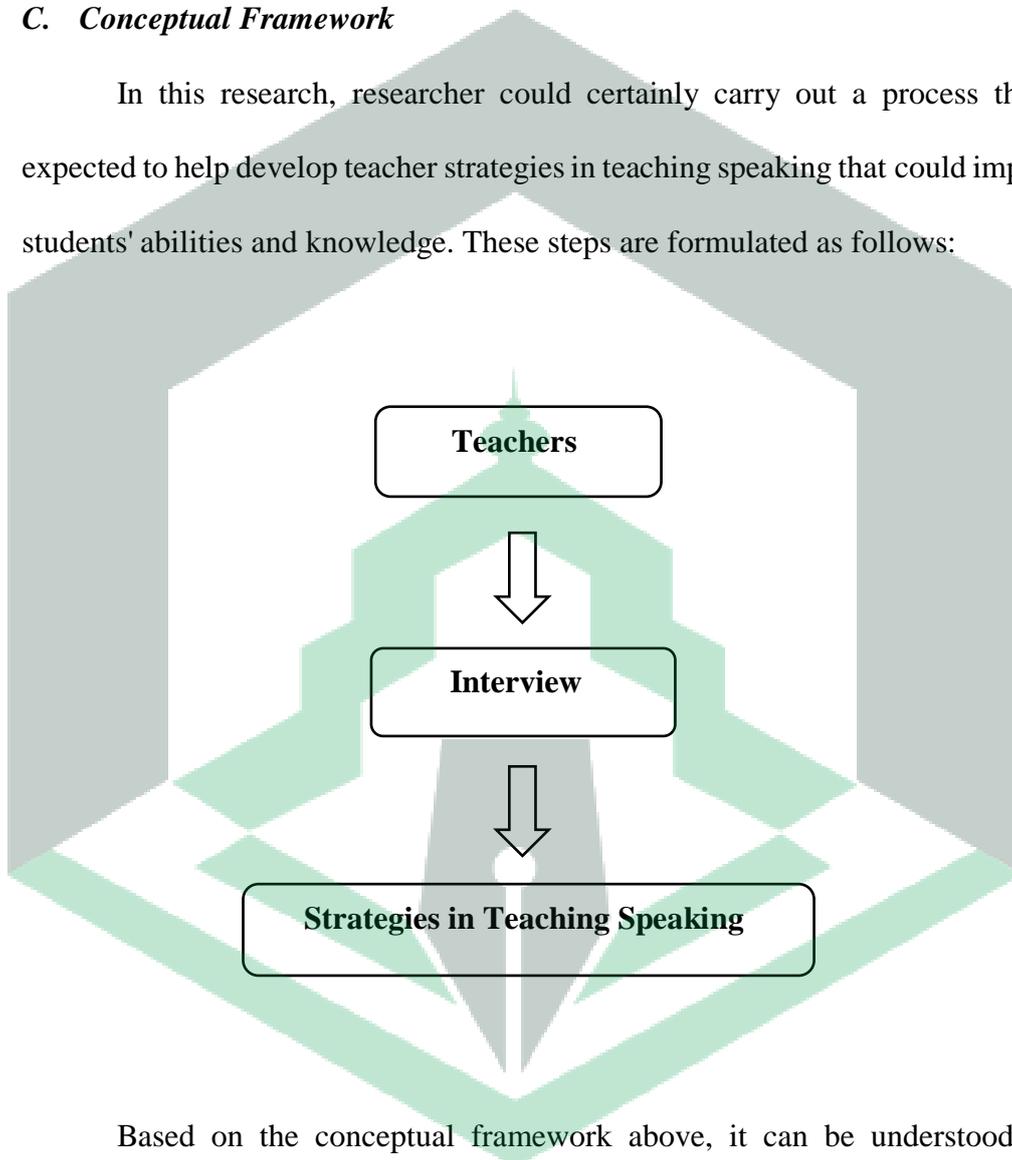
Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as making connections when reading or self-verbalizing when solving problems. Encouraging students to adopt strategies is important, but it is not meta-cognition. 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.

From the explanation above, it can be concluded that an teacher really needs to have a strategy in the teaching and learning process. The right strategy can help

students achieve their speaking goals. Applying the right strategy can help students achieve the target language.

C. Conceptual Framework

In this research, researcher could certainly carry out a process that is expected to help develop teacher strategies in teaching speaking that could improve students' abilities and knowledge. These steps are formulated as follows:



Based on the conceptual framework above, it can be understood that interviewing teachers is to find out what strategies are used in the teaching and learning process. Strategies Especially in improving students' speaking skills. In this study, three teachers were interviewed. They are first-grade teachers, second-grade teachers, and third-grade teachers. And the three teachers applied strategies

that were deemed appropriate to the needs of student participants. This is very important because the condition of students is the main component before the teacher applies one or more strategies. In other words, based on interviews, the teacher's strategy in teaching speaking can be obtained.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research is descriptive qualitative in the form of a case study that could use observations, interviews, and documentation in data collection. This could be done to observe the teacher's strategy in teaching speaking. This research could be carried out at SMPN 2 Lamasi.

B. Site and Subject

This research subject is English teachers of SMPN 2 Lamasi. In this case, the researcher could focus on investigating the teachers' strategy in teaching speaking skills at SMPN 2 Lamasi because the students of this school have appreciation and support for this research.

C. The Instrument of The Research

In this research, the researcher could utilize three instruments; those are observation sheets, interviews, and documentation.

1) Observation

This instrument could be used to observe what strategies teachers use in teaching speaking before conducting several interviews with teachers and documenting teaching and learning activities in school.

2) Interview

This instrument could be used to find out the students' perception of the teachers' strategy in teaching speaking to students at SMPN 2 Lamasi. It contains some interview lists which could be given to the students at the last meeting after the teacher applies her strategy. Besides that, this instrument could be used to interview the teachers as well.

3) Documentation

This instrument could be used to get the grade of teachers' strategies in teaching speaking. It can be data, pictures, or videos from the learning-teaching activities.

D. Procedures of Collecting Data

The procedures for collecting data in this research could be:

1) Observation

The researcher could observe the strategies used by teachers in teaching speaking in the learning process. The researcher could collect data from teacher strategies applied in schools by paying attention to students' speaking skills.

2) Interview

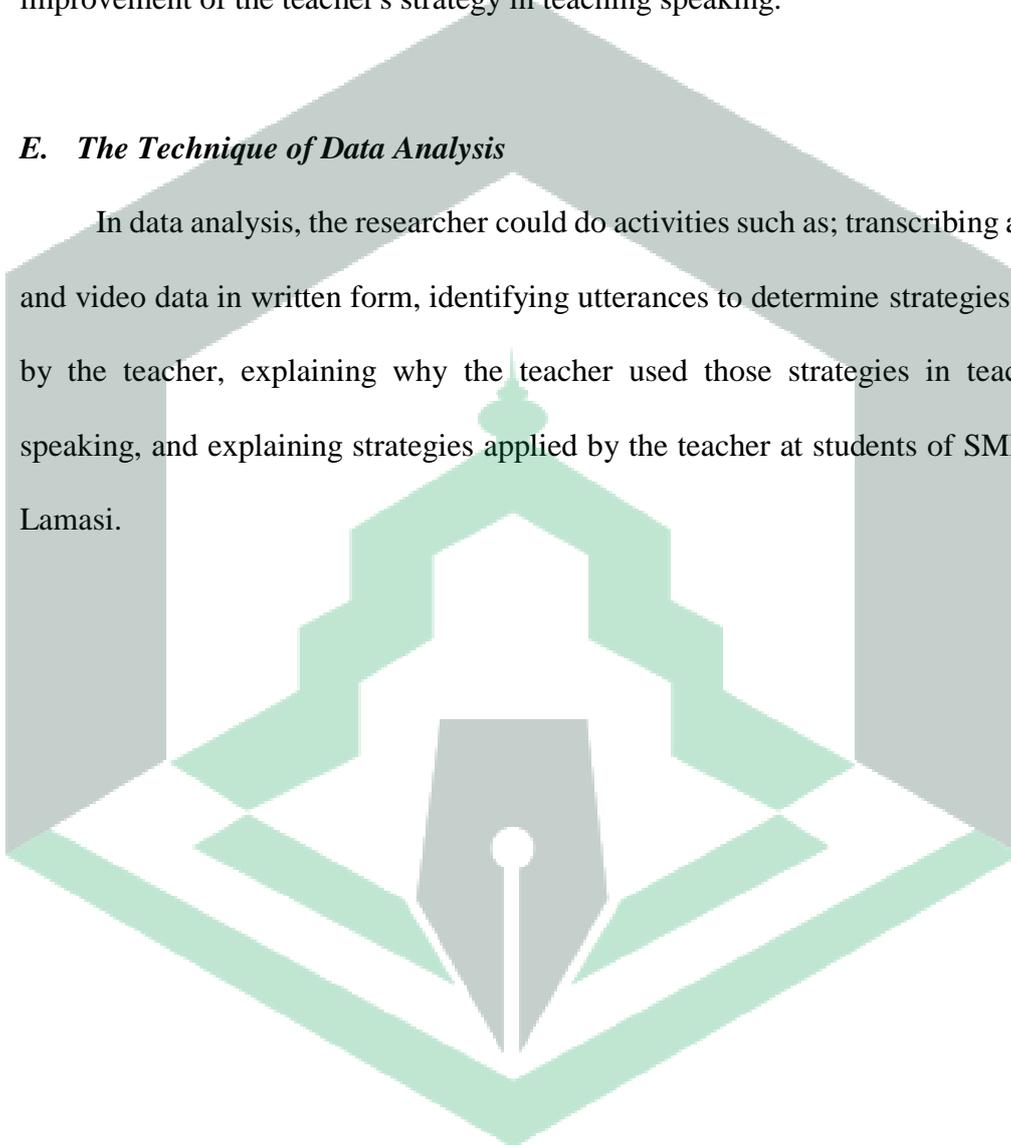
After observing the teacher's strategy in teaching speaking. The researcher could collect data by interviewing teachers and students to find out the level of teaching strategies in teaching speaking. The researcher could provide several lists of interviews based on the results of observations made in the first procedure.

3) Documentation

After interview with teachers and students, the researcher could collect data by taking some documentation in the form of pictures or videos to find out the improvement of the teacher's strategy in teaching speaking.

E. The Technique of Data Analysis

In data analysis, the researcher could do activities such as; transcribing audio and video data in written form, identifying utterances to determine strategies used by the teacher, explaining why the teacher used those strategies in teaching speaking, and explaining strategies applied by the teacher at students of SMPN 2 Lamasi.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Teacher's Strategies In Teaching Speaking

Base on general findings on teachers strategies in teaching speaking this is an interview question to see the teacher's way or strategy in teaching speaking. Researcher need to know more about the strategy implemented by teachers in these schools. To analyze the data easily the researcher use the symbols T₁ (first-grade Teacher), T₂ (second-grade Teacher), and T₃ (third-grade Teacher).

No	Strategies In Teaching Speaking	T ₁	T ₂	T ₃
1	Setting Clear Lesson Goals	√	√	√
2	Showing and Telling	-	√	-
3	Questioning to Check for Understanding	-	-	√
4	Summarizing New Learning in Graphical Way	-	-	-
5	Plenty of practice	√	√	√
6	Providing student with feedback	-	√	√
7	Being flexible about how long it takes to learn	-	-	-
8	Getting student working together	√	√	√
9	Teach strategies not just content	-	√	√
10	Nurture meta-cognition	-	-	-

a. Data From Interview

The researcher asked the questions and answer of the participants as below:

1. lesson plans help teachers to make learning run systematically, make it easier for teachers to analyze student learning success, besides that it can also make it easier for teachers to deliver material, organize learning patterns well, save time and energy, and also as evaluation material as well as reflection for teachers and students. Therefore, researcher need to ask the following questions:

“Do you make syllabus and lesson plans in teaching?”

T₁ said when carrying out learning, he used lesson plans in accordance with existing rules. then T₂ also uses lesson plans when it is finished with class conditions. but sometimes don't use RPP if you feel it's not possible to use it. then T₃ said using lesson plans when teaching and adjusting to class conditions. As for the type of lesson plan used by the teacher at the school, it is a one sheet lesson plan.

As for the learning steps, namely starting with preliminary activities by saying greetings, after that it is continued by linking the learning material with the experiences of students, and then conveying the motivation about what can be obtained from studying the material. After the introductory activity, it is continued with core activities which include literacy, critical thinking, collaboration, communication, and creativity activities. and in the closing activity, students are expected to make a summary or conclusion of the lesson and the teacher concludes about the important points that arise in the learning activity.

2. The teacher is one of the keys to success in learning. When teachers cannot teach effectively, learning does not occur effectively. Thus, effective learning is strongly influenced by the character of an effective teacher. Especially in learning English, English is a compulsory subject for junior high and high school students. In addition, English is also an international language and of course English is needed both in education and outside of school. According to Dincer, Goksu, Takkac, and Yazici, there are four types of effective English teacher roles, namely social-emotional skills, pedagogical knowledge, subject knowledge, and personality traits.²⁴ Therefore, it is necessary for the researcher to ask the following questions:

“Do you use English when teaching in class?”

The teacher is a teacher as well as a guide for each student. Therefore, teachers must have good qualities so that they can be role models for every student. This also applies to the process of learning English. Whether learning English at school or in a course institution, the teacher has a great influence on the outcome of the learning process. In the process of learning English for beginners, the role of the teacher is much more important than the process of learning advanced English.

In basic English classes, students' understanding of English in general is still very basic. This is why the teacher's role in learning English for beginners is a very important factor. Therefore, T₁ said that in the teaching and learning process they do not always use English, because they see conditions that can make it difficult for students to understand the lesson. Even more dominant using Indonesian. While T₂

²⁴ Dincer, A., Göksu, A., Takkaç, A., & Yazici, M. Common characteristics of an effective English language teacher, *International Journal of Educational Researchers*, 4(3), 1-8, 2013.

in the teaching process also does not always use english, sometimes even uses regional languages to make it easier for students to understand the lesson. Then T₃ sometimes combining indonesian and english. But it is more dominant to use english when teaching in order to train students to get used to english.

3. By using teacher learning strategies, it could be easier to identify information and manage step-by-step learning that could be carried out effectively. Learning could be student-centered, with the teacher acting as a facilitator to manage to learn. Therefore, it is important for the researcher to ask the following questions:

“When carrying out the teaching and learning process in the classroom, do you apply learning strategies to improve students' speaking skills? If so, what learning strategies did you apply?”

In improving students' speaking skills, of course, a good strategy is needed for teachers to use in teaching. Of the various existing strategies, T₁ applies three strategies in teaching speaking as shown in the table above, namely; Setting Clear Lesson Goals ensuring that students can understand the material as a lesson objective, Lots of Practice stimulating students to get used to speaking English, and Making Students Work Same in order to increase students' confidence to practice speaking English.

T₂ in improving students' speaking skills, he uses six strategies, namely Setting Clear Lesson Goals so that students can understand the lesson objectives, Showing and Telling to make it easier for students to understand the material because they can see examples, plenty of practice to make students accustomed to

speaking English, Giving feedback to students to stimulate students to speak English, Making students work together to grow students' confidence in doing exercises and Teaching strategies are not just content can increase students' understanding in solving problems.

T₃, can be seen in the table above, it applies six strategies in teaching speaking, namely, the first is Setting Clear Lesson Goals could make students understand the material well, Questioning to Check for Understanding to ensure that students have understood the lesson, Plenty of practice can train students to speak english, Providing students with feedback can stimulate students to grow interest in speaking english, Getting students working together can increase students' self-confidence, and Teach strategies not just content makes it easier for students to understand the material.

4. In teaching, teachers need learning strategies to deliver the material, when choosing learning strategies, teachers must understand the characteristics of the material being taught. Teachers are expected to be able to use and modify various learning strategies. Therefore, the researcher asked the following questions:

“Why are you interested in using this strategy?”

T₁ said that the teacher's ability to understand learning styles and student characteristics, the ability to understand the material, the treasury of books on learning styles, the creativity of the teacher in modifying learning strategies can assist teachers in determining what strategies are relevant to students, because in teaching speaking, especially in his current condition, he felt the strategy was relevant to use.

T₂ said, in teaching, the teacher must be able to understand the character. In this case, the lessons to be taught and the lessons to be able to interact with students, the teacher must know the students both in terms of the child's character and the learning style of the child, Amani, the selection of learning strategies must be oriented to the learning objectives to be achieved, adjusted to the type of material, the characteristics of students, and the situations and conditions in which the learning process takes place.²⁵

Meanwhile, T₃ answered, In teaching, the teacher needs a learning strategy to deliver the material, and when choosing a learning strategy, the teacher must understand the characteristics of the material being taught. Taught and expected to be able to use various learning strategies and modify these strategies according to student learning styles so that the teacher's teaching style and student learning style are consistent, Alawiyah as a facilitator, teachers must be able to apply various methods and strategies when teaching.²⁶

5. One of the obstacles faced by teachers in teaching is that teachers must be able to adapt their learning strategies for each lesson according to the learning styles of their students, so that learning is more effective and meaningful. In addition, the average obstacles faced by teachers are almost the same, namely in the condition of class conditioning in the learning process, the number of students

²⁵Siregar, Yulinda. *Kompetensi guru dalam bidang strategi perencanaan dan pembelajaran Matematika*, Formatif: Jurnal Ilmiah Pendidikan MIPA 3.1 (2015).

²⁶Alawiyah, Faridah. *Peran guru dalam kurikulum 2013*, Aspirasi: Jurnal Masalah-masalah Sosial 4.1 (2013): 65-74.

in one class is quite a lot and the level of intelligence is different, so teachers are required to make learning not boring.

In addition to conditioning, teachers must also be able to modify the learning strategies that could be used in teaching to accommodate students' learning styles, when teachers understand students' learning styles, the material could be more easily communicated and students could focus on learning. learning choices, the right strategy. Characteristics of students, choice of learning media, infrastructure, etc. These obstacles can come from within the teacher, such as the teacher's lack of understanding of the material being taught, the smallest treasure of textbooks, as well as creativity and creativity. Lack of honing teacher skills. At the same time, obstacles from outside the teacher can be in the form of a school environment that does not support the implementation of learning, facilities and infrastructure that do not support learning, etc. Therefore, the researcher asked the following questions:

“What difficulties or obstacles do you often encounter when learning takes place using this strategy?”

The difficulty faced by T₁ is that there are some students who are less able to understand the material given due to a lack of basic knowledge about speaking, making it difficult for the teacher to present the teaching materials listed in the educational curriculum. The difficulties experienced by T₁ were also felt by T₂ in terms of students' basic knowledge of speaking material. However, there are some differences in the difficulties faced by T₂, T₂ has difficulties with inadequate learning media so that it prevents teachers from innovating in providing teaching

materials. T₃ has a problem in an aspect that probably all teachers feel that way in teaching speaking, namely the lack of vocabulary possessed by students which makes teachers have to think more creatively when teaching.

6. Students' interest in learning is influenced by various factors, including students' dissatisfaction with English based on their own abilities, due to limited vocabulary mastery. The sentence structure is different from Indonesian. Reluctance to memorize vocabulary can make it more difficult for students to learn English. Teacher teaching methods and methods. This method plays an important role in the learning process. The right approach could help students master the material easily. The teacher also determined that the students had low interest in learning English. A fierce and patient teacher of material delivery could make all the difference. Students are afraid of murderous teachers. There is fear in every classroom. This makes students lazy to study. Also, too closed off. This causes ignorance to arise in every student's mind. This makes the researcher ask the following questions:

“Do students like your strategy?”

T₁ said that some students were less enthusiastic in the learning process, this might be caused by various factors from inside and outside the school. However, most of the students gave a good response in receiving learning. In contrast to T₂ who applies learning strategies with audio and video media such as playing English music. Because this can help students to add new vocabulary and be able to pronounce them. In applying the learning strategy, T₃ said that some

students liked the strategy applied because it could improve students' speaking and some did not like it because they were lazy in memorizing vocabulary.

7. Teachers have a great influence on students, especially in developing their abilities in academic and non-academic fields. Because in the teaching and learning process, students can also have and master the expected competencies in terms of intelligence, attitude, and mobility. Therefore, to develop student competencies, teachers must have learning strategies that can be incorporated into the teaching and learning process.

Strategy is the arrangement or method of teachers developing student achievement to achieve goals. Achieve these goals by using teachers and optimal time. In teaching and learning activities, strategy is an approach that the teacher must take when explaining the topic of the scope of the school, including attitudes, skills, or giving students their own experiences to make it easy to develop their learning potential. Learning outcomes in every teaching and learning activity is the main goal of the teacher or student. Therefore, the researcher asked the following questions:

“How is student achievement after the strategy is applied?”

Looking at the current learning situation and conditions, T₁ said that only a few students were able to receive the material well and it was also due to the limited hours of lessons that made student achievement not increase and even some decreased. T₂ said that the implementation of the strategy carried out by T₂ made student achievement increase. This is because students really like the strategy applied by T₂. Furthermore, T₃ in implementing his teaching strategy has a positive

impact on student achievement who initially cannot speak English at all, finally with this strategy, the student is able to speak English little by little.

8. Everyone must have a plan, planning is a process of thinking and making decisions well, this could help deal with situations that could occur in the future. Therefore, the researcher presents the following questions:

“What are your future plans to motivate and improve student achievement through learning strategies?”

The plan to motivate and improve student achievement through learning strategies could later adjust the existing situation and conditions in accordance with applicable rules, and see the needs of students, said T₁. While T₂ hopes that in the future school facilities can be adequate in learning. Because what students need is direct practice especially in learning speaking, also to make it easier for teachers and students in the teaching and learning process. In contrast, T₃ said that in the future he wanted to implement classroom activities that use English as a language in interacting in the classroom as a whole according to conditions in order to improve students' English speaking skills.

B. Discussion

Based on the findings, it can be understood that at junior high school number two Lamasi, the teacher uses seven strategies in teaching speaking:

1. Setting Clear Lesson Goals, in this strategy, the teacher communicates the learning objectives at the beginning of the teaching and learning process. Before starting the class, he asked the students to research what the teacher could explain.

The most basic component in the learning design process is to determine the objectives and competency standards to be achieved in the implementation of learning. Setting appropriate learning goals consists of several components. Teachers need to determine the student's point of need. Teachers should be aware that a number of students in the class will be at the same point of need. These students can be grouped together to work toward a common learning goal. This may not be the case for all high-ability students. Some high-ability students may need learning goals that are different to the rest of the class. Goal setting planning templates can help teachers set appropriate goals for their students. Students can also set their own learning goals. When students set their own goals, they have more ownership. This helps them to take more responsibility for progress towards their goals. High-ability students in particular may relish the opportunity to set their own goals. Providing high-ability students with a goal setting worksheet can help them to do this. This determination is important to do considering that learning that does not begin with the identification and determination of clear goals will lead to target errors. Strategy is a learning activity that should be done by the teacher or student in order to the aim of learning can be effectively and successfully. Yeasy and Suhono suggested that Strategy In learning English can be used to simplify learning English process since as a guidance and as a hint in teaching learning process for the teacher, while for the students it can be used to simplify learning process.²⁷

²⁷ Sari, Y. A., & Suhono, S. *Applying Transition Action Detail Strategy on Written Text of EFL Young Learners*. Jurnal Iqra': Kajian Ilmu Pendidikan, 2017 2(1), 1-24.

2. Showing and Telling, the teacher uses this strategy to inform the rules of the teaching and learning process. It is also used to share information about lessons. Tell and Show strategy is an activity of which the students write something very simple. Applying tell and show strategy help the students to begin their idea in written form. This strategy encourages students to write descriptive text effectively by telling something specifically. the benefits of the show and tell method in developing several aspects of language skills. These benefits include: children learn to speak and listen, become listeners and introduce themselves, make inquiries based on questions, make connections between children's responses to other children, anticipation and observation, practice critical speaking, practice storytelling, learn similarities and differences, use vocabulary, use descriptive language, say thank you, and increase self-confidence. show and tell is able to develop speaking skills or oral language skills and is very effective in introducing public speaking skills because it relates to the ability to ask questions and speak in complete grammar. There are several benefits of the show and tell method related to improving children's speaking skills. These benefits include, children can learn to speak and listen, practice critical conversation skills, practice storytelling, can use vocabulary, use descriptive language, are able to develop speaking skills or oral language skills, and are very effective in introducing public speaking skills.

Tell and Show Strategy is an activity that students should communicate with using specific detail and examples in order that what the researchers have presented is valid, more interesting and believable. Like the research that was also conducted by (Sitti Aisyah et.al, by applying the show and tell method to

improve speaking skills at school. The results of his research showed that the improvement of the speaking skills of fourth grade students at SD Negeri 032 Kualalu in the first cycle was sufficient, with an average of 65.38. Furthermore, out of 26 students, only 17 students completed, while the classical learning completeness was 74.38. In the second cycle, both with an average of 84.61 and 226 students who completed. While the classical learning completeness is 81.73. Thus it can be concluded that using the show and tell method can improve the speaking skills of fourth grade students at SD Negeri 032 Kualu.²⁸ In addition, the weaknesses of the show and tell method according to Ari Prasasti, are as follows:

(a). The use of the method must always be under the supervision of the teacher. This is because the show and tell method requires guidance if students have difficulty in telling the objects used, (b). The use of this method cannot be used in sudden conditions, this is due to the need for preparation of objects and experiences to be told, (c). The time allotted to do show and tell is limited. This is because the show and tell is done in turns, so that all children can appear, there should be enough time. Based on the description above, the show and tell method has advantages and disadvantages. Therefore, the use of the show and tell method must consider these advantages and disadvantages. Thus, it is hoped that the show and

²⁸ Sitti Aisyah, Yenni Fitrah Surya, dan Musnar Indra Daulay. *Peningkatan Keterampilan Berbicara Menggunakan Metode Show And Tell Di Sekolah*. Journal Edumaspu, Vol.5, No. 2, 2021.

tell method can stimulate aspects of child development, especially aspects of language including speaking skills.²⁹

3. Questioning to Check for Understanding, after the presentation, the teacher checks the students' understanding by asking other students to ask the presenter, while helping students who cannot ask the correct sentences. Checking for Understanding is the backbone of effective instruction. Checking for Understanding is the teacher continually verifying that students are learning what is being taught while it is being taught. provides the teacher the opportunity to improve learning based on student responses throughout the teaching and learning process. Using in “real-time” allows teachers to make crucial instructional decisions as necessary (like re-teaching) during lesson delivery.

Research-Based Strategies that All Teachers Should Know by emeritus professor of education Barak Rosenshine, effective instruction asks questions and checks responses of all students in order to help students practice new information and connect new material to their prior.³⁰ The article suggests that to practice new information, teachers must ask students questions while they are teaching. In a classroom-based experiment, a group of teachers was asked to increase the number of factual questions and process questions during guided practice. The results of this experiment showed that students who had these teachers achieved higher scores than students whose teachers did not ask multiple questions. Also, teachers

²⁹ Prasasti, A. *Peningkatan Keterampilan Berbicara melalui Metode Show and Tell pada anak TK kelompok B di TK ABA Kasihan*. (Skripsi: Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 2012)

³⁰ Rosenshine, B. *Principles of instruction: Research-based strategies that all teachers should know*. *American educator*, 36(1), 2012. 12.

who asked a large number of questions had higher student participation. Furthermore, teachers were able to assess if the students understood the content, which allowed the teachers to make modifications of the lesson or reteach when necessary. The art of questioning is central to the practice of teaching. Well-crafted questions are a great way for teachers to determine what students know, need to know, and misunderstand. Poorly crafted questions are a waste of time, for both students and teachers, because they do not provide students with an opportunity to think, nor do they provide teachers with information that they can use to plan instruction and intervention.³¹

4. Plenty of Practice, the teacher provides enough space for students to practice speaking using presentations. It provides opportunities for students to practice speaking and pronunciation skills. The teacher helps students to correct mistakes, such as when students cannot read a word correctly, the teacher helps students to read correctly, or sometimes the teacher asks other students to help him. Improving speaking skills is actually not difficult. It takes perseverance in learning and done regularly. However, there are some things that can be done to improve speaking skills, such as thinking in English. By doing this, of course, it helps increase our English vocabulary and can automatically help and make it easier for us to speak. The next thing you can do is train yourself to speak, by talking to yourself or giving a speech in front of a mirror. then the most important thing is to

³¹ Fisher, D., & Frey, N. *Checking for understanding: Formative assessment techniques for your classroom*. (ASCD, 2014), 36.

always read and listen to things related to english. And if it is possible to take an english course, that will be even better.

This research is also supported by research conducted by Devi Widyaningsih and Rr. Hasti Robiasih, namely Teacher Strategies in Teaching Speaking Skills to Class XI Students of SMA BOPKRI 2 Yogyakarta. Of the 10 existing strategies, teachers only use 6 strategies, including one of them, namely Plenty of Practice. In this section, the teacher helps students to practice pronunciation and provides opportunities for students to practice their speaking skills by asking questions to the presenter. Thus it can be said that by implementing this strategy, it can help students become active during the teaching and learning process, because the implementation of the strategy is applied in the learning process.³²

5. Providing students with feedback, in this strategy, the teacher provides feedback after the presentation. It's about the language used, PowerPoint, and how to present it. He made comments and informed the speakers of the shortcomings and asked them to make changes.

Feedback is any response regarding a student's performance or behavior. It can be verbal, written, or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it. It is essential that the process of providing feedback is a positive, or at least a neutral, learning experience for the student. Negative feedback can discourage student

³²Devi Widyaningsih & Rr. Hasti Robiasih, *Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 YOGYAKARTA*, Journal of English Language and Language Teaching (JELLT), Vol.2, No.1, 2018, 47-48.

effort and achievement. Instructors have the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated.

Providing feedback means giving students an explanation of what they are doing correctly and incorrectly, with the focus of the feedback on what the students are doing right. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work. When student feedback is given immediately after showing proof of learning, the student responds and remembers the experience about what is being learned more positively. If we wait too long to give feedback, the student might not connect the feedback with the learning moment.

The same thing was also found in research conducted by Angreni Babba, namely *Teacher's Strategies In Teaching Speaking Skill of the Eighth Grade Students at SMPN 8 Palopo*. The results of his research show that the strategies used by teachers are eight strategies, one of which is to provide students with feedback strategy. Feedback from the teacher is also important to stimulate students to speak English and should practice a lot so as to make students accustomed to speaking English. Thus the strategy is effective to improve students' speaking skills. For this reason, teachers need various strategies in the teaching and learning process.³³

³³Angreni Babba, *Teacher's Strategies In Teaching Speaking Skill of the Eighth Grade Students at SMPN 8 Palopo*, (Skripsi: IAIN Palopo, 2020).

6. Getting students working together, this strategy helps students to be easier and more confident in doing assignments or practicing speaking English. This is supported by research conducted by Marioara Patesan, that in order to achieve learning objectives in the classroom, teamwork or groups must meet their individual skills or competencies. The success of teamwork in team or group learning can be said to be successful if it is well planned, guided and observed carefully.

In the world of education, cooperation skills are important things that must be implemented in learning, both inside and outside school. Cooperation can accelerate learning goals, because basically a learning community always produces better results than several individuals who study individually. As the saying goes, two heads are better than one head, which means that with cooperation, students can develop self-confidence, add life experiences and increase social interactions that will help students in living their lives in the future. But in reality, the problem faced today is that student cooperation is not optimal.

The problem is that they go to school, but their way of learning is only limited to listening to the teacher's explanations and not trying to understand the content of the field of study taught by the teacher, and at the time of the exam they re-express the content of the field of study that they have memorized. Learning like that is a way that fails to achieve learning goals in the real sense.³⁴ Learning that is only oriented to learning outcomes alone will certainly have a less positive impact

³⁴ Apriono, Djoko. "Meningkatkan keterampilan kerja sama siswa dalam belajar melalui pembelajaran kolaboratif. *Prospektus*." (2011): 159-172.

on students because students will tend to be individualistic, less tolerant, and far from shared values. Asking and answering questions in English as training for students to hone their skills in speaking English, by formulating ideas or solutions in answering existing problems. Thus, they must work together and rely on each other to achieve effectiveness in learning.³⁵

7. Teach strategies not just content, teachers need to teach students problem-solving strategies or show them how to do them and give them guided practice before asking them to work on them independently. The ability to solve difficulties is a skill that all students should have. When dealing with present and future world challenges, problem solving skills are useful for producing innovative solutions. One of the core competency levels that students must satisfy in this century is the capacity to solve problems. Problem-solving abilities are a wonderful place to start. Every student is aware of this. Problem solving is an important aspect of the course, or you might argue that problem solving competence is the primary outcome of the learning process.

The first stage of understanding the problem is for students to know exactly what the problem is so that they can identify what the problem knows and requires, as well as grasp the objective of problem resolution. Students are expected to employ the second stage, the planning stage. Develop a method in a plan that binds any known and interrogated pieces together so that model mathematics can be formulated. Students must decide on a plan, implement it, and solve the problem

³⁵Marioara Patesan, *Working Together In Class*. Journal of DE GRUYTER, Vol. XXII, No.2, 2017.

correctly in the third stage, after which the student receives a solution. When did this stage take place? on the second stage, correct the final step is for students to assess or re-check the results.³⁶

In solving problems, many students are not able to make good solutions, they are only able to imitate the way the teacher gives. Many students have difficulty in dealing with open problems, and students look happy when the teacher gives answers, while students themselves are not willing to look for answers. This shows a lack of persistence from students because they do not persist when trying to solve problems. So that the strategy of teach strategy not just content is deemed necessary in order to minimize the similar things proposed by Bocro and Dapuctro.³⁷

T₁ uses three strategies, including the first Setting Clear Lesson Goals, where the teacher in this case first prepares a lesson plan so that the learning objectives can be achieved properly. The second is Plenty Of Practice. Where in the learning process, the teacher gives a lot of practice to students. The third is Getting Student Working Together, where the teacher makes students not bored in learning, the teacher makes students work together in completing the assigned tasks.

T₂ uses strategies, namely Setting Clear Lesson Goals, Showing and Telling, Plenty of practice, Providing students with feedback, Getting students working together and Teach strategies not just content. The first is Setting Clear

³⁶ Roebyanto, G., & Harmini, S. *Pemecahan masalah matematika Untuk PGSD*. Bandung: Remaja Rosdakarya. 2017.

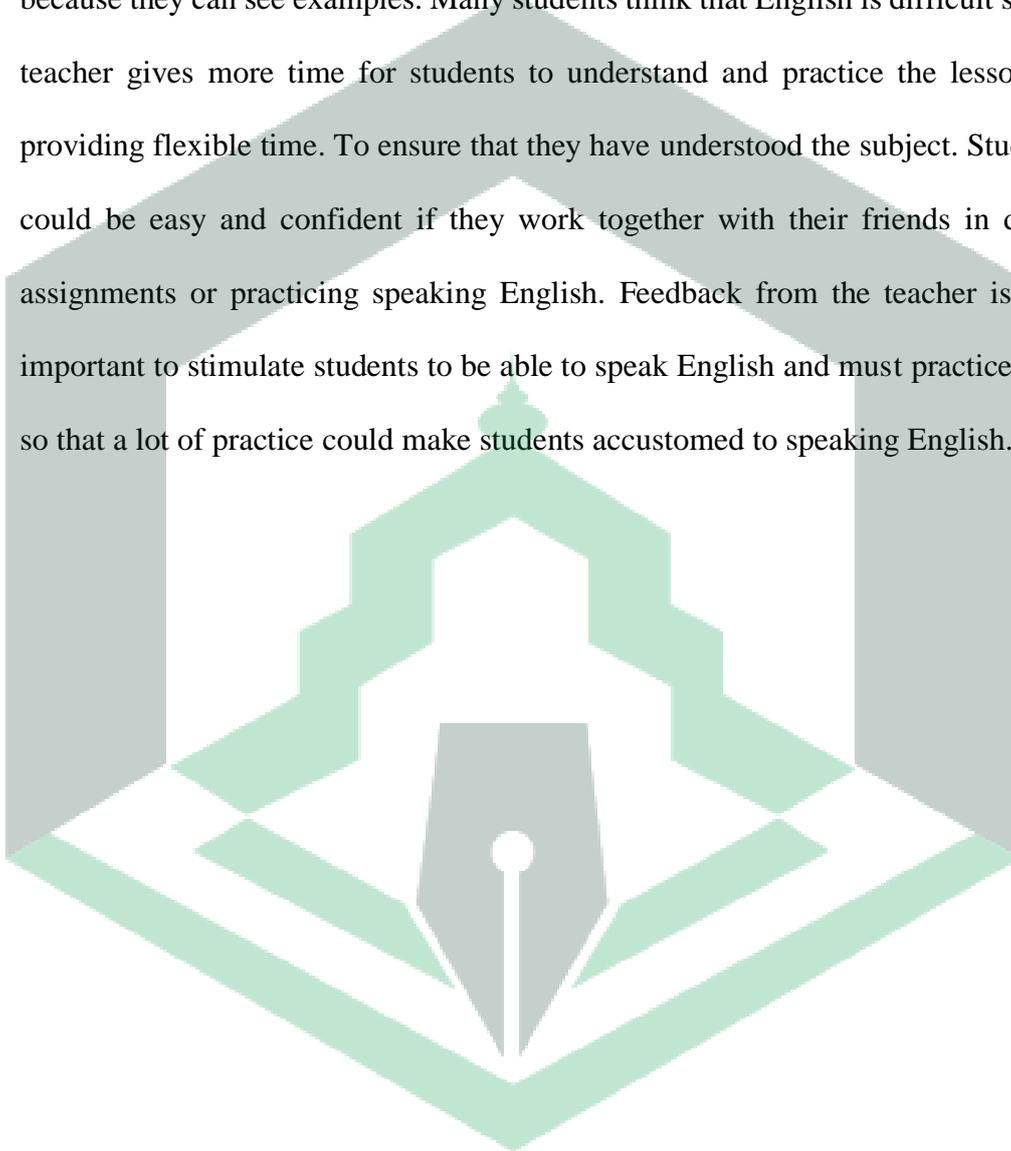
³⁷ Boero, P., & Dapueto, C. *Problem Solving in Mathematics Education in Italy: Dreams and Reality*. ZDM, 39(5), 2007.

Lesson Goals, where the teacher designs learning objectives before starting the class. The second is Showing and Telling, where the teacher gives lessons with a media and gives an explanation. Third, Plenty of practice, where the teacher is in the learning process, always providing exercises to students with the aim of further enhancing students' understanding of the learning provided. Fourth, Providing students with feedback, simply providing feedback that involves students to find out how they perform in certain tasks, along with how they can improve themselves. Feedback gives students an understanding of what they are doing well. Fifth, Getting students working together, namely creating a group to work together in learning. Sixth, Teach strategies not just content, in this case the teacher must teach students to use relevant strategies. For example, in teaching mathematics, teachers need to teach first how to solve problems.

T₃ uses six strategies, the first is Setting Clear Lesson Goals, namely making learning goals. Second, Questioning to Check for Understanding, where the teacher asks questions to find out the extent of student understanding. Third, Plenty of practice, giving students lots of practice to practice their abilities. Fourth, Providing students with feedback, gives students a real understanding of what they do well. Fifth, Getting students working together, letting students work together in the learning process. Sixth, Teach strategies not just content, where the teacher does not just give assignments, but also provides explanations on how to complete the task.

In short, the strategy is effective to improve students' speaking skills. For this reason, teachers need various strategies in the teaching and learning process,

So in using learning strategies, the teacher sets clear lesson objectives to ensure that students could understand the material as the lesson objectives. The showing and telling strategy could help students to more easily understand the material because they can see examples. Many students think that English is difficult so the teacher gives more time for students to understand and practice the lesson by providing flexible time. To ensure that they have understood the subject. Students could be easy and confident if they work together with their friends in doing assignments or practicing speaking English. Feedback from the teacher is also important to stimulate students to be able to speak English and must practice a lot so that a lot of practice could make students accustomed to speaking English.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In teaching speaking skills in the classroom, T₁ applies strategies, namely Setting Clear Lesson Goals, plenty of Practice, and Making Students Work Together. The most fundamental component in the learning design process is determining the objectives and competency standards to be achieved in the implementation of learning, in which the teacher sets clear lesson objectives to ensure that students will understand the material as a lesson objective. Many exercises will stimulate students to speak English and make students accustomed to speaking English. Improving speaking skills is actually not difficult. It takes perseverance in learning and is done regularly. However, there are some things that can be done to improve speaking skills, such as thinking in English. By doing this, it certainly helps increase our English vocabulary and can automatically help and make it easier for us to speak. The next thing we can do is train ourselves to speak, by talking to ourselves or giving a speech in front of a mirror. Then the most important thing is to always read and listen to things related to the English language. Students who work together with their friends can make it easier and increase their confidence in doing assignments or practicing speaking English. Collaboration can accelerate learning goals, because basically a learning community always produces better results than several individuals who study individually. As the saying goes, two heads are better than one head, meaning that

with collaboration students can develop self-confidence, add life experiences and increase social interactions that will help students in living their lives in the future.

T₂ uses strategies, namely Setting Clear Lesson Goals, Showing and Telling, plenty of practice, Giving feedback to students, Making students work together and Teaching strategies are not just content. Of course, clear learning objectives make students understand the material as learning objectives, and also goal setting plans can help teachers set appropriate goals for their students. Students can also determine their own learning goals. The showing and telling strategy will help students to understand the material more easily because they can see examples and this strategy encourages students to write descriptive texts effectively by telling something specific. the benefits of the show and tell method in developing several aspects of language skills. A lot of practice will make students accustomed to speaking English, so that students' abilities gradually increase. Feedback from the teacher is also important to stimulate students to speak English. Students will be easier and more confident if they work together with their friends in doing assignments or practicing speaking English. Providing understanding in solving problems can stimulate students' understanding compared to just providing content.

T₃ uses six strategies, the first is Setting Clear Lesson Goals, Questioning to Check for Understanding, Plenty of practice, Providing students with feedback,

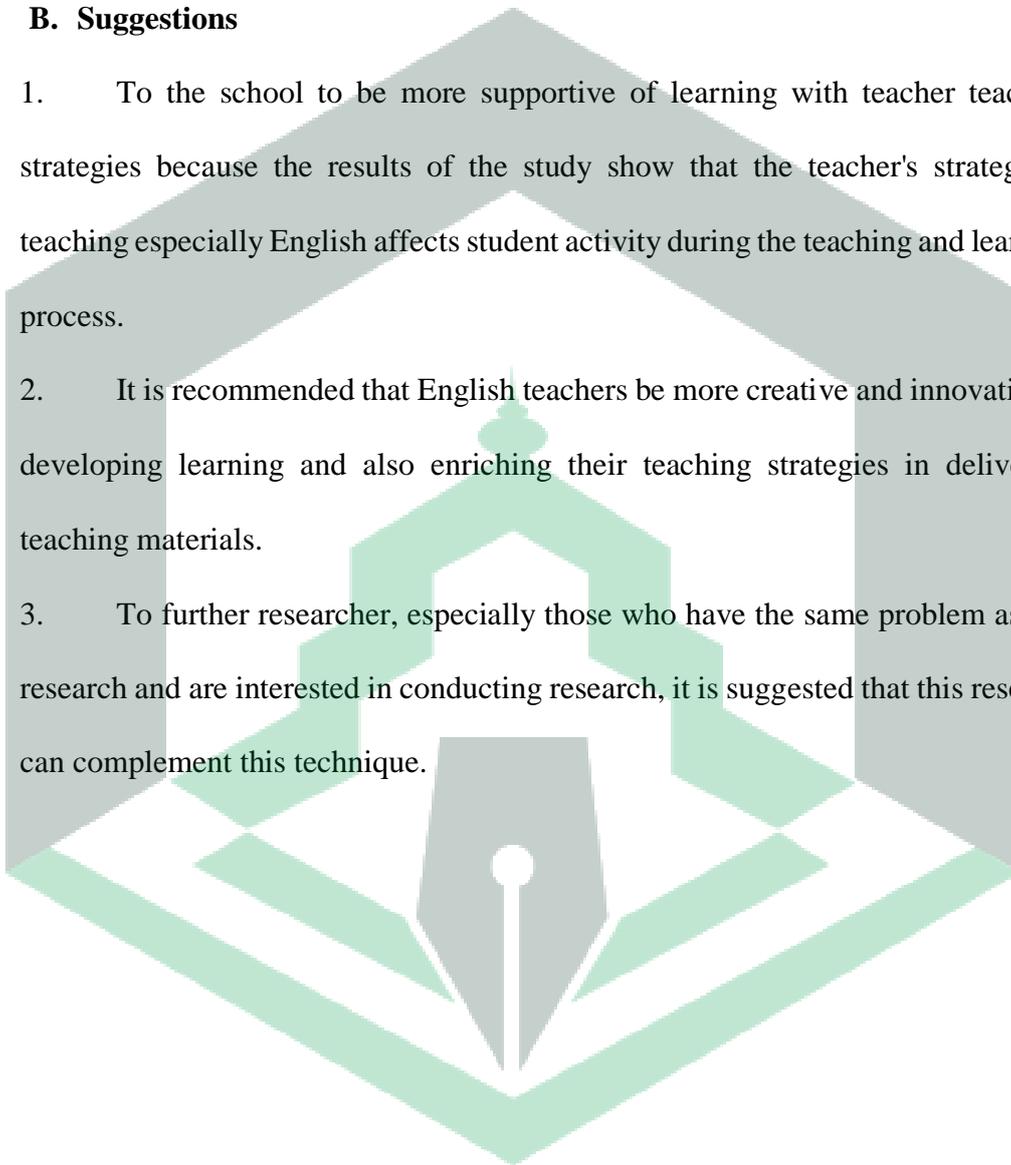
Getting students working together, and Teach strategies not just content. Clear learning objectives can ensure that students will understand the material well. Setting the right learning objectives consists of several components. Teachers need to determine the point of student needs. The teacher must be aware that a number of students in the class will be at the same point of need. Ask questions To ensure that they have understood the lesson. Checking Comprehension is the backbone of effective instruction. Checking Comprehension is the teacher continually verifying that students are learning what is being taught while it is being taught. Provide opportunities for teachers to improve learning based on student responses during the teaching and learning process. Lots of practice can train students to speak English and can increase each student's confidence. Feedback from the teacher can stimulate students to speak English. Cooperate with friends in doing assignments Giving can increase students' confidence in doing assignments, by only providing content without teaching strategies in solving problems can make it difficult for students to understand the material, therefore problem solving is an important aspect of the course, or you may argue that problem solving competence is the main result of the learning process.

From the researcher findings, the research found some of the most dominant strategies used by T₁, T₂, and T₃ in the learning process, namely setting clear lesson goals, plenty of practice, and getting student working together. While the strategy unused by the school attendant is summarizing new learning in graphical way, being flexible about how long it takes to learn, and nurture meta cognition. This is

because the teacher only use the strategy that considers can meet or according to the needs of the students.

B. Suggestions

1. To the school to be more supportive of learning with teacher teaching strategies because the results of the study show that the teacher's strategy in teaching especially English affects student activity during the teaching and learning process.
2. It is recommended that English teachers be more creative and innovative in developing learning and also enriching their teaching strategies in delivering teaching materials.
3. To further researcher, especially those who have the same problem as this research and are interested in conducting research, it is suggested that this research can complement this technique.



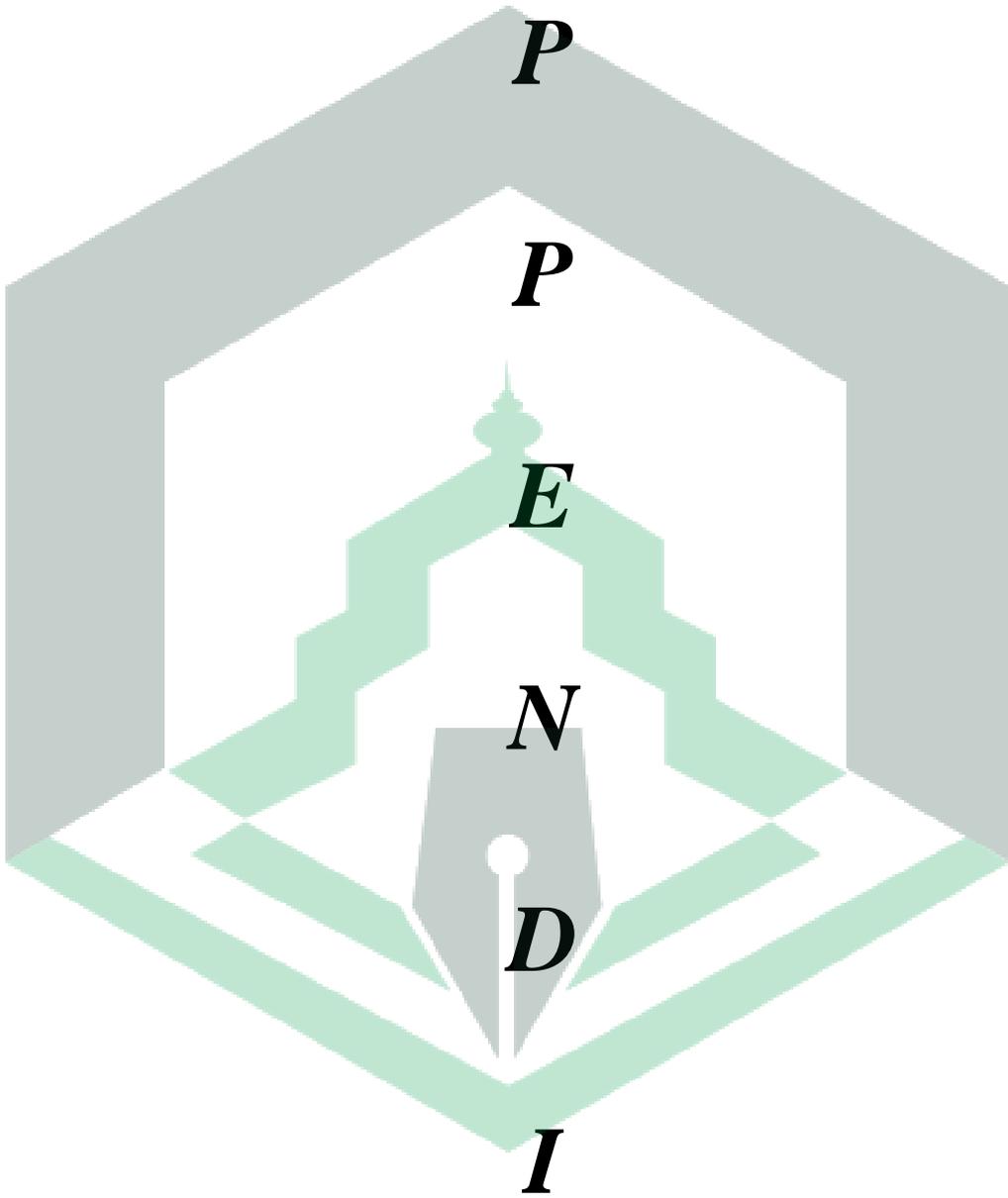
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A



X

First Grade Teacher



Second Grade Teacher



Third Grade Teacher



Questions of interview:

- 1) Sejak kapan anda mulai mengajar bidang study bahasa inggris?
- 2) Bagaimana kelas dan siswa tempat anda mengajar?
- 3) Apakah anda menggunakan bahasa inggris ketika mengajar di kelas?
- 4) Apakah dalam mengajar anda membuat silabus dan RPP?
- 5) Ketika melakukan proses belajar mengajar di kelas apakah anda menerapkan strategi pembelajaran untuk meningkatkan speaking skills siswa? Bila ya, strategi pembelajaran apakah yang anda terapkan?
- 6) Mengapa anda tertarik untuk menggunakan strategi tersebut?
- 7) Bagaimana langkah-langkah atau adakah langkah-langkah khusus yang anda lakukan ketika menerapkan strategi pembelajaran tersebut?
- 8) Kesulitan atau kendala-kendala apa saja yang sering anda temui saat pembelajaran berlangsung dengan menggunakan strategi tersebut?
- 9) Bagaimana rata-rata kemampuan siswa dalam menerima materi pelajaran dengan menerapkan strategi tersebut?
- 10) Bagaimanakah prestasi belajar siswa setelah diterapkan strategi tersebut?
- 11) Apakah siswa menyukai strategi yang anda terapkan?
- 12) Pernahkah para siswa mengeluh tentang penerapan strategi pembelajaran yang anda terapkan?
- 13) Apa reaksi siswa ketika tidak dapat memahami materi yang anda sampaikan?
- 14) Saat ulangan berlangsung apakah nilai siswa bagus?
- 15) Apa rencana anda kedepannya untuk lebih memotivasi dan meningkatkan prestasi belajar siswa melalui strategi pembelajaran?, misalnya apakah anda akan berinovasi dalam penerapan strategi-strategi yang lainnya.



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 31/PENELITIAN/19.09/DPMPSTP//2022
Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Ka. SMPN 2 Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0079/In.19/FTIK/HM.01/01/2022 tanggal 24 Januari 2022 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Iksan Setyawan
Tempat/Tgl Lahir : Batusitanduk / 18 Juni 1998
Nim : 16 0202 0141
Jurusan : Pendidikan Bahasa Inggris
Alamat : Bolong
Desa Bolong
Kecamatan Walenrang Utara

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE TEACHERS STRATEGY IN TEACHING SPEAKING SKILLS AT JUNIOR HIGH SCHOOL NUMBER TWO LAMASI

Yang akan dilaksanakan di **SMPN 2 LAMASI**, pada tanggal **26 Januari 2022 s/d 26 April 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 2 1 9 3 1 5 0 0 0 3 1



Diterbitkan di Kabupaten Luwu
Pada tanggal : 26 Januari 2022



Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Iksan Setyawan;
5. Arsip.



**PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 2 LAMASI**

Alamat : Batusitanduk, Poros Palopo – Masamba Km. 21 (91952) Telp/ 0471-3315198

SURAT KETERANGAN

Nomor : 021 /DIKBUD/SMP.02/TU/IV/2022

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Lamasi menerangkan bahwa :

Nama : IKSAN SETYAWAN
N I M : 1602020141
Tempat/Tanggal Lahir : Batusitanduk, 18 Juni 1998
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Yang tersebut namanya diatas telah selesai melaksanakan penelitian Tanggal 26 Januari – 26 April 2022, berdasarkan Surat Permohonan Izin Penelitian IAIN Palopo, Nomor : 31/PENELITIAN/19.09/DPMPPTSP/I/2022 Tanggal 26 Januari 2022

Demikian Surat Keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Batusitanduk, 19 April 2022

Kepala Sekolah,

