AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING SKILLS IN THE CLASS AT SMA NEGERI 1 SEPUTIH BANYAK IN THE FIRST SEMESTER OFACADEMIC YEAR 2022/2023

An Undergraduate Thesis Proposal Submitted as a Partial Fulfillment of the Requirements for S-1 degree

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ABSTRACT

Strategy in education is a plan, techniques, method, or series of activities designed to achieve particular goals in education. Teaching speaking is the way the teacher guides the students to speaks in English. In addition, the subjects of this research are the English teachers of grade XI at SMA Negeri 1 Seputih Banyak. In the other hand, the teachers teach the students in the implemented of Kurikulum Merdeka. This research aimed to find out the teacher's strategy in teaching speaking skills in the class. The second aim was to find the reason of the teacher uses the strategy and what are the problem of the teacher while implemented the strategy.

This research was conducted by using descriptive qualitative method. The objects of this research were two English teachers at SMA Negeri 1 Seputih banyak in the academic year 2022/2023. Data were gathered by classroom observation, interview, and documentation.

The result of this result revealed that the teacher divided the strategy into three steps namely pre-teaching, whilst-teaching, and post teaching with role play, and drilling activities. The reason why the teacher used the strategy because the strategy was the easier and effective strategy to used in the teacher's classes. The problem of the teacher while implemented the strategy was the different level of student's knowledge in each class.

Keywords: Strategy, Teaching Speaking, Qualitative descriptive research.

DECLARATION

The researcher's identity, the underdesign below:

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Thesis Title   : An Analysis of Teacher's Strategy in Teaching

Speaking Skills in the Class at SMA Negeri 1 Seputih Banyak in the First Semester of Academic Year 2022/2023.

There by declared that the thesis entitled "An Analysis of Teacher's Strategy in Teaching Speaking Skills in the Class at SMA Negeri 1 Seputih Banyak in the First Semester of Academic Year 2022/2023" is truly the researcher's original work. The responsibility is fully for the publication of the thesis. The sources and structure the writings in the research have complied with the profisions and ethical standards.

Bandar Lampung,   December 2022
Declared by

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The following thesis entitled:

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MOTTO

وَذَا ٱلنُّونِ إِذ ذَّهَبَ مُغَٰضِبًا فَظَنَّ أَن لَّن نَّقْدِرَ عَلَيْهِ فَنَادَىٰ فِى ٱلظُّلُمَٰتِ أَن

لَّآ إِلَٰهَ إِلَّآ أَنتَ سُبْحَٰنَكَ إِنِّى كُنتُ مِنَ ٱلظَّٰلِمِينَ ۝

And (Yunus) Dhu'n-Nun, when he went off anger and deemed that we
had no power over him, but he cried out in the darkness, saying: There
is no Allah save Thee. Be Thou Gloried! I have been a wrong-doer."

DEDICATION

This graduating paper is dedicated to:

1. First of all, thank you to Allah SWT my lord almighty who has guided me to face everything in this extraordinary world.

2. My parents, Mr. Gunawan and s. Mrs. Sumarti for showing faith in me and giving me their best support, motivation, and wishes.

3. My grandparents Mr. Ngadenan and Mrs. Sismawati. My beloved aunties and uncles, a half of my soul Hesti Mustika Ningsih, S. Pd, Dr. c. Darmawan Subakti, S. Sy., M.H, and the other kind of soul mrs. Fery Dwiyani, S. pd, Fery Dwiyanti, S. Pd, Dian Ariansyah, Rahmah Latifah Yusri, S. Hum, Muslimah, Sri Purwanto. My Nephews Keysya Zakia Rahmadani, Raffi Alingga Puri, Alwan Muamar Amriko, Fajar Ahmad Arroyan, and Fikri Ahmad Zaki for always giving me their best love, life, and colour into my life.

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CURRICULUM VITAE

Hanif Naufal Pradana was born on September 09th, 2000 in Teluk Dalem Ilir, Rumbia, Lampung Tengah. He was famously called by his friends, Hanif. Hanif is the only son of Mr. Gunawan and Mrs. Sumarti. In the other hand, in a free time hanif likes to play badminton, work out, run, and writing.

In academic background, Hanif accomplished his formal education at SDN 2 Teluk Dalem Ilir in 2006 and he graduated in 2012. In the same year, he continued his study at SMP Negeri 1 Seputih Banyak and graduated in 2015. Then he continued to SMA Negeri 1 Seputih Banyak and graduated in 2018. After that, he continued his study at UIN Raden Intan Lampung in 2018, and he was joined in HMI (Himpunan Mahasiswa Islam), DEMA Fakultas Tarbiyah dan Keguruan, he was a Co-Founder of KMB (Komunitas Muda Berpijar) and being one of Beasiswa Cendekia Baznas awardee at UIN Raden Intan Lampung.
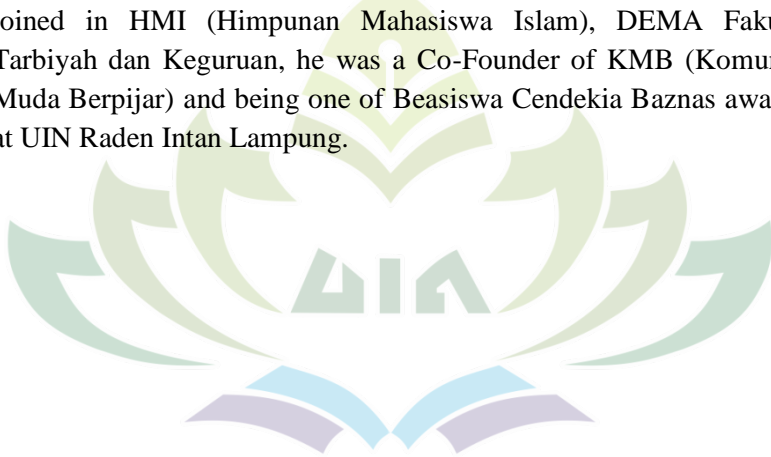
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Bismillahirrahmanirrohim,
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In the name of Allah, the most gracious and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Peace and salutation may always be upon the holy world leader, prophet Muhammad S.A.W., the man of any good deeds who never think hard for the shake of better and better way of Islamic life. In the third place, thank you address to:

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung,   december 2022
Author

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CHAPTER I

INTRODUCTION

A. Title Confirmation

In this research, to avoid a misunderstanding toward the researcher's study with the title"**AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING SKILLS IN THE CLASS AT SMA NEGERI 1 SEPUTIH BANYAK IN THE FIRST SEMESTER of the ACADEMIC YEAR 2022/2023",** the researcher explained about the researcher tittle point.

According to Sanjaya, strategy in education is a plan, technique, or set of actions intended to attain specific educational objectives[1]. It implies that strategy in education is a teaching plan made by the teacher to guide when teaching in the class. From the explanation above, we can conclude that strategy in teaching English is formulated describing what the students learn, its provided materials, and the sorts of learning experiences required of them, a program, a plan, or a curriculum are then developed by the English teacher. Additionally, they considered how to present the information, how to present it, and how to set up the implementation program in actual practice. Teaching speaking is the way the teacher guides the students to speaks in English. According to Rahmawati, Nur, purposes that teachers, particularly in speaking instructions, is always expected to provide an engaging student's techniques to make them able to explore their experiences and idea in oral way[2]. These things depend on how the teacher teaches the students to reach the teacher's goal themselves. It is not just about how the teacher increases the

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[1] Safi Aini, Siti Azizah, (2019) *English Teachers' Strategy in English Teaching Learning at the Fourth Grade of SD Negeri Kowel 3 Pamekasan in 2013 Curiicullum* (Madura, Panyonara: Journal of English Education) p. 19

[2] Arbain, Dedi Rahman Nur, (2017) *Techniques in teaching speaking skillss in Widya Gama Mahakam University* (Samarinda, Script Journal)

student's fluency, but also the pronunciation communication of the students that the things that teachers should focus on.

In conclusion, strategy in teaching speaking is a plan or a series made by the teacher before facilitating students' teaching-learning activity to improve students' speaking skills. This is very important because of how the teacher can teach the students very well or how the teacher can face the student's different levels of English knowledge if the teacher doesn't have a particular strategy to teach speaking skills in the class.

B. Background of the Problem

Teaching speaking is a real concern in many language programs, and speaking strategies are an important part in the teaching and learning process. It is the thing that the teacher should continuously improve the students' speaking skills to get fluent, good pronunciation and communication in English. However, teaching speaking is a way for the teacher to guide and facilitate, and give the students opportunities to improve their specs to be fluent or communicate in English. According to Hass, assures that students need opportunities to be an active participants in order to practicing language in communication with their teachers, their peers and others.[3]However, the challenge for the teacher now is facing a different level of students' English knowledge. The teacher has the challenge to still improve all of the students' speaking skills in the class with a distinct English level. For example, like in SMA Negeri 1, Seputih Banyak has many styles from grade 10-12. The researcher is sure that each class has a different level of students' English skill, especially speaking how the teacher can conduct an excellent teaching-learning process in each category to face that problem.

In fact, in this case, it depends on the teachers whether they want to use a particular strategy. The teachers must consider

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[3]Jameel Alghaberi, (2019) *Methods for Teaching Speaking Skill at Thammar Schools and Their Impacts on Learner's oral Competency* (Thamar University: Journal of English Education) p. 41

several things to decide what kind of strategy they want to use because some teachers have their own goals objectives and target. Every class they teach must have different goals, and it is regular if the teachers want to accomplish the other target in each class. Raiser and Dick said that, in order to accomplish the objectives of teaching and learning, teachers must employ a variety of teaching techniques.[4] In conclude, to overcome the different speaking level of the students in the class, teachers have to use a particular strategy when they teach speaking skills in the class. Hence, the researcher has interviewed several English teachers in SMA Negeri 1 Seputih Banyak in order to get the information about what kind of strategy uses by the teachers to teach speaking skills in the class.

Such as Herianto, S.Pd, as the English teacher in SMA Negeri 1 Seputih Banyak, several things really influence him to decide what kind of strategy to use in a particular class. He explained that the specific design strategy in a particular class depend on students' ability, anxiety, and needs in each class because those things are really important to considerate before choosing some strategy. He teaches English for class X, in pre-teaching session he always opened the class by praying. After that, checking the attendant list of the students and sometimes he gives students a motivation to always keep their spirit up, what they should do as a good student. He choosed this way while gives the students a brainstorming regarding to the material to be thought. After that, he moves to whilst teaching. For speaking skills, he focuses on the how to improve student's pronunciation skills. In the beginning, he gives the students a video or audio that has to watch by the students. He uses drilling method to increase student's pronunciation after watch the video or the audio. The purpose of this strategy is to improve students' pronunciation, because he thinks that one of the crucial elements of speaking is the pronunciation itself. In the post teaching, he always gives some explanation or even checks student's understanding about all

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[4] Agung Ginanjar Anjaniputra, *Teacher Strategies in Teaching Speaking to Students at Secondary Level* (Indonesia University of Education) p. 2

of the material. Lastly, he gives a few questions and praying for closing the class. The reason why he uses that strategy in teaching speaking in the class because he thinks that speaking is not just about fluency, a good structure when someone want to speak, but also pronunciation. How students can improve their pronunciation to hear like a native or at least students can spell a word in English without making a mistake.

In the other hand, the second teacher that the researcher interviewed about strategy in teaching speaking is I Putu Wirya Suta, S.Pd, he is one of the teachers in SMA Negeri 1 Seputih Banyak and he teaches in XII IPA 2, XII IPS 4, XII IPA 3, XII IPS 4, XI IPA 4, XI IPA 5, XI IPA 4, and XI IPA 5. The strategy he uses for teaching speaking in the pre-teaching is he always asks the students to praying at first. After that, he checks the student's attendance list then he gives some brainstorm to the students about the material to be taught while he makes some kidding to make the class relax and to have a closer emotional with the students. In whilst teaching, role play is still a masterpiece method for students to improve their speaking skills. For example, like when he teaches speaking skills, he gives some examples of the material through a video, then students have to analyses what the video talking about. After that, he gives some question to a few students what the video talking about, who are the characters, the places, the plot of the story and students have to answer that directly. After that, he asks all of the students to find their partner, two or three depend on material, and makes some conversation in the same line of the video. Then, the students have to come forward to present their speaking, or role playing the conversation that they already make before. He conducts this method to teach speaking skills because he thinks role play is the most suitable strategy for his students to improve speaking skills. Role play has a many function, despite for improving speaking skills itself, role play also train student's team work of the students, so that learning activity become a fun learning in the class.

In the post teaching, he never forgot to give an explanation or correction to the student's work without blaming and of course it can grow how good speaking of the students. The reason he uses that strategy because he considered that role play is the most effective way for his students to improve student's speaking skills. Through role play, students feel free to explore them self to speak anything but still in a topic that be thought.

The third teacher that the researcher interview about teachers' strategy in teaching speaking is Siti Alwiyah, S.Pd, she is also an English teacher in SMA Negeri 1 Seputih Banyak and teach for X and XI's class. The way she teaches speaking skills is quite different. She mixes a several skills to make students usual to speak English. In pre-teaching, the class open by praying, then she checks student's attendance list at first. After that she gives brainstorming about material to be thought, check the student's understanding about the material before.

After that, she directly went to the learning activity, she asks the students to open the Lembar Kerja Siswa (LKS) to certain page, and asks the students to Memorize each phrase that have been write in the LKS. After all of the students memorize several phrases in the LKS, she asks the students to find their partner, or use friend beside them, to make a conversation based on the phrase that they have been memorize. Then, students have to come forward to present their conversation. She conducts this strategy because she wants to get a several skills of the students in the same time. This strategy despite to improving speaking skills of the students, also improving student's vocabulary, well students have a rich vocabulary in their mind and do not confused if they want to speak English.

In the post teaching, she always gives a correction to the student's work, and gives a motivation, gives them a spirit to always reach their dream in the future, then learning activity ending by praying. The reason why she uses that strategy because she thinks that through learning together with his/her partners will make the students more have a spirit to learn speaking skills.

Besides, through looking at LKS, students can train them self to improve their speaking skills at home, because the students do not need to find an example of the conversation in another books, they can see on their books instead.

Lastly, the researcher has interviewed Eko Pujianto, S. Pd in order to know what kind of strategy uses by him to teach speaking skills in the class. He is a kind of teacher who always mixes several methods in one time in teaching English in the class. He does not use a particular strategy to teach speaking skills in the class. He mixes several skills to improve in one time he teaches in the class instead. The reason why he uses that strategy is he wants to reach all of students' English skills in one time. In fact, the students can improve several English skills in one class.

In this research, the researcher only observed grade XI in SMA Negeri 1 Seputih Banyak because in XI's grade there are two different teachers who teach in that grade. Hence, to know the different strategy of the teachers to overcome the different level of the students' knowledge in speaking skills.

The reason why the researcher chose SMA Negeri 1 Seputih Banyak was selected for the study's subject since the researcher had already visited other schools, spoken with teachers, and discovered that this particular institution met the requirements for the study. Novelty of this research is the researcher observed the strategy uses by the teacher to teach speaking skills in the class while the school implement the Kurikulum Merdeka in teaching learning process.

C. Focus and Sub-Focus of the Research

According to the background of the problem, the researcher discovered the following phenomena:

1. There are four English teachers in SMA Negeri 1 Seputih Banyak.

2. Every teacher uses different strategy to undergo the teaching role with their students.

3. Every teacher has his/her own background or reason why the teachers use that strategy to teach speaking skills in the class.

4. Every teacher has his/her own problems and ways to overcome the problems.

Based on the research's main objective, as a student of English Education, the researcher only analyzed about the strategy uses by the teacher to teach speaking skills in the class. The researcher also explained about the background or the consideration why the teacher used that strategy to teach speaking skills in the class. In this research, the researcher only analysed two English teachers whom teach English in grade XI. The researcher's decision to focus on grade XI was made after conducting preliminary research, because the researcher obtained an information that grade XII only focused to final examination and just repeat the material that they have been learnt before. Meanwhile, grade X begin this semester used different curriculum in its teaching learning process. In fact, the researcher observed grade XI in order to know the strategy uses by teacher in teaching speaking skills.

D. Formulation of the Problem

According to the background of the research, the researcher's formulations of the problems are:

1. How would the English teachers undergo the teaching role with their students? Is it a transmission, a transaction, or a transformation?

2. What are the reasons of the teachers use that strategy in speaking teaching skills in the class?

3. What are the problems of the teachers use that strategy in teaching speaking skills in the class and how to overcome them?

E. Objective of the Research

The objectives of this research related to the formulation of the problem are to describe about:

1. To describe what are the strategies uses by the teacher to undergo the teaching role with their students.

2. To describe what are the reasons of the teachers uses that strategy in teaching speaking skills in the class.

3. To describe what are the problems of the teacher uses that strategy in teaching speaking skills in the class and ways to overcome them.

F. The Significance of the Research

1) **Theoretically**

The results of the research are expected to supporting theoretical knowledge regarding to the teachers' strategy to teach speaking skills in the class, and the researcher wish this research give a beneficial to others whose conduct the common research.

2) **Practically**

   a. For in services teacher

The researcher hopes that the result of this study will be useful for those inservices teachers. In fact, it will make them easier to get an reference or information regarding to the strategy uses by the teacher in teaching speaking skills and they can implement this knowledge toward their students.

   b. For pre-services teachers

The researcher hopes that this research will also useful for pre-services teachers out there. Because, the researcher thinks that, every pre service teachers need a knowledge or information about strategy to teach speaking skills based on the teachers their self.

c. For teacher's educator

In this research, the researcher also hopes that this research will useful for every teacher educator in each university. In order to transfer a knowledge regarding to teacher's strategy in teaching speaking skills, teacher educator will need this information to be their references regarding to the teacher's stretegy in teaching speaking skills.

d. For the other researchers

This research hopefully gives and adds knowledge for the future reseachers who want to conduct the same research.

G. Relevant Research

The first research has been conducted by Ahmad K Seken and LP Artini from program Pascasarjana Universitas Pendidikan Ganesha with the title "a study on strategies for teaching speaking and reading comprehension skills". The result of their research is when the teacher teaching speaking skills, the teacher uses a particular strategy in the class. On their research, they conduct a three times classroom research in different time. In pre-teaching the teacher always uses a brainstorming strategy in pre-teaching. The reason why the teacher uses a brainstorming in the pre-teaching is to motivate the students to have more spirit in learning process in the class. In the whilst teaching the teacher uses three different strategies in teaching speaking skills in the class. In first classroom activity the teacher uses reviewing strategy by asking the students to role playing by finding partner to have a conversation. In the second classroom research, the teacher used retelling strategy because the material was about recount and past even. On the third classroom observation the teacher used direct speaking strategy because the students have known about the material and prepared everything before. Lastly, in post teaching the teacher has a different strategy of the three classrooms observation. On the first classroom observation the teacher used a

reviewing strategy because the teachers want to stabilize the knowledge that have been send before in the class. In the second classroom observation the teacher used a reviewing strategy to checking student's understanding toward the material. The third classroom observation the teacher did not used a particular strategy because limited time.[5]

The second observation about teacher's strategy in teaching speaking skills has conducted by Khairuzzanilla from English Department Universitas Jabal Ghafur 2021, the researcher describes the teacher's strategy that is used in the teaching and learning process in title "Teacher's Strategy in Teaching Speaking to Students at Secondary Level" based on observation. The teacher started off by introducing everyone in the room, asking about earlier content, and simulating the introduction of new information. For instance, the instructor questioned the class: "Good morning students, before we move on to the next subject, researcher wants to ask you again about the last content, do you still remember it?" Moreover, the teacher started adding the fresh material. Based on the findings of the classroom observation, it can be said that the tactics cause pupils to become easily bored and find it challenging to pay attention to what the teacher is going to say. According to an interview with the teacher, the teacher's chosen technique is to encourage student discussion and storytelling. It was picked because the instructor believes it will encourage student participation in class. The instructor can direct the pupils who are confined to describing the materials, answer the questions and problems in the speaking. The problems can be solved by discussion in the class.[6]

The third observation that has been conducted regarding to the analysis of teacher's strategy in teaching speaking was conducted by Syafrizal and Cucum Rahmawati from University of Sultan

[5] Safi Aini&Siti Azizah, (2019) *English Teachers' Strategy in English Teaching Learning at the Fourth Grade of SD Negeri Kowel 3 Pamekasan in 2013 Curiicullum* (Madura, Panyonara: Journal of English Education)

[6] Khairuzzanilla, (2021) *Teachers Strategy in Teaching Speaking to Students at Secondary Level,(Universitas Jabal Ghofur: Educational Enthusias)*

Agung Tirtayasa in the title "Teacher's Speaking Strategies at Vocational High School". They divided the strategy into four focus strategies into four times classroom observations. For the first classroom observation, the researchers found the fact that the teacher used a cooperative activity, role play and simulation, and the last is drilling. In the different time, the second classroom observation shows the same result. The teacher used cooperative activities, role play and simulation, and drilling for teach speaking skills. In the other hand, the third classes observation shows different result. The teacher used cooperative activities, creative task, and the last is drilling. Lastly, the fourth classroom observation shows a quite different result. The teacher just used creative task and drilling method to teach speaking skills in the class.

The similarities between this reserach and the previous research are about the research conducted to discuss about teacher's strategy in teaching speaking skills and all of these research conduct by using descriptive qualitative method. Whereas, the differences between this research and the previous research are the previous research conducted in normal era, however in this research conducted by using flip learning.

H. Research Method

1. Research Design

In this research, researcher use descriptive qualitative to conduct the research in order to describe what are the strategies used by the teacher in teaching speaking skills in the class. Regarding to the taken point above, according to Creswell, he has been stated that qualitative research is descriptive since the researcher is interested in the process, meaning, and knowledge learned through language or makes a prediction.[7] It means that, in this research the researcher

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[7] J.W Craswell, *Research design: Qualitative and Quantitative Approach,(*Thousand Oaks, CA:SAGE Publication,1994), p. 8

observed the process of teaching learning in the class, and understand what are the strategies used by the teacher in teaching speaking skills in the class.

In this research, the researcher uses qualitative approaches which explain the fact, circumstances, phenomena. This research analyzed the method the teacher employs to teach speaking skills to the class.

2. Focused of the Research

Based on the background of the problem, this research focused on the strategy that uses by the teacher to teach speaking skills in the class.

3. Research Subject

The subject of this research are two English teachers of SMA NEGERI 1 Seputih Banyak. The first teacher was Siti Alwiyah, S. Pd, who already being an English teacher for 18 years, and the second teacher was I Putu Wirya Suta, S. Pd, who already being an English teacher for 16 years. In the other hand, the object of this research is the teachers' strategy to undergo the teaching role with their students in teaching speaking skills in the class.

4. Data Collecting Technique and Instrument

In order to conduct this research, the researcher needs a source to get the data observation. Data sources are really crucial to conduct the research where the researcher obtained all of the information regarding to the research. In this research, researcher used two kind of data sources, those are primary data source, and secondary data source. In the other hand, the instrument of this research are classroom observation, interview, and documentation. According to Allwright, classroom observation is the key procedures for a number in comparing methods as in invertigating teaching styles[8]. Benney and Hughes pointed out, the "preferred

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[8]Allwright, D, *Observation in the Language Classroom,* (Longman, 1998), p. 242

digging instrument" of social researchers is the interview. People may be asked to rate their emotions on a scale, choose the best option from a list of forced choices, or provide their own original responses to a preset list of open-ended questions. According to E. W. Burgees in Shaw, "In the life history is disclosed as in no other way the inner life of the person, his moral conflicts, his successes and failures in securing his fate in a world that is too frequently at odds with his ambitions and ideals. Qualitative interviewing, in contrast to formal interviewing, is adaptable and dynamic. Nondirective, unstructured, non-standardized, and open-ended interviewing are all terms used to describe qualitative interviewing.[9] Therefore, the researcher would like to uses semi-structure interview since this one is qualitative interview.

a. **Primary data source**

Kohari argue that, the primary data are those that are newly acquired and gathered for the first time, making them unique in nature.[10] In other hand, data of this research taken from direct observation in teaching and learning process of SMA Negeri 1 Seputih Banyak, and interview with the teacher about the reason why the teacher choose particular strategies in that class.

b. **Secondary data source**

According to Given, suggested that secondary data sources are preexisting sources that were gathered by someone other than the researcher or for a different reason.[11] It means that, secondary data is a second data used that has been collected before for different purpose by the researcher before.

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[9] Ibid, p. 104

[10] Ririn Rianingsih, *The Strategies in Overcoming Student's Difficulties in Listening at English Intensive Program of MA AN-NUR Cirebon*(Syech Nurjati State Institute:Cirebon) p. 33

[11] Lisa M. Given, *Encyclopedia of Qualitative Research Methods,* (Thousand Oaks: SAGE Publication, 2008), p. 803

In this research, as a primary data, researcher observed the teaching learning process in the class to analyze what are the strategies used by the teacher to teach speaking skills in the class. However, the researcher interviewed the teacher regarding the reason why the teacher used that strategy in that class. As the secondary data, researcher used several books, journal or anothers resources to support the primary data.

In data collecting technique is to gain the data intended, the researcher observed by class observation, interview, and documentation. The researcher focuses on the class observation to knowing the result of the strategy uses by the teacher in teaching speaking skills in the class. In the other hand, the researcher interviewed the teacher to get the result about the background or the reason why the teachers use that strategy in the class[12]. Therefore, the observation be completed.

5. **Data Analysis**

Data analysis technique is the process of the researcher organized the data collection in order to get the regular of the pattern of form of the research. The purpose of the analyzing data is to find the understanding toward the data and make the researcher be able to present the result of the research to the others. In this research, the researcher analysed the data by applying the Miles and Huberman model to analyze the data that has been collected. The data procedures are:

a. **Data Collection**

In this step, the researcher collected the data by using observation, interview, and documentation. The observation conducted to get the real information regarding to the strategy uses by the teachers in the class

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[12] Denzin NK, Lincoln YS (eds.), *Handbook of Qualitative Research, (*London: Sage Publication, 2000), p. 6

in teaching speaking skills. Interview, conducted by the researcher to get the information regarding the reasons of the teacher used the strategies in the class. On the other hand, despite how complicated the notion may seem, an interview may be simply defined as a type of consultation in which the researcher wants to learn more about a subject or set of issues from the perspective of the person being questioned. [13] In order to know more about the problems, the researcher interviewed the two of English teachers in SMA Negeri 1 Seputih Banyak. The questions of the interview such as;

1) What the reason of the teacher uses that strategy to teach speaking skills in the class?

2) What the struggles of the teacher while uses that strategy in teaching speaking skills in the class?

b. **Data Condensation**

Condensing the data is the following stage. There are two procedures in this stage, the living in process and the living out process. It implies that both necessary and unselected data are included in the data. Needed data stays in living in data, and unselected data in living out data. The teacher's strategies for teaching speaking skills, her justifications for doing so in class, and the students' reactions to those methods covered in the data reduction process for this study. As a result, the researcher limited the amount of irrelevant data.

c. **Data display**

Data display is the technique of displaying an observation's findings in the form of word, sentences, narrative, table, and graph in order to showing all of the observation's findings. The information displayed in this study was consist of the information about the strategy of

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[13] Esa Ali R Adhabi&Christina Blash Anozie, *Literature Review for the Type of Interview in Qualitative Research* (International Journal of Education, 2017), p. 88

the teachers use in teaching speaking skills in the classes at SMA Negeri 1 Seputih Banyak, the reason of the teachers used the strategy in teaching speaking skills at SMA Negeri 1 Seputih Banyak.

d. Drawing Conclusion

Drawing conclusions is the stage of the research process where the researcher summarizes the debate to arrive at the research's conclusion. After the data display, there is a concluding phase. In this research, the researcher concluded the result of the research to answer the research questions. [14]

e. Trustworthiness

Validity in the research study is talk about the veracity or authenticity of the study's results.[15] This type of validity calles as dependability or trustworthiness. There are several ways to investigate dependability or trustworthiness such as code-recode, interrater comparisons, audit trail, triangulations, replication logic, and stepwise replications.[16] Triangulation or corroboration is a multiple data sources or multiple methods in similar findings and has a function as the reliability of the study.[17]

There are 4 kinds of triangulation;

1) Triangulation by data source, consisting by time, person, and place.

2) By the method, such as documentation, observation and interview.

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[14] Y. Nadia Cyndi Regina, *An Analysis of Students Listening Learning Constraint at the Eleventh Grade in Senior High School Kartikatama Metro.* State Institute for Islamic Studies of Metro: Lampung

[15] Donald Ary et al., *Introduction to research in education* (Cengage Learning, 2018), p. 531

[16] Ibid, p. 536

[17] Ibid

3) By the researcher, using more than one expert to analyse the findings of the research.

4) By theory, such as recording an audio or video, articles, qualitative data, journal and books.

Based on the explanation above, the researcher used triangulation by the method to check whether the data is valid or not. The validation checked by documentation, observation, and interview.

I. Systematic of the Research.

Systematic writing of thesis research is the sequence contained in the study, where between one chapter and another chapter is closely related and cannot be separated into separate parts. To achieve the goals, the systematics of the research divided into five chapters, which are as follows:

1. Chapter I

Chapter I contains the confirmation, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant research, research method, and systematic of the survey.

2. Chapter II

Chapter II provides several theories that serve as the foundation for supporting studies. This chapter presents strategy ideas in education, speaking, and teaching speaking.

3. Chapter III

Chapter III is about description of the research which contains general description of the object, facts and data display.

4. Chapter IV

This chapter is about Research analysis. It contained data analysis and research findings.

5. Chapter V

Chapter V presents the conclusion and recommendation of the research. This chapter provides the conclusion from the result of the study and provides suggestions related to the decision.

CHAPTER II
LITERATURE REVIEW

A. Theory

1. Teaching Speaking

Activities that encourage speaking English as a foreign language include teaching speaking. In order to improving English skills, teacher must realise that teaching speaking skills to the students is really crucial, because how student's English ability developed, can be seen from how fluent their speaking skills.

According to Ur argued that, the ability to explain oneself clearly, rationally, accurately, and without hesitation is the most crucial skill to develop or grow while teaching speaking.[18] It means that, teaching speaking is not about how teach the students to speak, or talking, but also growing student's bravery to speak in front of public, and the teacher must be reduced the student's anxiety in speaking. Lackman states that, teacher should teach pupils specialized speaking abilities, also referred to as sub-skills or micro-skills, rather than just having them talk in class.[19] It means that, the goal of the teacher in teaching speaking skill in the class, is to growing up student's speaking skill, bravery to speak in front of public. It is really important, because if the students already learn further about speaking skills, but the students still weak in speaking in front of public, it means there is something the teacher need to adjust regarding to the strategies, method or even the technique in teaching speaking skill. The way a teacher instructs their students has a significant impact on how

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[18] Ririn Rianingsih, *The strategies in overcoming student's difficulties in speaking at English Intensive Programe of MA An-Nur Cirebon* (Syekh Nurjati state Institute: Cirebon) p. 14

[19] Aris Widaryanti, *Teaching Speaking in Senior High School Using Galery Walk,*(Sleman:Indonesia) p. 209

well they learn. Are the goals achieved or not, depend on the teacher's way teach the students. Because, what the teacher gives, it will be catch by the students directly. That is why, teacher must be considerate what kind of method, technique or the strategies to teach the students in the class.

2. Problem in Teaching Speaking

Teaching speaking has components that actualy it is very important to know by the teacher. When students wish to speak in class, they can face limitations. They are hesitant to be judged by the listener because they are fearful of making mistakes. According to Richards, there are issues comes from the learner who may present the following challenges when teaching speaking:[20]

a. Inability to maintain spoken interaction for longer than brief periods of time.

b. Frequent misunderstandings and breaks in communication.

c. Lack of vocabulary and the requirement to discuss common statements.

d. Lack of communication techniques.

e. Slow speech and excessive pauses between words.

f. Inability to actively engage in conversation.

g. Unnatural sounding spoken English.

h. Improper grammatical usage.

i. Bad pronunciation are some more factors.

These are issues that the teacher encounters when teaching speaking abilities. On the other hand, the teacher must identify problem solvers to those issues in the classroom. As a result, the students will learn in the classroom successfully.

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[20] Jack C, Richards, (2003) *Teaching Listening and Speaking*, (Canada: Practice Cambridge University Press). p . 33

3. Strategy

Strategy is a plan for achieving something or someone. An action that both the teacher and the students should complete in order to accomplish the goal and ensure that the activities are successful is referred to as a strategy when discussing the teaching and learning process. The Greek term "strategia," which refers to generalship or the art of battle, is where the word "strategy" originates. A strategy for teaching speaking skills can be thought of as a collection of plans or an approach to enhance students' speaking abilities during the teaching learning process in the class. It means that, the using of strategy is really needed in teaching speaking skills, because strategy will make the teacher easier to teach the students, and strategy is a guide for the teacher in teaching speaking in the class. Furthermore, Silver, et al listed a number of reasons why strategies have grown to be crucial in education, including:

a. Strategy is a tool used in the careful creation of lessons and units.

b. Strategies help teachers manage the task of differentiating education while inspiring students.

c. Strategies give teachers the resources they need to make meaningful programs come to life in the classroom.

d. Strategies hone the abilities required for success on state exams.

e. Regular usage of techniques results in large and persistent declines in student achievement.

f. Strategies create various types of knowledge.[21]

Those are the reason of strategies become really important part of teaching learning in the class. Those things prove that how important the used of strategies to teach students

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[21] Ririn Rianingsih, *The teacher strategies in overcoming student's difficulties in speaking at English Intensive Program of MA An-Nur Cirebon*,(Syekh Nurjati State Institute:Cirebon) p. 6

in the class in order to achieve the goals of the teacher and the students in the class. [22]

4. Types of Strategies

Teaching strategies is one of the crucial components of the educational process. We live in era that people always want something instant, efficient, dynamic and interactive. In this era, teacher needs to use an effective strategy, fast, and effective in instructing the class's students, especially in teaching speaking. Teaching speaking need an efficient strategy in order to accomplish the predetermined objectives. According to Kayi, the teacher might employ a number of ways to educate speaking in the classroom:

a. Prepared Talks

Prepared teacher demonstrate how effective and engaging the speaking genre can be for both the speaker and the audience. Acccording to Jeremy Harmer, famous kind of activity is like students exhibit their presentation on a certain subject of their choosing. In this strategy, it really useful because it will force the students to talk directly, and rather than reading from a screenplay, pupils should speak from brief notes.[23]

b. Role play

This is one of popular strategies in teaching speaking. A lot of students get an excellent benefit from simulation and role plays. Harmer said, by using role play, teacher can see how students speak in different contexts and see student's assumption toward social roles in the use of the use of role-playing games in the classroom. In addition, role play will improve student's communication skills because they have talk to the others friends in a social context. According to Richards and Schmidt, speaks as an

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[22] Ibid, p. 7
[23] Jeremy Harmer. (2007b) *The Practice of English Language Teaching (4th Ed.)* New York: Longman

interactios, referring to the someone who speaks in a social context. [24]

Role Play is one of the strategies that can be apply by the teacher in the class in order to teach speaking skills. However, role play has an advantages and disadvantages to apply in the class according to Jeremy Harmer. There are as follows:[25]

1. **Advantages of Role Play**

   - Students immediately apply content in a relevant, real situation and context.

   - Students take on decision making that might let them diverge from the confines of their normal self-imposed limitations or boundaries.

   - Students can transcend and think beyond the confines of the classroom setting.

   - Students can face the real situation.

   - Students and the teacher can directly give a feedback each other.

   - Teacher can create as relevant as possible the topic or the students.

   - Role play can make the students easier to remember their roles of the scenario in the classs.

2. **Disadvantages of Role Play**

   - Teacher need to guide the students seriously.

   - Students might be felt like threatened.

   - Obviously depend on student's imagination.

   - Students sometimes feel shy to practice.

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[24] Riones Valentino. (2017) *Teaching Speaking at Senior High School Number 1 Muaro Jambi Regency,*(Jambi University:Jambi) p. 4

[25] Jeremy Harmer, *The Practice of English Language Teaching*. Longman, 1999. p. 13-25.

- Teachers quite difficult to evaluate students individualy.

- It is a method that really consuming time.

- It is going to be a mistake if one of the groups doesn't understand.

c. **Brainstorming**

One of the pre-teaching activities that a teacher can carry out is brainstorming. In this activity, teacher gives such as inquiries about the title or words mentioned in the text before to brainstorm student knowledge in that time. Brown states that, the goal of the brainstorming technique is to start a quick thought process. It means that, the use of brainstorming is really important to triger students thought toward the lesson. This is one of the ways for the teacher to make students more active in the class because when the students already on point toward the lesson, it makes the students exciting to learn speaking skill. Furthermore, there are several following that important brainstorming principles:

1) Pick a challenge or subject, and respond to it swiftly.

2) Assign one lesson to serve as the group's idea recorder.

3) Take into accounts and noting each and every proposal made by the kids.

4) Expand on a different student's views.

5) Do not disparage the viewpoints of others on the subject.

6) One of the key points is that quantity of ideas is initially more essential than quality.

d. **Interview**

According to Kayi, some levels of language competency can participate in oral interviews, which

don't require any prior preparation from the students.[26] Classroom settings can include talks or casual conversations with the teacher and other students. It improve student's speaking skills, because students forced to do an interview activity and ask to keep speaking English in the interview session.

However, students can conduct the interview session by selecting a a specific subject with a variety of people. It is a great idea if the teacher gives the students a rubric so they know what kind of questions to expect and gives them enough time to create their own interview questions. Each student can then share their research to the class after that. Students can, however, conduct interviews with one another and present their classmate.

e. Critical Debate

Students get the chance to speak for themselves during debates by utilizing lengthy language segments for a specific reason. Furthermore, debate is more suitable for learners at the intermediate and advanced levels who have received preparation advice. Debated need a substantial preparation on the part of the learners, group interactions, and usage of at least the following language functions: describing, explaining, providing and soliciting information, persuading, agreeing with, and disputing.

f. Games

Wright defines a "game" as a highly enjoyable, interesting, and engaging activity that is typically challenging and involves learners playing and interacting with others. This is one of effective strategies to teach speaking skill, because through playing a game in teaching speaking, students can more active and fun. The

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[26] Hayriye Kayi. (*Teaching Speaking:Activities to Promote Speaking in a Second Language*). Nevada, USA.

key of successful teaching and learning process is the students can enjoy the class, so that the messages from the teacher can be obtained by the students.

g. Story telling

We frequently spend our time simply telling others about the things that have happened to us and other individuals. In this time, the ability for students to tell a tale in the target language. In this lesson, a particular narrative that students have read in books or other sources can be retold by the teacher. The stories that are found must be retold by the students, and this is particularly effective in improving the kids' speaking abilities because they must constantly talk in English. The best stories, in Harmer's opinion, are those that students share about themselves, their families, or their friends. It is clear that students must convey their emotions through their words when delivering a tale, and no story can do this more effectively than their own because students can relate to every detail of their own stories.

h. Discussion

Auner states that, the word "discussion" is used quite broadly and indiscriminately in our daily conversations. Discussion is the chance for the students to make a natural conversation in a particular theme. It will make their speaking more natural and fluent, because the students usually to speak English in every time they can. Furthermore, discussion has characteristics like the explanation below:

1) General participation. Discussions are meant to get people talking as well as listening. Participation is active listening followed by informed action.

2) Informality. The purpose of discussions is to organize an informal situation.

3) Purpose, discussion is a talk with particular purposes like, solving the problem, asking and giving information, exchange a thought.

4) Planning, a discussion should have a plan. That is why a discussion need a leader within the group. The leader has to direct the progress of the discussion but not the outcome of the discussion.[27]

i. Drilling

According to Lamsal, drilling is one of teaching English method that the teacher can apply in order to teach English language to the students by using the structure and target language. It is a useful way for the teacher to be one of the teaching English strategy in teaching speaking skills in the class. Because by using drilling, teacher can be easier to improve student's speaking skill in the class.

However, drilling has an advantages and disadvantages. They are as follows:[28]

1. Advantages of drilling.

- Improving student's speaking skills.

- Improving student's pronunciation accuracy.

- Drilling can improve student's speaking fluently.

- Drilling can produce language effectively.

- Drilling can make the students easier to memorize vocabulary.

2. Disadvantages of drilling.

- Monotonous.

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[27]Y. Nadia Cyndi Regina, *An Analysis of Students Speaking learning constraint at the eleventh grade in senior high school Kartikatama Metro*(State Institute for Islamic Studies of Metro: Lampung) p. 35

[28]Lamsal, P. C. (2001), *Effectiveness of Oral Drill in Teaching Grammar (Master's Thesis)*. Tribhuvan University, Kirtipur, Kathmandu.

- Drilling can make students feel bored.

5. **Speaking**

In order to be an advance of English learners, students need to improve any skills in English, one of them is speaking. Speaking is one of several skills in English that needed more than one person as a speaker and the listerner.[29] Whereas, according to Bailey, states that speaking is an activity or an interaction of the speaker and listener in order to build meaning through producing, receiving, and processing information. [30]

From the explanation above, speaking is a one of crucial thing that students need to improve. Because, if the students want to develop their communication, students need to be fluent in speaking skills. Hence, students can easier to talk to everyone they want in English without any much problems of their speaking.

a. **Aspect of Speaking**

- Fluency

    Fluency refers to student's ability in speaking English smoothly and easily. It is really important for the students to be fluent in speaking because it will make the students get more confident in speaking English.

- Grammar

    Grammar is a one of the important aspects of speaking. Through a good grammar, students can speak to the others correctly and understandable. Whereas, students with a good grammar can easily organize the words and sentence that they want to speak.

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[29]Brown, H. D. 2000 (*Principles of language Learning and Teaching.*) New York: Longman.
[30]Bailey, K. M. 2000 *(Practical English Language Teaching)* Singapore. Mc. Grow Hill.

- Comprehension

  How the students build their competence in speaking English called comprehend. It depends on how hard students learn about speaking, as long as students always practice to speak, as long as that students can maintain their consistence in speak English.

- Vocabulary

  Vocabulary is a basic of language. How students could arrange a sentence if they do not even understand about what they want to say. Students need to improve their vocabulary, understand as much as possible any words of English. Hence, students can easier to speaking in English.

- Pronunciation

  Pronunciation will influence how good student's speaking. Through a good pronunciation, students can speak to the other easily and understandable as well.

  In conclude, speaking is a complex skill that has a several aspects and the students need to improve all of them in order to be advance in speaking skills. Hence, students can easier to transfer the information to the listener and any sentence student's say, it will very understandable.

6. **Flip Learning**

   In this era, teaching learning activity need to develop by the teacher in order to create a fun and innovative learning. Hence, students can prevent their feeling to feel bored and demotivate of learning. In order to create a fun learning, cover the limitation of time, there are several ways that the teacher can apply in teaching learning process, one of them is through Flip learning.

According to Bergmann and Sams, flip learning method is one of innovative pedagogical approach that focuses on teaching which learner-centered by reversing tradisional classroom learning system that has been carried out by the teacher[31]. Whereas, flip learning is a form of blended learning (through face to face and virtual learning).

In the other hand, by applying flip learning, hopefully it can help the teachers to decide their needed materials for teaching activity in online or offline. Applying flip learning will also help the teacher to maximize the time limitation of the class. Because, teacher can transfer the material by online form of learning and discuss it when the teaching learning process in the class. Hence, the students already learn the materials before the students come up into the class.

From the explanation above, applying flip learning is very useful for the teacher in teaching learning process in order to design a fun, different, and simple learning method in the class or outside the class.

7. Views of Teaching

Teaching is an activity that actualy hav several views with the operational of teaching it self. According to Miller, there are three common views of how the teaching activities can be describe as. Those are follows:

a. Teaching as Transmission

Teaching as transmission can be describe as a teaching activity of the act of transmitting

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[31] Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day.*Eugene, OR: ISTE.

knowledge from point a (teacher's head) to point b (students' heads). It can be described as a teaching with teacher-centered approach which the teacher is a source of knowledge, the arbitrator of truth, the final evaluator of learning. In this case, teacher need to supply students with a designated body of knowledge in a predetermined order. Hence, students just have to understand about what the teacher send to them.

b. **Teaching as Transaction**

Teaching as transaction is a process of creating situations whereby students be able to interact with the material to be learned in order to construct the knowledge. According to Santrock, in this case, knowledge is not passively received by the students. Rather, it can be built up or constructed by the students as they connect their past knowledge and experiences with the new transformation.[32]

c. **Teaching as Transformation**

In this perspective, teacher actually have to creating conditions that have the potential to transform the learner on many different levels (cognitive, emotional, social, intuitive, creative, spiritual, and other). According to Narve, transformational teaching invites both students and teachers to discover their full potential as learners, and members of society, as human being.[33]

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[32] Santrock, J. W. (2004). *Educational Psychology.* Second Edition. Boston, MA: McGraw-Hill

[33] Narve, R. G. (2001). *Holistic Education: Pedagogy of Universal Love.* Brandon, VT: Foundation for Educational Renewal.

CHAPTER III

DESCRIPTION OF THE RESEARCH OBJECT

A. General Description of the Object

SMA Negeri 1 Seputih Banyak is located in Seputih Banyak, Lampung Tengah, Provinsi Lampung. It has 27 classes that consisting of grade X IPA 1-5, X IPS 1-4, XI IPA 1-5, XI IPS 1-4, XII IPA 1-5, XII IPS 1-4 and it has 783 students. The four English teachers at SMA Negeri 1 Seputih Banyak are distributed among those courses. There are two English teachers in grade XI, though. Siti Alwiyah, S. Pd., and I, Putu Wirya Suta, S. Pd.

B. Facts and data Display

Two English teachers from SMA Negeri 1 Seputih Banyak who were instructing in Grade XI were the focus of this study. In particular, there are two English teachers in grade XI. Siti Alwiyah, S. Pd., and I, Putu Wirya Suta, S. Pd. The goal of this study is to examine how teachers instruct students in speaking skills.

In this research, the table was used to collect and classify the data. Further, the data analysed in descriptive form.

Table 1.1

Observation Form

Teacher 1 (Siti Alwiyah, S. Pd)	Teacher 2 (I Putu Wirya Suta, S. Pd)	Yes/No	Note
Pre-Teaching - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling.	**Pre-Teaching** - Do an apperception of the material that will be discussed through trigger questions (connecting with the initial competence of students). - Explain the purpose of		

- Teacher shows pictures of city in Turkey. - Teacher asks few questions related to the cities that will be fun for traveling. - Students answer the questions that has been given. **Whilst Teaching** - Students watch the video conversation about traveling. - Students identify few words related to the traveling. - Students identify few questions that use for ask to someone related to traveling. - Students do repetition drill and shadowing of the questions. - Students identify a few words related to traveling. - Students do repetition drill and shadowing of the words. - Students in pairs do role play conversation about traveling. - Teacher provides input on the role play carried out by the students **Post Teaching** - Teacher and the students conclude the activity.	the material and the advantages of learn the topic that will be discussed. **Whilst Teaching** - Students watch to the video conversations about visiting tourist attractions and practice the dialog about asking and responding sentence that used to describe tourist attractions in the video. - Students play an asking and responding game (asking and responding to their friends consecutively): a. Students make 5-10 questions and respond sentences related to tourist attractions. b. Students practice to asking and responding related to the visiting tourist attractions in pairs. c. Students switch their partner to practice asking and responding to 5-10 different friends consecutively. - Students choose their own partner from the all students that have been practicing the dialog to do role playing related to the conversation. - Students mix and revise the conversation that has been created with		

- Teacher closes the activity.	their partner. - Students practice a role playing related to the conversation about tourist attractions. **Post-Teaching** - Teacher with the students concluding the material. - Do a reflection toward the material. - Closing the class.

This table shows the observation plan by the researcher to conducting the research.

Table 1.2

Observation Plan

Number	Plan	Sub Plan
1.	Observation	Classroom Observation. - Observe the strategy uses by the teacher from the begining until the end of the class.
2.	Interview	Interviewing the teachers. The questions of the interview are follows: - According to the classroom observation, you used drilling and role play to teach speaking skills in the class and they must have advantages and disadvantages. Hence, What were your reasons used that method? - Darwyan said, problems in teaching speaking can be come from several components, Students, curriculum, Learning method, media, and times. From

		your point of view, whats are your problems in teaching speaking skills in the class?
3.	Documentation	- Documenting the class observation. - Documentation will be video or audio, depend on the situation.

In this research, there are three kinds of instruments. Each data described to the data obtained. The instruments consting of observation, interview, and documentation. The researcher conducted classroom observation in order to get the data regarding to teachers' strategy in teaching speaking skills in the class. In the other hand, the researcher will use structure interview to get an information from the teachers about his/her reason to uses that strategy in teaching speaking skills in the class. The interview is adapted from the theory of Scot Thornbury in his book entitled "How to Teach Speaking".[34]

Next, the documentation is obtained from the results of the classroom observation and interview activity from the teachers. In fact, the results of the instruments will be analyzed by using the theory of Miles and Huberman namely, data collection, data condensation, data display, drawing conclusion. [35]

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[34] Scot Thornbury, *How to Teach Speaking,* (London, Longman 2005), p. 127
[35] Miles and Huberman, *Qualitative Data Analysis; A Method Sourcebook:*(California: Sage Publication, 2014) p. 8

CHAPTER IV
RESEARCH ANALYSIS

This chapter discussed two sections about data analysis and research findings. The findings, designed to answer the research problem are the interview, observation, and documentation. Moreover, this research deal with the result of the data analysis about teacher's strategy in teaching speaking skills in the class at SMA Negeri Seputih Banyak in first semester of academic year 2022/2023. The discussion covers the interpretation of the findings, and further information was given.

A. Data Analysis

After the researcher collect the data, the researcher analyzed the data containing observation, interview and documentation. Based on the theory from Miles and Huberman on their book entitle *Qualitative Data Analysis; A Method Sourcebook,* they mentioned three kinds of phases of data analysis, namely: data condensation, data display, drawing and verifying conclusion.[36]

1) Data Condensation

The data condensation was the first component in the model of qualitative data analysis created by Miles and Huberman's theory. This phase focusing, simplifying, selecting, abstracting or transforming the raw data that appear in the written-up field notes. Rather, in this research, the researcher selected the data that useful for this research. There are three instruments used by the researcher to collect the data, they were observation, interview, and documentation. The researcher conducted the observation to collect the data regarding to the teacher's strategy in teaching speaking skills. Further, the researcher observed the whole time when the teachers teach speaking skills in the class and recorded all of them by using video and pictures while the teachers

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[36] Ibid, p. 8

conducting teaching learning process in the class. After that, the researcher conducted an interview with the teachers involved, in order to know the reason why the teacher uses that strategy in teaching speaking skills in the class and what the struggles face by the teacher while uses that strategy in teaching speaking skills in the class.

a. Observation

The observation conducted when teaching and learning speaking skills was in process. The first observation was conducted on august 23, 2022 until august 31, 2022 and the second observation was conducted on October 31, 2022 until November 7, 2022 at SMA Negeri 1 Seputih Banyak. There are two teachers that the researcher observed. The first teacher was Siti Alwiyah, S. Pd who teaches in class XI 4, 6, 7, 9 and the second teacher was I Putu Wirya Suta, S. Pd, who teaches in class XI 2 at SMA Negeri 1 Seputih Banyak. Further, both of them divided their class into two meetings for teaching learning speaking skills in the class.

For the first teacher is Siti Alwiyah, S. Pd, she was teached in class XI 4, XI 5, XI 6, XI 7, XI 8, at SMA Negeri 1 Seputih Banyak. Further, she divided the class into two meetings and every meeting had different activities but the same materials. In the first meeting, conducted pre-teaching, whilst teaching and post teaching. For second meeting was the continuation from the first meeting. In the different time, the second teacher was I Putu Wirya Suta, S. pd, he was teached in class XI 2. Moreover, he divided the class into two meetings, and each meeting had different activities but the same material. The data can be seen at the table below:

Activities			Media	Notes
- Students identify few questions that use for ask to someone related to traveling.	✓		http://bit.ly/WhilstTeachingXI4	Teacher gave an example how to prounced the words/sentence, and the students repeated together.
- Students do repetition drill and shadowing of the questions.	✓	✓		
- Students identify a few words related to traveling.		✓		Teacher skipped this step because wanted to mix the first and second meeting.
- Students do repetition drill and shadowing of the words.	✓	✓		Students came forward to performed the conversation in pair.
- Students in pairs do role play conversation about traveling.		✓		
- Teacher provides input on the role play carried out by the students.	✓	✓		Teacher skipped this step because wanted to mix the first meeting and the second meeting.
SECOND MEETING				
- Students watch the video conversation related to traveling.	✓			Students practiced the conversation from their desk first.
- Students identify few words related to traveling.	✓			
- Students identify few questions that use for ask question related to traveling.				Students came for ward to performed their conversation in pair.
- Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of				Teacher asked the students to practiced more to be fluent in speaking English.

	conversations in the video they have watched. - Students present their conversations in pairs. - Teacher provides input on performance in the conversation that has been presented.			
3.	**Post Teaching** - Teacher and the students conclude the activity. - Teacher closes the activity.	✓ ✓	http://bit.ly/PostTeachingXI4	Teacher gave the conclution about the material to the students. Teacher gave greeting to the students and left the class.

Table 2.2

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 6 first meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching**				
	- Teacher greets the students and takes the attandance.	✓			Teacher greeted to the students and check the attandance.
	- Teacher shows pictures of people's traveling.	✓			
	- Teacher shows pictures of city in Turkey.	✓		http://bit.ly/PreTeachingFirstMeetingXI6	Teacher asked "what do you think about the place?"
	- Teacher asks few questions related to the cities that will be fun for traveling.	✓			Students answered "Wonderful, beautiful, fun place, etc".
	- Students answer the questions that has been given.	✓			
2.	**Whilst Teaching**				
	- Students watch the video conversation about traveling.	✓			Students identified in their desk about the words and questions related to the material.
	- Students identify few words related to the traveling.	✓		http://bit.ly/WhilstTeachingSecondMeetingXI6	
	- Students identify few questions that use for ask to someone related to traveling.	✓			Teacher gave an example how to prounced the

	- Students do repetition drill and shadowing of the questions. - Students identify a few words related to traveling. - Students do repetition drill and shadowing of the words. - Students in pairs do role play conversation about traveling. - Teacher provides input on the role play carried out by the students.	✓ ✓ ✓	words/sentence, and the students repeated together. Students came forward to performed the conversation in pair. Teacher gave a respond and suggestion to the student's performance.
3.	**Post Teaching** - Teacher and the students conclude the activity. - Teacher closes the activity.	✓ ✓	http://bit.ly/PostTeachingFirstMeetingXI6 Teacher gave the conclution about the material to the students. Teacher gave greeting to the students and left the class.

Table 2.3

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 7 first meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching**				
	- Teacher greets the students and takes the attandance.	✓		http://bit.ly/PreTeachingFirstMeetingXI7	The teacher posted the material on the whatsapp group.
	- Teacher shows pictures of people's traveling.	✓			
	- Teacher shows pictures of city in Turkey.	✓			
	- Teacher asks few questions related to the cities that will be fun for traveling.	✓			Teacher asked "what do you think about the place?"
	- Students answer the questions that has been given.	✓			Students answered "Wonderful, beautiful, fun place, etc".
2.	**Whilst Teaching**				
	- Students watch the video conversation about traveling.	✓			
	- Students identify few words related to the	✓			Students identified the words and questions on their deks

No.	Activities	✓	Link	Observation
	traveling.		http://bit.ly/WhilstTeachingFirstMeetingXI7	related to the material.
	- Students identify few questions that use for ask to someone related to traveling.	✓		Teacher gave an example how to prounced the words/sentence, and the students repeated together.
	- Students do repetition drill and shadowing of the questions.	✓		
	- Students identify a few words related to traveling.	✓		Students came forward to performed the conversation in pair.
	- Students do repetition drill and shadowing of the words.	✓		
	- Students in pairs do role play conversation about traveling.			Teacher gave a respond and suggestion to the student's performance.
	- Teacher provides input on the role play carried out by the students.			
3.	**Post Teaching**		http://bit.ly/PostTeachingFirstMeetingXI7	Teacher gave the conclution about the material to the students.
	- Teacher and the students conclude the activity.	✓		
	- Teacher closes the activity.	✓		Teacher gave greeting to the students and left the class.

Table 2.4

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 9 first meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching**				
	- Teacher greets the students and takes the attandance.	✓		http://bit.ly/PreTeachingFirstMeetingXI9	The teacher posted the material on the whatsapp group.
	- Teacher shows pictures of people's traveling.	✓			
	- Teacher shows pictures of city in Turkey.	✓			Teacher asked "what do you think about the place?"
	- Teacher asks few questions related to the cities that will be fun for traveling.	✓			Students answered "Wonderful, beautiful, fun place, etc".
	- Students answer the questions that has been given	✓			
2.	**Whilst Teaching**				
	- Students watch the video conversation about traveling.	✓		http://bit.ly/WhilstTeachiingFirstMeetingXI9	Students identified the words and questions on their deks related to the material.
	- Students identify few words related to the traveling.	✓			
	- Students identify few questions that use for ask to someone related to traveling.	✓			Teacher gave an example how to prounced the words/sentence, and the students repeated

No.	Activity	✓	✓			Observation
	- Students do repetition drill and shadowing of the questions.	✓				together.
	- Students identify a few words related to traveling.	✓				Students came forward to performed the conversation in pair.
	- Students do repetition drill and shadowing of the words.	✓				Teacher gave a respond and suggestion to the student's performance.
	- Students in pairs do role play conversation about traveling.					
	- Teacher provides input on the role play carried out by the students.					
3.	**Post Teaching** - Teacher and the students conclude the activity. - Teacher closes the activity.	✓	✓		http://bit.ly/PostTeachingFirstMeetingXI9	Teacher gave a conclution to the material and asked the students how far they understand the material. Teacher gave greeting to the students and left the class.

Table 2.5

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 6 second meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching** - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions related to the cities that will be fun for traveling. - Students answer the questions that has been given.	✓ ✓ ✓ ✓ ✓		http://bit.ly/PreTeachingSecondMeetingXI6	Teacher asked "what do you think about this place?" Students answered "it is wonderful, beautiful"
2.	**Whilst Teaching** - Students watch the video conversation related to traveling. - Students identify few words	✓ ✓ ✓		http://bit.ly/WhilstTeachingSecondMeetingXI6	Students watch the video through LCD projector. Students identified the video from their desk with their friend.

No.	Activity			Teacher's Note
	- related to traveling.	✓		Students practice to having conversation with their friend from their desk before came forward to presented their conversation.
	- Students identify few questions that use for ask question related to traveling.	✓		
	- Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of conversations in the video they have watched.	✓		Teacher gave an advice to improve their pronunciation or asked to practice more by drilling or practice in the mirror.
	- Students present their conversations in pairs.			
	- Teacher provides input on performance in the conversation that has been presented.			
3.	**Post Teaching**			Teacher gave a conclution related to the material and asked the students understanding by asking the material.
	- Teacher and the students conclude the activity.	✓		
	- Teacher closes the activity.	✓		Teacher gave greeting to the students and left the class.
	http://bit.ly/PostTeachingSecondMeetingXI6			

Table 2.6

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 7 second meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre- Teaching**			http://bit.ly/PreTeachingSecondMeetingXI7	Teacher showed the picture through LCD projector.
	- Teacher greets the students and takes the attandance.	✓			
	- Teacher shows pictures of people's traveling.	✓			
	- Teacher shows pictures of city in Turkey.	✓			Teacher asked "what do you think about this place?"
	- Teacher asks few questions related to the cities that will be fun for traveling.	✓			Students answered "it is fun miss, beautiful".
	- Students answer the questions that has been given				
2.	**Whilst Teaching**			http://bit.ly/WhilstTeachingSecondMeetingXI7	Students identified the video in their desk with their friend related to the material.
	- Students watch the video conversation related to traveling.	✓			
	- Students identify few words related to traveling.	✓			

No.	Activity			Description
	- Students identify few questions that use for ask question related to traveling.			Students create their own text related to the conversation based on their experienced in traveling.
	- Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of conversations in the video they have watched.	✓	✓	Students came forward to presented their performance. Teacher gave an advice for improving their pronunciation and practice in the mirror to be fluent in speaking.
	- Students present their conversations in pairs.			
	- Teacher provides input on performance in the conversation that has been presented.			
3.	**Post Teaching** - Teacher and the students conclude the activity. - Teacher closes the activity.	✓	✓	http://bit.ly/PostTeachngSecondMeetingXI7 Teacher concluded the material and asked the students about their understanding related to the material. Teacher gave greeting and left the class.

Table 2.7

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 9 second meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching**				
	- Teacher greets the students and takes the attandance.	✓		http://bit.ly/PreTeachingSecondMeetingXI9	Teacher showed the picture through LCD projector.
	- Teacher shows pictures of people's traveling.	✓			
	- Teacher shows pictures of city in Turkey.	✓			Teacher asked "what do you think about this place?"
	- Teacher asks few questions related to the cities that will be fun for traveling.	✓			Students answered "wonderful miss, amazing place".
	- Students answer the questions that has been given	✓			
2.	**Whilst Teaching**				
	- Students watch the video conversation related to traveling.		✓	http://bit.ly/WhilstTeachingFirstMeetingXI9	The teacher already posted the video on the group class.
	- Students identify few words related to traveling.	✓			The students identify the material on the group class.
	- Students identify few questions	✓			

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No.	Activity	✓		Link	Observation
	that use for ask question related to traveling.	✓			Students created their own text based on their experienced in traveling and practice it before presented the conversation.
	- Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of conversations in the video they have watched.	✓			Students came forward in pairs.
	- Students present their conversations in pairs.	✓			Teacher gave an adviced to improve their speaking through practice in from of the mirror or drilling.
	- Teacher provides input on performance in the conversation that has been presented.				
3.	**Post Teaching**			http://bit.ly/PostTeachingSecondMeetingXI9	Teacher concluded the material and asked the students related to the student's understanding.
	- Teacher and the students conclude the activity.	✓			Teacher gave greeting to the students and left the class.
	- Teacher closes the activity.	✓			

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Table 2.8

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 2 in the first meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching** - Do an apperception of the material that will be discussed through trigger questions (connecting with the initial competence of students). - Explain the purpose of the material and the advantages of learn the topic that will be discussed.	✓ ✓		http://bit.ly/PreTeachingFirstMeetingXI2	Teacher asked the students "did they ever been go to somewehere to traveling? What about the place?
2.	**Whilst Teaching** - Students watch and learn the video conversation about visiting tourist attractions. - Students do the repetition drill (clasikal and group). - Students practice a role play about the dialog in pairs. - Students disucss and identify an	✓ ✓ ✓ ✓ ✓		http://bit.ly/WhilstTeachingFirstMeetingXI2	Students watched the video on the LCD projector. Teacher guide the students to drilled the conversation. Some of tudents came forward to did the role play.

No.	Activity	✓	Link	Observation Notes
	adjective word or phrase that use for asking and responding the dialog about visiting tourist attractions.	✓		students created their own text related to the material.
	- Students practice to make some questions and respond sentence about the description about tourist attraction.			Students presented their conversation in front of the class.
	- Students presenting the conversation in front of the class.			
3.	**Post Teaching**		http:/bit.ly/PostTeachingFirstMeetingXI2	
	- Teacher with the students concluding the material.	✓		Teacher gave a conclution related to the material.
	- Do a reflection toward the material.	✓		Teacher gave a chance to the students to asked.
	- Closing the class.	✓		Teacher gave greeting and left the class.

Table 2.9

Result Observation Sheet of the Teacher's Strategy in Teaching Speaking Skills in the Class XI 2 in the second meeting.

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching**				
	- Do an apperception of the material that will be discussed through trigger questions (connecting with the initial competence of students).	✓		http://bit.1y/PreTeachingSecondMeetingXI2	Teacher asked the previous material.
	- Explain the purpose of the material and the advantages of learn the topic that will be discussed.	✓			
2.	**Whilst Teaching**				
	- Students watch to the video conversations about visiting tourist attractions and practice the dialog about asking and responding sentence that used to describe tourist attractions in the video.	✓		http://bit.1y/WhilstTeachingSecondMeetingXI2	Students watch the video from LCD projector.
	- Students play an asking and responding game (asking and responding to their friends consecutively):	✓			
	d. Students make 5-10 questions and respond sentences related to tourist attractions.				

No.	Activity	✓	Observation
	e. Students practice to asking and responding related to the visiting tourist attractions in pairs.		
	f. Students switch their partner to practice asking and responding to 5-10 different friends consecutively.	✓	
	- Students choose their own partner from the all students that have been practicing the dialog to do role playing related to the conversation.	✓	Students mix their asking or respond sentence with their partner and changed it into a conversation.
	- Students mix and revise the conversation that has been created with their partner.	✓	Students came forward to presented the conversation.
	- Students practice a role playing related to the conversation about tourist attractions.		
3.	**Post Teaching**		
	- Teacher with the students concluding the material.	✓	http://bit.ly/PostTeachingSecondMeetingXI2
	- Do a reflection toward the material.	✓	Teacher concluded the material.
	- Closing the class.	✓	Teacher gave a chance to the students to asked.
			Teacher gave greeting to the students and left the class.

b. **Interview**

Interview employed to know about the reason why the teacher used that strategy in teaching speaking skills in the class, and the struggle faced by the teacher while used that strategy in teaching speaking skills in the class. There are two teachers that the researcher interviewed to obtain the data about teacher's strategy in teaching speaking skills.

The first teacher was Siti Alwiyah, S. Pd, and the second teacher was I Putu Wirya Suta, S. Pd. The first teacher was Siti Alwiyah, S. Pd who teaches in the class XI 4, XI 6, XI 7, XI 9, and the interviewed with her consisted of four questions about the reason by teacher, the struggle faced by teacher, how the teacher covered the different level of knowledge of the students, and why the teacher mixed between the first and second meeting into one meeting in the class XI 4. The questions in interview can be seen below:

1. According to the class observation, you used drill and role play to teach speaking skills in the class and they must have advantages and disadvantages. Hence, whats were your reasons use that methods?

2. Darwyan said, problems in teaching speaking can be come from several components, students, curriculum, learning method, media, and times. From your point of view, whats were your problems in teaching speaking skills in the class?

Based on interviewed which held on November 25, 2022, it can be seen that the reason by the teacher used that strategy in teaching speaking skills in the class was because that strategy was the most appropriate and suitable strategy to implemented in the class XI 4, XI 6, XI 7, XI 9. In the other hand, the struggles by the teacher were boring and monotone because the teacher had to do the same steps everytime. Further, how the teacher

covered the different level of knowledge of the students by used role play and drilling method, because that method was the easier method to be implemented in the classes. Lastly, the reason why the teacher mixed between first meeting and second meeting in the class XI 4 was because the time limitation due to in the previous week there was an activity from the school that involved all of the students and next week the teacher had to teach different material.

The second teacher is I Putu Wirya Suta, S. Pd who teaches in the class XI 2, and the interviewed with him consist of three questions about the reason why the teacher, the struggle used by the teacher, and how the teacher cover the different level of knowledge of the students in the class. The questions in interview can be seen below:

1. According to the class observation, you used drill and role play to teach speaking skills in the class and they must have advantages and disadvantages. Hence, whats were your reasons use that methods?

2. Darwyan said, problems in teaching speaking can be come from several components, students, curriculum, learning method, media, and times. From your point of view, whats were your problems in teaching speaking skills in the class?

Based on the interview which held on November 29, 2022, it can be seen that the reason by teacher used that strategy in teaching speaking skills in the class was because to made the students understand about the material through showed video in the class. in the other hand, the reason why the teacher used a video conversation from the native speaker because the teacher wanted to made the students usual to listen how native speaker's voice. Further, the teacher used a drilling method because the teacher wanted to made the students

improve their pronunciation in speaking skills. However, learnt to made a few questions for made the students can be fluent to answer every random question that might be appear in the material. Moreover, the teacher asked the students to made a dialog conversation and did a role playing to made the students usual to use every phrase in speaking English.

In the other hand, the struggle by teacher while used that strategy was transferring the material it self, while the level of knowledge of the students were different. In the other hand, ability from the students to answered a random question from the students was quite difficult for them who had a low level in English major, and it needed a little longer time to make them understand. Further, how the teacher covered the different level of knowledge of the students was the teacher cover it through peer teaching by the other students and asked the students with a low level to learn further about the material while the other students who had done teach the other students. Lastly, the reason why the teacher divided the students into several groups when did a drilling words was to make them usual to asked and answer different question from different students in the class.

2. Data Display

Data display was the second component from the model of qualitative data analysis. Data analysis is a kind of the presentation of these data, organized the data, and summarized the data to help of creating conclusion, thus it easily to understand. In this case, the researcher analyzed the data that had been reduced in data condensation and displayed in the form of the table and descriptive form. The analysis was done based on data collected by each instrument.

Table of data Display

Table 3.1

XI 2	XI 4	XI 6	Note
Pre-Teaching - Do an apperception of the material that will be discussed through trigger questions (connecting with the initial competence of students). - Explain the purpose of the material and the advantages of learn the topic that will be discussed.	Pre-Teaching - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions	Pre-Teaching - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions related	

Whilst-Teaching First Meeting - Students watch and learn the video conversation about visiting tourist attractions. - Students do a repetition drill (clasikal and group). - Students practice a role play about the dialog in pairs. - Students disucss and identify an adjective word or phrase that use for asking and responding the dialog about visiting tourist attractions. - Students practice to make a question sand respond sentence about the description about tourist attraction. - Students presenting the conversation in front of the class.	related to the cities that will be fun for traveling. - Students answer the questions that has been given. Whilst-Teaching - Students watch the video conversation about traveling. - Students identify few words related to the traveling. - Students identify few questions that use for ask to someone related to traveling. - Students do repetition drill and shadowing of the questions. - Students identify a few words related to traveling. - Students do repetition drill and shadowing of the words. - Students in pair practice having conversations about each other's traveling experiences	to the cities that will be fun for traveling. - Students answer the questions that has been given Whilst-Teaching First Meeting - Students watch the video conversation about traveling. - Students identify few words related to the traveling. - Students identify few questions that use for ask to someone related to traveling. - Students do repetition drill and shadowing of the questions. - Students identify a few words related to traveling. - Students do repetition drill and shadowing of the words. - Students in pairs do role play

Second Meeting

- Students watch to the video conversations about visiting tourist attractions and practice the dialog about asking and responding sentence that used to describe tourist attractions in the video.
- Students play an asking and responding game (asking and responding to their friends consecutively):

g. Students make 5-10 questions and respond sentences related to tourist attractions.

h. Students practice to asking and responding related to the visiting tourist attractions in pairs.

i. Students switch their partner to practice asking and responding to 5-10 different friends consecutively.

by paying attention to the examples of conversations in the video they have watched.

- Students present their conversations in pairs.
- Teacher provides input on the performance in the conversation that has been presented.

Post-Teaching

- Teacher and the students conclude the activity.
- Teacher closes the activity.

conversation about traveling.

- Teacher provides input on the role play carried out by the students.

Second Meeting

- Students watch the video conversation related to traveling.
- Students identify few words related to traveling.
- Students identify few questions that use for ask question related to traveling.
- Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of conversations in the video they have watched.
- Students present their conversations in pairs.
- Teacher provides input on performance in the conversation

- Students choose their own partner from the all students that have been practicing the dialog to do role playing related to the conversation. - Students mix and revise the conversation that has been created with their partner. - Students practice a role playing related to the conversation about tourist attractions. Post-Teaching - Teacher with the students concluding the material. - Do a reflection toward the material. - Closing the class.	that has been presented. Post-Teaching - Teacher and the students conclude the activity. - Teacher closes the activity.

Table 3.2

XI 7	XI 9	Note
Pre-Teaching - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions related to the cities that will be fun for traveling. - Students answer the questions that has been given Whilst-Teaching First Meeting - Students watch the video conversation about traveling. - Students identify few words related to the traveling. - Students identify few questions that use for ask to someone related to traveling. - Students do repetition drill and shadowing of	Pre-Teaching - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions related to the cities that will be fun for traveling. - Students answer the questions that has been given Whilst-Teaching First Meeting - Students watch the video conversation about traveling. - Students identify few words related to the traveling. - Students identify few questions that use for ask to someone related to traveling. - Students do repetition drill and shadowing of	The students watch the video through whatsapp group. The teacher continue ti the

next step because there was limited time.

- the questions.
- Students identify a few words related to traveling.
- Students do repetition drill and shadowing of the words.
- Students in pairs do role play conversation about traveling.
- Teacher provides input on the role play carried out by the students.

Second Meeting
- Students watch the video conversation related to traveling.
- Students identify few words related to traveling.
- Students identify few questions that use for ask question related to traveling.
- Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of conversations in the video they have watched.
- Students present their conversations in pairs.
- Teacher provides input on performance in the conversation that has been presented.

conversation that has been presented.	Post-Teaching
Post-Teaching	- Teacher and the students conclude the activity.
- Teacher and the students conclude the activity.	- Teacher closes the activity.
- Teacher closes the activity.	

b. Result of Interview

The interview was conducted with two English teachers in SMA Negeri 1 Seputih Banyak who teach in grade XI. The first teacher was Siti Alwiyah, S. Pd, and the second teacher was I Putu Wirya Suta, S. Pd. Further, this interview was conducted due to know deeply about teacher's strategy in teaching speakings skills. The questions of this interview generally were taken from the data that the researcher did not obtain in the observation.

The first teacher that the researcher interview was Siti Alwiyah, S. Pd, and the first question was "what the reason by the teacher used that strategy in teaching speaking skills?", the second question was "what the problems by teacher while used that strategy in teaching speaking skills in the class? Thus, the answer of the interviewed can be seen below:

1. According to the classroom observation, you used drilling and role play to teach speaking skills in the class and they must have advantages and disadvantages. Hence, whats were your reasons used that methods?

   "Because this strategy was the simplest strategy to be implemented, and the students was easier to follow the teaching learning activity in the class."

2. Darwyan said that, problems in teaching speaking can be come from several components, students, curriculum, learning method, media and times. From your point of view, whats were your problems in teaching speaking skills in the class?

   "The problems were a patience, and quite boring. This strategy is a boring strategy, because the teacher and the students had to do the thing in the class, drilling, role playing, identifying, and those activity quite boring to do everytime in the class."

In the other hand, the second teacher that the researcher interviewed was I Putu Wirya Suta, S. Pd, and the first question was "what the reason by the teacher used that strategy in teaching speaking skills?", the second question was "what the struggle by teacher while used that strategy in teaching speaking skills in the class?", the third question was" how did the teacher covered the different level of knowledge of the students in the class?", and the fourth question was " why did the teacher divided the students into several group to did the drilling the words of the conversation?"

Thus, the result of the interviewed can be seen below:

1. According to the classroom observation, you used drilling and role play to teach speaking skills in the class and they must have advantages and disadvantages. Hence, whats were your reasons used that methods?

   "The reason why the teacher showed an example of the video in order to made the students had an imagination and saw how to do a conversation toward the materials about. In the other hand, the teacher showed the video from the native speakers in order to made the students usual to listen and pronounced very words like the native speakers. Further, the teacher used a drilling method in order to made the students train their pronunciation in speaking English, and the students asked to made a question that will be asked to their random friends in order to made the student think quickly to answer every random question about the material that had been given. Lastly, the students had to made a dialog conversation in order to made them usual to learnt how do talk to the others used every phrase and words that they had learnt before, and they be brave to showed their performance in front of the class."

2. Darwyan said that, problems in teaching speaking can be come from several components, students, curriculum, learning method, media and times. From your point of view, whats were your problems in teaching speaking skills in the class?

"The challenge came from the students whom quite difficult to answer every random question from their friends. It is quite difficult for the students who had a low level of knowledge English. In the other hand, the main challenge that faced by the teacher was a made the students who had a low level of knowledge to understand the material it self."

3. Drawing and Verifying Conclution

In this section, the researcher concluded about teacher's strategy in teaching speaking skills in the class. The researcher used a checklist observation, interview, and documentation to found out the data about teacher's strategy in teaching skills in the class.

a. Strategy in Teaching Speaking Skills in the Class.

The researcher observed two English teachers in SMA Negeri 1 Seputih Banyak namely Siti Alwiyah, S. Pd, and I Putu Wirya Suta, S. Pd. The researcher found that, in the first meeting, the teacher concern to introduced the material to the students to developed the student's knowledge about the material. In the beginning of the activity, the teacher always gave a greeting and tried to brainstorm the students. Furher, the teacher started to began the main activity, teached the students and wanted to make the students understood what the material to be thought (it can be seen from the table 2.1-2.5), the teacher showed the video material to the students and the students had to learnt and understood what the video talking about. After that, to make the students more understood and memorized all the words in the video, the teacher asked the students to identified

every words and phrases that usually appear in the travelling conversation. In the other hand, in order to made the students fluent to pronounced every words and phrases on the video, the teacher asked the students to did a drilling and shadowing by following the teacher based on the video material. However, the first meeting was a developing student's thought about the material, the teacher asked the students to did role playing with their partner by just following the conversation from the video. Lastly, before closed the class, the teacher cocluded the material with the students and gave a greeting to close the class.

In the different time, the second section was the continue section from the first meeting. If the purpose of the first meeting to transfered the knowledge of the material, in the second meeting the teacher tried to pushed the students to be more active and developing themselves about the material (it can be seen from the table 2.6-2.9), the table showed us that the teacher gave freedom to the students to develop and found out their own kind of conversation about the video material. In the beginning of the class, the activities still the same with the first meeting. However, in the whilst teaching, the teacher showed the video material with the higher level from the first meeting to make the students usual to understand and learnt another level of the material. Further, the students had to identify every words and phrase regarding to travelling conversation, then drill and shadowing those words. However, the teacher gave a freedom to the students to make their own conversation dialog regarding to the material, and performed it in front of the class. Lastly, before closing the class, the teacher concluded the material with the students and gave greeting to closed the class. However, there was one class that treated differently because the time limitation (it can be seen from the

table 2.), class of XI 4 mixed by the teacher between the first meeting and the second meeting because the previous week there was an activity from the school and the next week the teacher had to teach the other material. In the other hand, the second teacher was I Putu Wirya Suta, S. Pd. The researcher found that, in the first meeting, the teacher wanted to transferred the material and introduced the skills and material to be thought to the students (it can be seen from the table 2.8) the teacher began the class by gave a greeting, told the purpose of the teaching learning activity in that day and brainstormed the students toward the material to be thought. In whilst teaching activity, the teacher started the main activity by showed the video material about visiting tourist attractions. In order to made the students fluent in pronounce every words and phrases in the video, the students did a drilling and shadowing toward every phrase and sentence from the video. The students drilled the sentence for several time to understand how to pronounce some words or difficult sentence. Further, to improve student's creativity, the teacher wanted to improve student's knowledge by creating a asking and respond sentence and perform it in front of the class with their partner.

In the different time, the second meeting the teacher continued the teachinf learning activity in the class. In this section, the teacher prefered to develop and improve student's fluency in speaking English. It can be seen from the table 2.9, the teacher began the class by give a greeting, brainstorm the students toward the material and told the students about the purpose of the class. Thus, the students understand how far they have to go in the class. In Whilst teaching activity, the teacher showed up the different video material by the first meeting, and it had different difficulties by the first meeting. After that, to understand what the video

talking about, the students had to identify every sentence on the video and practice with their partner. At first, the students had to create 5-10 question and respond sentence regarding to the material and practice the dialog on the video with their friend on the table. Further, after they quite fluent and familiar with the sentence and dialog, the students played a game asking and responding with the other students in front of the class with different partner 5-10 students. The teacher wanted to made the students usual to asking and respond every question and respond sentence that will appear in daily conversation about the visiting tourist attractions. Before closing the class, the teacher concluded the teaching learning activity with the students and gave some reflections in the class. Lastly, the teacher closed the class by give a greeting.

b. Reason to Used the Strategy

The researcher interviewed two English teachers and the researcher found that the reason why these two teachers used that strategy in teaching speaking skills were different. The first teacher was Siti Alwiyah, S. Pd, the reason why she uses that strategy because this strategy was the simplest and easiest strategy to be implemented in her class. She thought that, this strategy can be understood by all the students in the class then the other strategy. Thus, in her class, this strategy become the best way to teach speaking skills in the class. However, by brainstormed the students at first, gave a video material, asked them to drilled and role playing, they can develop their speaking skills together in the class.

In the other hand, I Putu Wirya Suta, S. Pd had the different reason. The reason why he used that strategy divided into several parts. Each part had a its own reason why the teacher wanted to teach speaking skills thorugh that way. In oder to made students had an imagination and usual listening to the native speaker's conversation, the teacher showed the video material in English by native speaker. In the other hand, in order to made the students understood how to pronounced every sentence in the video, the teacher used a drilling and shadowing, then repeating several times. In order to made the students fluent and usual to speaking English, the teacher asked the students to do role playing the class with their partner.

c. Problem While Using the Strategy

In conducted teaching learning process, teachers must have a problem that they faced in the class. In this research there were two English teachers who teach speaking skills in the class. Both of them had their own problem in teaching speaking skills in the class. The first teacher is Siti Alwiyah, S. Pd, and the second teacher is I Putu Wirya Suta, S. Pd. The problem of those teachers can be seen on the table below:

Table 3.3

No	Teacher	Problems
1.	Siti Alwiyah, S. Pd	1. Mononooune 2. Different level of students' knowledge.
2.	I Putu Wirya Suta, S. Pd	1. Different level of students' knowledge. 2. Guiding all of the student's in the class.

B. **Research Findings**

In this section, the reseaecher want to discuss the findings related to the teacher's strategy in teaching speaking skills in the class. This research was conducted on eleventh grade at SMA Negeri 1 Seputih Banyak in the first semester of academic year 2022/2023. The first observation was conducted 23, 2022 until august 31, 2022 and the second observation was conducted on October 31, 2022 until November 7, 2022 at SMA Negeri 1 Seputih Banyak. In this research, observed the teacher's strategy in teaching speaking skills in the class XI 2, 4, 6, 7, 9 in SMA Negeri 1 Seputih Banyak. Firstly, the researcher observed teacher's strategy in teaching speaking skills in the class. Secondly, the researcher conducted an interview with the teachers regarding to the reason why the teacher used that strategy in teaching speaking skills in the class, what the struggle faced by the teacher while used that strategy in teaching speaking skills in the class, and how the teacher covered the different level of knowledge of the students in the class.

1. **Teacher's Strategy in Teaching Speaking Skills**

The researcher found out some result of the research in the teaching learning process at XI 2, 4, XI 6, XI 7, XI 9 of SMA Negeri 1 Seputih Banyak. The result of the observation showed that the strategy in teaching speaking skills in the class divided into three steps, namely pre-teaching, whilst-teaching, and post-teaching. The first teacher that the researcher observed was I Putu Wirya Suta, S. Pd. He teaches in the class XI 2 at SMA Negeri 1 Seputih Banyak.

A. XI 2

The teacher who teached in this class was I Putu Wirya Suta, S. Pd. He divided this class into two meetings and each meeting had different activity. In the first meeting the teacher began the class by gave greeting to the students, continued with asked the students related to the material as a brainstorming and the teacher explained about the purpose of the teaching learning process in that day. In the main activity, the teacher showed a video material to the students and the students watched and learn what the video talking about. It was fun yet serious, and the students focused to learnt about what the video talking about. After that, the teacher asked the students to drilled and role playing related to the video. It was supported by the theory from Harmer (it can be seen in chapter 2 pages 11) related to the teacher's activity in teaching speaking skills by using drilling and role playing as two of the variables in the strategy in teaching speaking skills in the class. It was challenging,

because several students got difficult to drill and spealing the word, especially for the students with the low level of knowledge in English subject. However, the teacher always guided the students until all of the students understand how to spelled the words correctly. In the different time, the students identified several words and phrase that usually used for asking and responding conversation related to tourist attractions. Moroever, when the students had done, they asked to made a few sentences about asking and responding conversation related to the tourist attractions and the students perform what they had done in front of the class.

In the second meeting, the students did the different activies in the class. In the beginning, the teacher gave the video again related to the material. After that, the students played an "asking and responding" game in the class. However, before the students played the game, the students had to made an asking and respond sentence. After that, the students played the game by asking and responding every question from his/her partner consecutively. Further, the teacher asked 5 pairs of students to came forward in order to played the same game. In this game, the teacher asked the students to played the same game with five different partners. In the second chance, the students choosed his/her own partner, and the students had to revised their conversation and performed their conversation in front of the class. For closing the class, the teacher concluded the material with the students, reflected the teaching learning activity and gave greeting to students to close the class.

In the other hand, the second teacher that the researcher observed was Siti Alwiyah, S. Pd. She teaches in the class XI 4, 6, 7, 9 at SMA Negeri 1 Seputih Banyak.

A. XI 4

In this class, the teacher mixed the class from two meetings into one meeting because a limited time. In the beginning of the class, the teacher gave greeting to the students and showed the students a picture about traveling and continued with asked the students related to the material. In the main activity, the teacher showed the video material to the students and the students learnt what the video talking about. After that, teacher asked the students to identified several words and phrase in the video and practiced to drilled the conversation related to the video. In other hand, the students made the conversation related to the material based on their own experienced in traveling to somewhere and practicing the conversation with their own partner. Further, the students came forward to performed the conversation and the teacher gave an advice related to the student's performance. Lastly, the teacher concluded the material with the students and closed the class by gave greeting.

B. XI 6

In this class, the teacher divided the class into two meetings and each meeting had different activity. In the first meeting, teacher began the class by greeted to the students and continue with showed up a picture related to Turkey, the city or the other place and the teacher asked a few questions related to the picture and the students answered the questions. In the main activity, the teacher showed a video material about traveling and the students learnt what the video talking about. After that, students identified every words or phrase related to the video material. The activity continued with the drilled activity from the students with guided by the teacher. After the students understood about the material and spelled well about

the words and pharse related to the video, students came forward with their partner to performed their conversation. This strategy was supported by relevant research by Seken and Artini who conducted the same research (it can be seen in chapter II page 11) and discussed about strategy in teaching speaking skills by using drilling strategy. After the students performed in the class, the teacher gave an advice to the students if there were several things to improved by the students.

In the second meeting, the teacher started the main activity by showed up the video material from the group class on whatsapp. In this step, students did not watch the video from the LCD projector again, however the students watch the video on the whatsapp group that had been sent by the teacher. After that, students identified several words, phrases and questions that used for asking about traveling in the video related to traveling, and practiced with his/her partner the conversation on the video. Further, students created their own conversation by their experienced and practiced it with their partner. When the students ready enough, they came forward to did role playing with their partner and the teacher gave an advice if there were mistakes from the students.

Lastly, the teacher concluded the teaching learning activity in that day and the teacher close the class by gave greeting to the students.

C. **XI 7**

In the first meeting, the teacher opened the class by gave greeting to the students and the students answered it. The activity continued by showed some picture about the city in Turkey that used for traveling by tourist and the teacher asked the students about several place that will be fun for traveling and the students answered by their own experienced and knowledge related to the wonderful place to visit. In the main activity, the teacher showed a video material and the students had to watch and learnt what the video talking about. Moreover, students had to learnt how to spelled every sentence on the video. After that, the students identified several words, phrase, and questions related to travelling activity and when the students had done to identified, the students drilled the conversation by followed how the teacher pronounced every sentence on the video. The teacher repeated for several times until made students understood how to prounced the words. The activity continued by the students to did role playing with their partner related to the video in front of the class, and the teacher guided, gave an advice if the students did something that had to be improved.

In the second meeting, the teacher began the class by always gave a greeting to the students and asked the students about the previous material to reminded the students about the material last week. Further, the teacher showed the video material again with the different video, and asked the students to identified the words, phrase, and questions that will be used for asking about traveling. After that, the students had to created their own conversation related to the video by their own experienced about travelling to somewhere. Further, the students practiced it the conversation that had been created by them and if they ready enough the students came forward to performed their conversation with their

own partner and the teacher gave an advice if the students had a mistake to be improved.

Lastly, the teacher concluded the teaching learning material in that day and greeted to the students to close the class.

D. XI 9

In this class, for the first meeting the teacher opened the class by greeted to the students and the students answewered the greeting. Further, the teacher showed several pictures about the city in turkey that usually visited by tourist to traveled and asked the students about several place that will be fun to travelled and the students answered the questions based on their own experienced. In the main activity, the teacher showed a video conversation related to travelling material and the students watch, learnt and identified several words, phrase, and questions that used for asking about travelling. After that, the teacher guided the students to drilled the conversation in order to made the students understood how to pronounce the sentence. Further, the students practiced the conversation with their own partner in the class and if the students ready enough, they performed the conversation in front of the class consecutively with their partner and the teacher gave an advice for students who made a mistake.

In the second meeting, the teacher entered the class and gave greeting to the students and the students answered that. After that, the teacher asked the students related to the previous material to reminded the students. In the main activity, the teacher showed the video conversation related to travelling material and the students had to watched, learnt and identified the questions that used for asking about travelling. After the students understood about the video, the teacher asked

the students to made their own conversation with their partner based on their own experienced about travelling to some place related to the video. Moreover, the students had to practiced the conversation with their partner and if the students ready enough, the students came forward to performed their conversation consecutively with the other students in the class and the teacher gave an adive for student's performance.

Lastly, the teacher concluded the teaching learning activity in that day and greeted to the students to close the class.

From the result of the research above, there are several phenomenas that the researcher found. There are several differences between the treatment of the teacher in the class XI 4 where the teacher mixed the first meeting and the second meeting into one meeting due to time limitation. In the class XI 4, the students learnt little rushed than the other class because the students had to reached the target of two meetings in one meeting. The implication of this phenomena was the teacher skipped several steps in the first meeting and jumped to next step in the second meeting. However, the teacher could cover the differences of the treatment with asked the students learnt and watched the video and asked the students to create their own dialog conversation by their own experienced.

In the other hand, the different treatment was conducted in the class XI9 from the teacher. In the lesson plan, the teacher supposed to showed the video through LCD projector. However, in this class, there was a trouble from the LCD projector and the teacher gave the video on the group class. In this class, there was different phenomena then the other classes. Because the video was posted on the group class, some of the students took little

longer time to downloaded the video due to lack of the network. Besides, the students difficulted to understood the video because the students had to watched, learnt and analyzed the video by themselves and through their handphone and being distructed from the handphone itself. In the other hand, in the other class, the students learnt and watched the video easier because they did not to open their handphone and they culd learnt and watched the video with a bigger screen and louder voice from the speaker.

In conclude, English teachers who teach in grade XI applied the same strategy to undergo the teaching role with their students in teaching speaking skills in the class. However, there are several differences that the teachers did in the class, the technique, there are several adjustments from the teacher that quite different from the lesson plan. For examples in class XI 4 when the teacher mixed two meetings into one meeting because the time limitation, and in the class XI 9 when the teacher sent the material through online platform, namely flip learning (chapter 2).
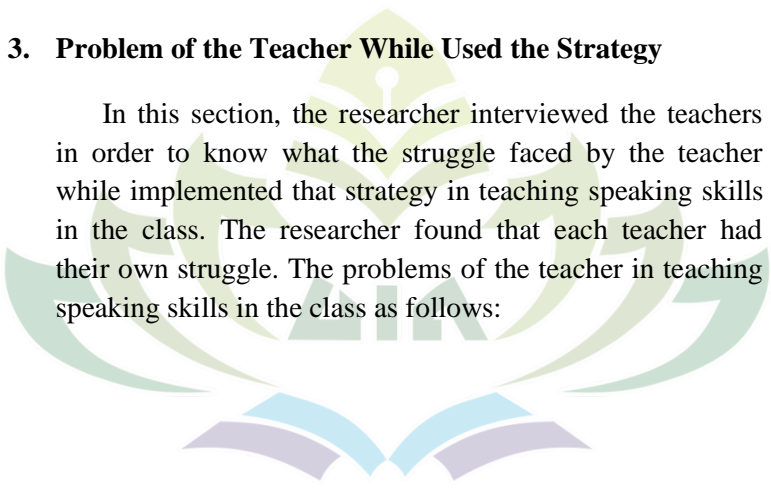
2. **Reason of the Teacher to Used the Strategy**

The researcher interviewed the teachers regarding their reason to used the strategy in teaching speaking skills in the class. The researcher found that each teacher had the different reason to used that strategy in teaching speaking skills in their class. The first teacher was Siti Alwiyah, S. Pd. The researcher asked regarding to her reason why used that strategy in teaching speaking skills in the class. She answered that her reason was because that strategy was the simplest and easier strategy to be implemented in her class and all of the students can following the material in the class.

In the other hand, I Putu Wirya Suta, S. pd has his own reason. In the beginning of the main activity, he showed the video material by native speaker because the students had an imagination toward the material and usual to listen the native speaker's voice. After that, to made the students understood how to pronounced every sentence on the video, the teacher guided the students to drilled the sentence based on the video. Hence, in order to improve student's creativity, the teacher asked the students to create their own sentence and dialog conversations based on the video material and performed it in front of the class as practice activity.

3. **Problem of the Teacher While Used the Strategy**

In this section, the researcher interviewed the teachers in order to know what the struggle faced by the teacher while implemented that strategy in teaching speaking skills in the class. The researcher found that each teacher had their own struggle. The problems of the teacher in teaching speaking skills in the class as follows:

1. Siti Alwiyah, S. Pd

- **Monotoune.**

Teacher should do the same activities in each class and it was challenging for the teacher. How the teacher designed the activities become little fun for the students in the class. However, this is the best way to teach all of the students in each class because it was the easiest and the simplest strategy that can be received by all of the students in the class.

- **The different student's knowledge level**.

Students actually did not have the same level in any major in the school. This is the fact that all of teachers must be admitted. Covering all of the students in the class with different level of knowledge, different background, different interest was quite challenging. However, through applying role play and drilling method, teacher can cover the different level of the students in the class.

2. I Putu Wirya Suta, S. Pd

- **The different level of student's knowledge**

This is the same problem to Siti Alwiyah, S. Pd that face by I Putu Wirya Suta, S. Pd. In his class, students did not have the same level in English. This is a problem face by him during teaching learning in the class. Designing an appropriate strategy for the students was one of the best ways to cover that. Understanding how far the students can following the teaching learning process, and guided them until the students understand about the material.

- **Guide more the students in the low level.**

> Students were very different each other, and the understanding level of them was different as well. It was very struggled for the teacher because the teacher had to cover the different level of them, and decided the best way to cover that. I putu Wirya Suta, S. Pd decided to guided any students in the class and always rechecked about students' understanding. Guided the students one by one was quite challenged for him because make sure all of the students understand about the material one by one was consuming time in the class. However, the teacher conducted a peer teaching to the students which the students who already understood about the material had to lead their friends who did not unserstand yet. Hence, it was very helped the teacher to cover the problem in the class.

From the research findings above, the researcher concluded that the way that the teachers did in order to reached a target of teaching learning process can be called teaching as transaction (Chapter 2). Because based on the research findings, it can be seen that the teachers were not being the one and only source of knowledge, and the students can interact to the materials. For example, in the class XI 2, when the teacher gave the material and asked the students to created their own sentence, students created their own sentence by remembering their own experience of holiday. In the other hand, the teaching learning process quite flexible when in the class XI 9, teacher gave the material through online platform and in the class XI 4, teacher mixed two meeting into one meeting because of time limitation. That was that the teachers did to creating situations whereby the students

be able to interact with the material and the students did not passively receive the material and knowledge.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

This research aims to found the teacher's strategy in teaching speaking skills in the class at SMA Negeri 1 Seputih Banyak in the first semester of academic year 2022/2023. Based on the data analysis and research findings in this research, it can be concluded that the teachers divided their strategy in teaching speaking skills in the class into three steps, namely pre-teaching, whilst teaching, and post-teaching. In the pre-teaching activity the teacher always gave a greeting and brainstorming to the students in the class. In the other hand, in whilst teaching activity, the teacher began the class by showing a video material to be understood by the students in the class. In the other hand, drilling and shadowing activity then continued with a role playing from the students in the class were the main activity conducted by the teacher in the class to improve student's speaking skills. Lastly, gave a conclusion and greeting were the activity to close the class by the teacher.

Teachers applied the same strategy when conducted teaching learning process in the class with the several adjustments. Because, the teacher saw several conditions that might be uneffective if the teaching learning process following the lesson plan in 100%. Hence, for several classes, teachers did several different techniques to make the teaching learning process effectively.

B. Recommendation

Based on the result of the research in chapter IV, teacher's strategy in teaching speaking skills is the important thing to prepare before conducting the class. Moreover, preparing strategy can make the teacher reach the target of the class easier and it will help the teacher to teach speaking skills in the class as a guidance. Hence, the teacher could transfered the material to the students and give an input to the students in the class. Therefore, the researcher offers the following recommendation:

1. In Services Teachers

English Teacher should prepare the material, the media, and the tools as interested as possible before begin the teaching learning activity in order to make the teaching learning process effectively and interesting. Hence, the teacher can prevent a bored and monotonoune teaching learning process in the class.

2. Future researchers

This research could be use by the future researchers as a reference for their research about teacher's strategy in teaching skills in the class. The future researchers could conduct the same research with different angle of this research such a conduct this research by taking student's point of view related to the strategy that implemented by the teacher in the class, and how success the teacher teach speaking skills in the class.

3. Readers/Pre-Services Teachers

For the readers, or pre-services teachers, it could be a source to improve their knowledge related to the teacher's strategy in teaching speaking skills in the class. Hence, it will enrich their knowledge about teacher's strategy in teaching speaking skills in the class and implementing the result of this observation in chapter 4 in their teaching learning process when they become English teachers later on.

4. Teacher's Educators

The result of this research could be a reference to implement by the teacher's educators when teaching speaking skills to the students in the class with different level of the materials. Hence, teacher's educators have a lot of strategy related to the teaching speaking skills in the class.
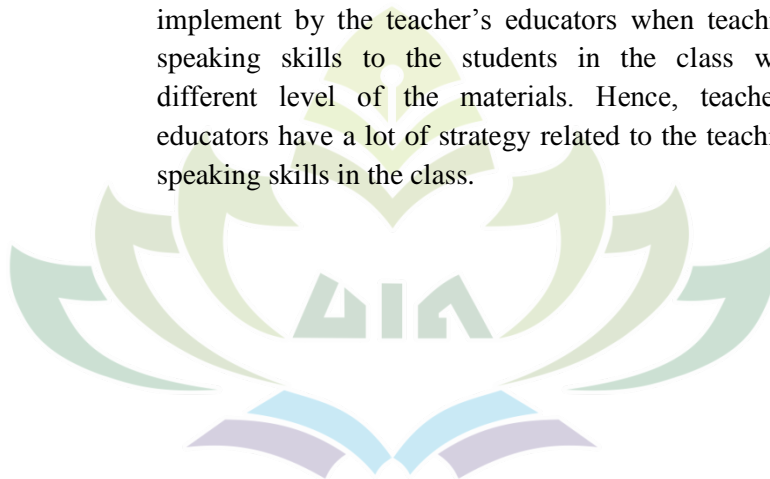
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APPENDICES

Appendic 1

A. Research Instrument

Table of Observation (First Meeting) Siti Alwiyah, S. pd

Table 1

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching** - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions related to the cities that will be fun for traveling. - Students answer the questions that has been given.				
2.	**Whilst Teaching** - Students watch the video conversation about traveling. - Students identify few words related to the traveling. - Students identify few questions that use for ask to someone related to traveling.				

	- Students do repetition drill and shadowing of the questions. - Students identify a few words related to traveling. - Students do repetition drill and shadowing of the words. - Students in pairs do role play conversation about traveling. - Teacher provides input on the role play carried out by the students.		
3.	**Post Teaching** - Teacher and the students conclude the activity. - Teacher closes the activity.		

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Table of Observation (Second Meeting) Siti Alwiyah, S. pd

Table 2

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching** - Teacher greets the students and takes the attandance. - Teacher shows pictures of people's traveling. - Teacher shows pictures of city in Turkey. - Teacher asks few questions related to the cities that will be fun for traveling. - Students answer the questions that has been given.				
2.	**Whilst Teaching** - Students watch the video conversation related to traveling. - Students identify few words related to traveling. - Students identify few questions that use for ask question related to traveling. - Students in pair practice having conversations about each other's traveling experiences by paying attention to the examples of conversations in the video they have watched. - Students present their conversations in pairs.				

	- Teacher provides input on performance in the conversation that has been presented.	
3.	**Post Teaching** - Teacher and the students conclude the activity. - Teacher closes the activity.	

Table of Observation (First Meeting) I Putu Wirya Suta, S. pd

Table 3

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching** - Do an apperception of the material that will be discussed through trigger questions (connecting with the initial competence of students). - Explain the purpose of the material and the advantages of learn the topic that will be discussed.				
2.	**Whilst Teaching** - Students watch and learn the video conversation about visiting tourist attractions. - Students do the repetition drill (clasikal and group). - Students practice a role play about the dialog in pairs. - Students disucss and identify an adjective word or phrase that use for asking and responding the dialog about visiting tourist attractions. - Students practice to make some questions and respond sentence about the description about tourist attraction. - Students presenting the conversation in front of the				

	class.				
3.	**Post Teaching** - Teacher with the students concluding the material. - Do a reflection toward the material. - Closing the class.				

No	Activity	Y	N	Documentation	Note
1.	**Pre-Teaching** - Do an apperception of the material that will be discussed through trigger questions (connecting with the initial competence of students). - Explain the purpose of the material and the advantages of learn the topic that will be discussed.				
2.	**Whilst Teaching** - Students watch to the video conversations about visiting tourist attractions and practice the dialog about asking and responding sentence that used to describe tourist attractions in the video. - Students play an asking and responding game (asking				

and responding to their friends consecutively):

j. Students make 5-10 questions and respond sentences related to tourist attractions.

k. Students practice to asking and responding related to the visiting tourist attractions in pairs.

l. Students switch their partner to practice asking and responding to 5-10 different friends consecutively.

- Students choose their own partner from the all students that have been practicing the dialog to do role playing related to the conversation.

- Students mix and revise the conversation that has been created with their partner.

- Students practice a role playing related to the conversation about tourist attractions.

3. Post Teaching

- Teacher with the students concluding the material.
- Do a reflection toward the material.
- Closing the class.

Appendix 2

B. List of Interview's Question

1. What the reason why the teacher uses that strategy in teaching speaking skills in the class?
2. What the struggle while the teacher uses that strategy in teaching speaking skills in the class?
3. How the teacher covers the different level of student's knowledge in the class?
4. Why the teacher mixed the first meeting and the second meeting in class XI 4?

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Appendices 3

    c. **List of Figures**

Figure 1.1 (Teacher guide the students to do Role Playing)

Figure 1.2 (Teacher guide the students to drill the sentence)

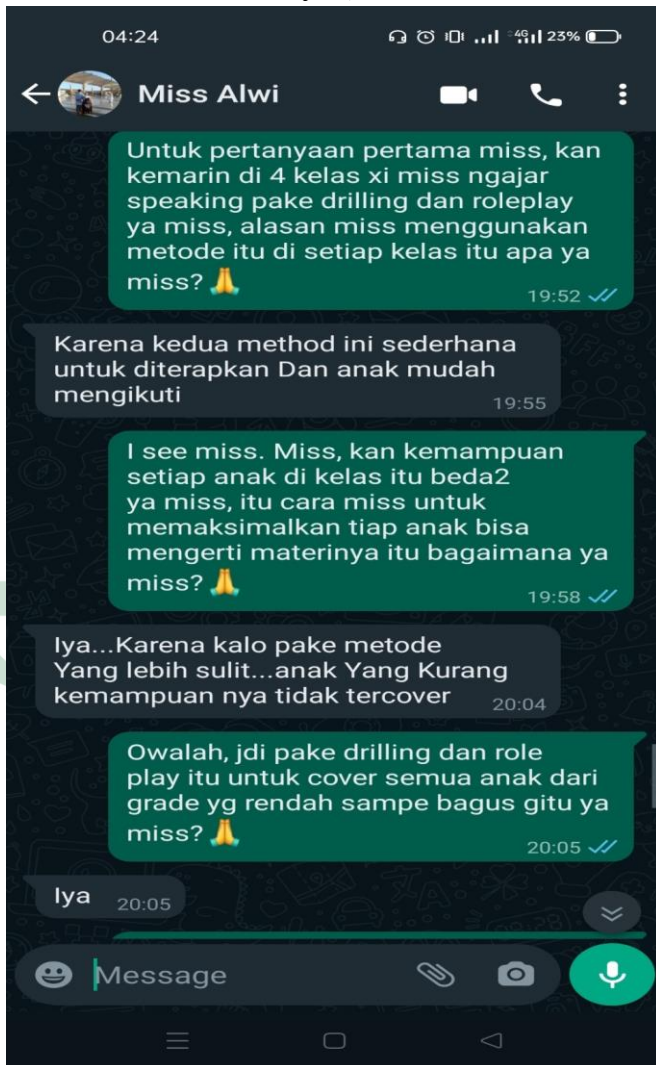**Figure 1.3** (Students practice to do Role Playing)

Figure 1.4
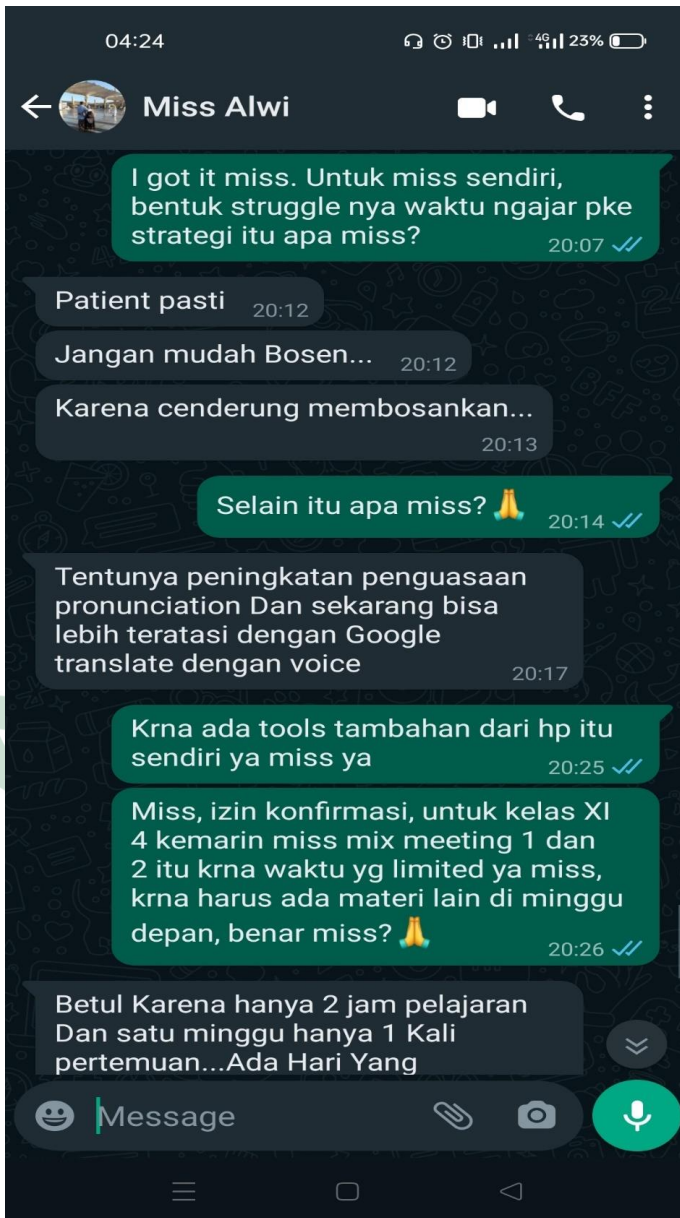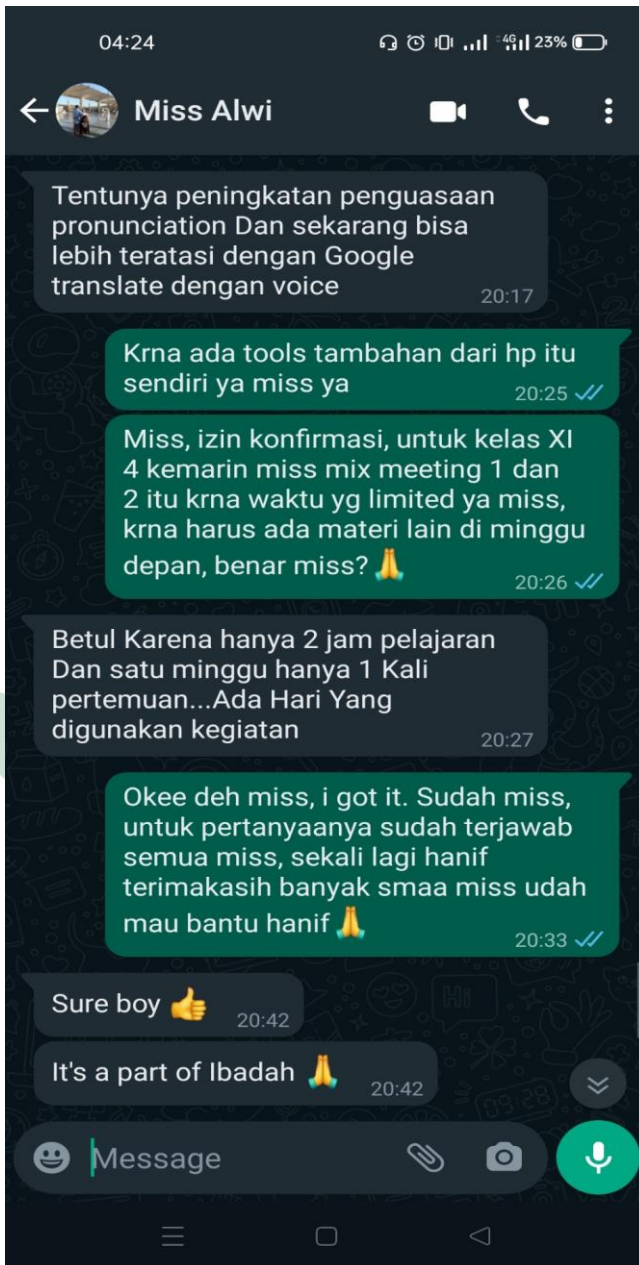(Teacher guide the students who do not understand about the
material)

Appendic 4

   C. Data of Interview

      Data Interview of Siti Alwiyah, S. Pd

04:24

Miss Alwi

Tentunya peningkatan penguasaan pronunciation Dan sekarang bisa lebih teratasi dengan Google translate dengan voice
20:17

Krna ada tools tambahan dari hp itu sendiri ya miss ya
20:25 ✓✓

Miss, izin konfirmasi, untuk kelas XI 4 kemarin miss mix meeting 1 dan 2 itu krna waktu yg limited ya miss, krna harus ada materi lain di minggu depan, benar miss? 🙏
20:26 ✓✓

Betul Karena hanya 2 jam pelajaran Dan satu minggu hanya 1 Kali pertemuan...Ada Hari Yang digunakan kegiatan
20:27

Okee deh miss, i got it. Sudah miss, untuk pertanyaanya sudah terjawab semua miss, sekali lagi hanif terimakasih banyak smaa miss udah mau bantu hanif 🙏
20:33 ✓✓

Sure boy 👍 20:42

It's a part of Ibadah 🙏 20:42

Message

Data Interview of I Putu Wirya Suta, S. Pd

Lesson Plan of I Putu Wirya Suta, S. Pd
    RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : SMAN 1 Seputih Banyak
Mata Pelajaran : Bahasa Inggris
Fase/Kelas   : F/XI
Semester   : 3
Topik   : Describing tourist attractions
Durasi Waktu   : 4 JP
Elemen   : Menyimak-Berbicara

TUJUAN PEMBELAJARAN
Di akhir pembelajaran, peserta didik diharapkam mampu melakukan percakapan menggunakan kata-kata sendiri terkait deskripsi tempat wisata.

KEGIATAN PEMBELAJARAN
Kegiatan Awal

1. Melakukan apersepsi materi yang akan dibahas dengan pertanyaan pemantik (menghubungkan dengan kompetensi awal peserta didik).
2. Menyampaikan tujuan pembelajaran dan manfaat mempelajari topik yang dibahas.

Pertemuan 1
Kegiatan Inti

1. Peserta didik menyimak video percakapan *visiting tourist attractions (https://youtu.be/EdjrhKFM2ww)*
2. Peserta didik melakukan *repetation drill* (kalsikal dan grup).
3. Peserta didik secara berpasangan melakukan *role-play* dialog yang disimak.

4. Peserta didik berdiskusi mengidentifikasi kata sifat dan ungkapan atau frase yang digunakan untuk bertanya dan merespon dalam dialog tentang *visiting tourist attractions*.
5. Peserta didik berlatih membuat kalimat bertanya dan merespon terkait deskripsi tempat wisata.
6. Peserta didik menyampaikan di depan kelas kalimat yang dibuat.

Pertemuan 2
1. Peserta didik kembali menyimak video percakapan visiting tourist attractions *(https://youtu.be/EdjrhKFM2ww) dan berlatih mengucapkan kalimat tanya dan respon yang digunakan untuk mendeskripsikan tempat wisata dalam video.*
2. Peserta didik melakukan permainan "tanya-respon" (bertanya dan merespon dengan beberapa teman secara bergantian):
   a. Peserta didik membuat 5 – 10 pertanyaan dan kalimat respon terkait deskripsi tempat wisata.
   b. Peserta didik berpasangan saling bertanya dan merespon terkait tempat wisata.
   c. Peserta didik berganti pasangan melakukan tanya-respon dengan 5 – 10 teman secara bergiliran.
3. Peserta didik memilih pasangannya sendiri dari semua teman yang telah diajak melakukan tanya-respon untuk memperagakan percakapan terkait .
4. Peserta didik menggabungkan dan merevisi kembali percakapan yang dibuat dengan pasangannya.
5. Peserta didik memperagakan percakapan yang telah disiapkan terkait deskripsi tempat wisata.

Kegiatan Akhir
1. Guru bersama peserta didik menyimpulkan pembelajaran.
2. Melakukan refleksi terhadap kegiatan pembelajaran.
3. Menutup pembelajaran.

ASSESSMEN

1. Asesmen formatif
   a. Formatif awal pembelajaran: pertanyaan lisan terkait pengetahuan prasyarat peserta didik
   b. Formatif proses pembelajaran: observasi keterlibatan peserta didik dalam kegiatan pembelajaran baik secara individu maupun berpasangan.
   c. Formatif akhir pembelajaran: pertanyaan lisan dan lembar refleksi pembelajaran
2. Asesmen sumatif: performa dialog terkait deskripsi tempat wisata.

Mengetahui,   Seputih Banyak, 18 Juli 2022
Kepala SMAN 1 Seputih Banyak   Guru Mata Pelajaran

I MADE SULATRA, M.Pd.   **I PUTU WIRYA SUTA, S.Pd.**
NIP. 19750101 200012 1 003   NIP. 19820704 200902 1 002

Lampiran

Instrumen Penilaian
1. **Asesmen formatif:**
    a. **Formatif awal pembelajaran**
        Pertanyaan lisan terkait pengetahuan prasyarat peserta didik:
        1.   Where do you want to go for vacation?
        2.   Why do you want to go there?
        3.   What is the place like?

    b. **Formatif proses pembelajaran**
        Catatan Anekdotal:

NO	NAMA PESERTA DIDIK	KETERLIBATAN		
		Aktif	Cukup Aktif	Kurang Aktif

2. **Instrumen penilaian sumatif:**
1. Make a dialog of describing a tourist place.
2. Perform your dialog with your partner in front of the class.

Rubrik penilaian:

ASPEK	SKOR	KETERANGAN
	4	Sangat jelas sehingga mudah dipahami.
LAFAL (Pronunciation)	3	Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.
	2	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.
	1	Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.

ASPEK	SKOR	KETERANGAN
TATA BAHASA (Grammar)	4	Tidak ada atau sedikit kesalahan tatabahasa.
	3	Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.
	2	Sering membuat kesalahan sehingga makna sulit dipahami.
	1	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami.
KOSAKATA (Vocabulary)	4	Menggunakan kosakata dan ungkapan yang tepat.
	3	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.
	2	Sering menggunakan kosakata yang tidak tepat.
	1	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.
KELANCARAN (Fluency)	4	Sangat lancar.
	3	Kelancaran sedikit terganggu oleh masalah bahasa.
	2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa.
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.

Poin maksimum: 16

$$\text{Nilai} = \frac{Poin\ Perolehan}{Poin\ Maksimum} \times 100\%$$

Kriteria Ketercapaian Tujuan Pembelajaran:

Kriteria	Keterangan
Skor semua aspek kurang dari 3	Belum mencapai ketuntasan, remedial di seluruh bagian
Skor salah satu aspek (lafal, tata bahasa, kosa kata) kurang dari 3, dan aspek kelancaran kurang dari 2	Belum mencapai ketuntasan, remedial di bagian yang diperlukan
Skor aspek lafal, tata bahasa, kosa kata minimal 3, dan aspek kelancaran minimal 2	Sudah mencapai ketuntasan, tidak perlu remedial
Skor semua aspek minimal 3	Sudah mencapai ketuntasan, perlu pengayaan atau tantangan lebih

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

Nama   : Hanif Naufal Pradana
NPM   : 1811040414

Bahwa skripsi yang bersangkutan dengan judul: **"AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SKILLS IN THE CLASS AT SMA NEGERI 1 SEPUTIH BANYAK IN THE FIRST SEMESTER OF THE ACADEMIC YEAR OF 2022/2023"** telah di cek plagiatnya menggunakan Program *turnitin.com* (hasil cek terlampir) dan dinyatakan **"Bebas Plagiarisme"** dengan hasil sebagai berikut:

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Pemeriksa,

Bandar Lampung, 28 November 2022
Penanggung Jawab,

Istiqomah Nur Rahmawati, M.Pd

Ridho Kholid, S.S., M.Pd.
NIP. 198505122015031004

Mengetahui,
Ketua Program Studi

Dr. Moh. Muhassin, M. Hum
NIP. 197708182008011012

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