TEACHERS' STRATEGY
IN TEACHING SPEAKING SKILL
AT GRADE XI MAS AL AHLIYAH AEK BADAK

Thesis

Submitted to the English Education Department of State Islamic University
Syekh Ali Hasan Ahmad Addary Padang Sidimpuan as a Partial Fulfillment
for the Graduate Degree of Education (S.Pd) in English Department

Written By :

HUSNUL BR HASIBUAN
Reg. Number : 18 203 00031

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
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PADANGSIDIMPUAN
2024

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LETTER OF AGREEMENT

Term: Thesis
    a.n. Husnul Br Hasibuan

Padangsidimpuan, 21 November 2023
To:
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb

    After reading, studying and giving advice for necessary revision on thesis belongs to **Husnul Br Hasibuan** entitled "Teachers' Strategy in Teaching Speaking Skill at Grade XI MAS Al Ahliyah Aek Badak" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English.

    Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Padangsidimpuan. Thank you.
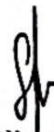
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DECLARATION OF SELF THESIS COMPLETION

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Judul Skripsi/Tesis	: **Teachers' Strategy in Teaching Speaking Skill at Grade XI MAS Al-Ahliyah Aek Badak**	

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, expect the guidance from advisors, and without plagiarism along with the ethic code of State Islamic Univervity Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verses 2.

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APPROVAL STATEMENT FOR PUBLICATION

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iv

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Place : Padangsidimpuan
Date : January, 26th 2024
Time : 08.00 until finish
Result : 81,25 (A)
IPK : 3.26
Predicate : Sangat memuaskan

v

LEGALIZATION

Thesis : Teachers Strategy in Teaching Speaking Skill at Grade XI MAS Al Ahliyah Aek Badak

Name : Husnul Br Hasibuan

Reg. Num : 18 203 000031

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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ABSTRACT

Name : **Husnul Br Hasibuan**
Register Number : **1820300031**
Title of The Thesis : **Teachers' Strategy in Teaching Speaking Skill at Grade MAS Al Ahliyah Aek Badak**

This research intended to investigate the teachers' strategies of the grade XI MAS Al Ahliyah Aek Badak in teaching speaking to be better. There are three formulations of this research, they are; what strategies are used by the teachers, how do the teachers apply strategies in teaching speaking and what problems are faced to by the teachers in teaching speaking. The instruments this research are observation and interview. The result of this result revealed that there are problems of teaching speaking such as students different abilities in receiving the lesson, different level of students' knowledge some are fast and are slow. So, the teacher gets explain it twice, three or more time and the different level of students' knowledge in class. The teachers used three strategies namely; role play, discussion and drilling. The teachers applied the strategies with three steps namely; pre teaching, while teaching and post teaching. The reason why the teachers used the strategy because the strategy was the easier and effective strategies to use in the teachers' classes.

Key Words; Ability of Students, Teaching Speaking

ABSTRAK

Nama   **: Husnul Br Hasibuan**
NIM   **: 1820300031**
Judul Skripsi   **: Strategi Guru dalam Mengajarkan Kemampuan Berbicara kelas XI MAS Al Ahliyah Aek Badak**

Penelitian ini bertujuan untuk mengetahui Strategi Guru kelas XI MAS Al Ahliyah Aek Badak dalam mengajar berbicara menjadi lebih baik. Rumusan penelitian ini ada tiga, yaitu; strategi apa yang digunakan guru, bagaimana guru menerapkan strategi dalam mengajar berbicara dan permasalahan apa saja yang dihadapi guru dalam mengajar berbicara. Instrumen penelitian ini adalah observasi dan wawancara. Hasil dari penelitian ini menunjukkan ada banyak permasalahan dalam pengajaran berbicara seperti kemampuan siswa berbeda-beda dalam menerima pelajaran, ada yang cepat dan ada yang lambat. Jadi, guru dapat menjelaskannya dua kali, tiga kali atau lebih dan perbedaan tingkat pengetahuan siswa di kelas. Guru menggunakan tiga strategi yaitu; bermain peran, diskusi dan pengeboran. Guru menerapkan strategi dengan tiga langkah yaitu; pra mengajar, saat mengajar, dan pasca mengajar. Alasan guru menggunakan strategi tersebut karena strategi tersebut merupakan strategi yang lebih mudah dan efektif untuk digunakan di kelas guru.

Kata Kunci; Kemampuan, Belajar Berbicara

خلاصة

الاسم	:	حسنول بر حسيبوان

رقم التسجيل   :   ١٣٠٠٣٠٢٨١

الكلية   : كلية التربية وتدريب المعلمين

القسم   : قسم تعليم اللغة الإنجليزية

موضوع   : استراتيجية المعلم في تدريس مهارات التحدث للصف الحادي عشر ماس الأهلية إيك بدك

يهدف هذا البحث إلى معرفة استراتيجية معلم الصف الحادي عشر ماس الأهلية أيك باداك في تدريس المحادثة بشكل أفضل. وهناك ثلاث صيغ لهذا البحث وهي: ما هي الاستراتيجيات التي يستخدمها المعلمون، وكيف يطبق المعلمون الاستراتيجيات في تدريس المحادثة وما هي المشكلات التي يواجهها المعلمون في تدريس المحادثة. المشاركون في هذا البحث اثنان من معلمي اللغة الانجليزية للعام الدراسي٣٢٠٢/٢٢٠٢ . وتختلف نتائج هذا البحث عن هذا البحث وهي أفندي. يستخدم المعلمون ثلاث استراتيجيات، وهي: لعب الأدوار والمناقشة والحفر. يطبق المعلم استراتيجية مكونة من ثلاث خطوات وهي؛ قبل التدريس، وأثناء التدريس، وبعد التدريس. وأدوات هذا البحث هي الملاحظة والمقابلات. هناك العديد من المشكلات في تدريس المحادثة، مثل تفاوت قدرات الطلاب في تلقي الدروس، فبعضها سريع وبعضها بطيء. لذلك يمكن للمعلم أن يشرحها مرتين أو ثلاث مرات أو أكثر ومستويات المعرفة المختلفة للطلاب في الفصل. السبب وراء استخدام المعلمين لهذه الإستراتيجية هو أن هذه الإستراتيجية هي إستراتيجية أسهل وأكثر فاعلية للاستخدام في فصل المعلم.

الكلمات المفتاح : القدرة، تعلم التحدث

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I realize this thesis can't be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, 21 November
Researcher,

Husnul Br Hasibuan
Reg. No. 1820300031

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking serves as a primary mode of communication, commonly employed and readily comprehensible to individuals. Within the realm of communication, speaking holds several pivotal roles, including the exchange of information to convey experiences, ideas, thoughts, empathy, and encouragement; fostering connections with others; and facilitating the process of learning. Consequently, proficiency in speaking is indispensable for human interaction and is heavily emphasized in the acquisition of the English language.

Speaking, as a means of exchanging information, facilitates the sharing of experiences among individuals. It enables individuals to articulate the ideas they harbor within their minds, thereby expressing their viewpoints. Moreover, this activity fosters the expression of emotions, fostering empathy and motivation. Through speaking, thoughts can be effectively communicated to others, fostering comprehensive interaction. Furthermore, speaking serves as a conduit for conveying meaning to others, thereby eliciting feedback and responses.

A.L and Chaney suggest that speaking involves the creation and exchange of significance using both spoken and unspoken symbols across diverse situations.[1]. Speaking holds significant importance in the learning and teaching of a second language. However, it has often been overlooked and undervalued in English language education, with teachers primarily focusing on repetitive drills or memorizing dialogues. There are not any various strategies in teaching speaking and make students are not feeling motivated in learning. Teaching speaking entails guiding and facilitating students, providing them with opportunities to enhance their proficiency in English language communication. As

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[1] A.L. and Burk Chaney, *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon, 1998).

1

emphasized by Alghaberi, it is essential to create environments where students actively participate, enabling them to practice language skills both with their peers and their instructors. In essence, teaching speaking serves as a means for educators to offer guidance and support while affording students the chance to refine their fluency and effectiveness in English communication. Alghaberi underscores the significance of enabling students to actively participate in language practice by engaging in communication with their teachers, peers, and other individuals. This underscores the notion that active participation is vital for language acquisition and proficiency development.[2] Nevertheless, teachers are confronted with the challenge of accommodating students with varying levels of proficiency in English. This presents a significant hurdle in effectively enhancing the speaking skills of all students within the classroom, each possessing distinct levels of English proficiency. For instance, at Grade XI MAS Al Ahliyah Aek Badak, students exhibit diverse learning styles, as highlighted by the researcher. It is evident that students have differing levels of English language proficiency, particularly in speaking. The question then arises: how can teachers conduct an exemplary teaching-learning process to address this issue across all proficiency categories.

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are in variably colored by accuracy and effectiveness of a takes-takers listening skill, which necessarily compromises reliability and validity of an oral production text. It means that when we speak something it can be directly measured by listener. The teaching and learning speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important

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

component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many English teachers. A key issue here is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking.

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use.[3] Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose.[4] That can make it easier to understand.

Following discussions with Rohani, a teacher at MAS Al Ahliyah Aek Badak, it has been identified that several challenges exist in teaching speaking skills. These include a deficiency in vocabulary among students, fear of speaking English with peers due to apprehension about making mistakes, and a lack of confidence in speaking English.[5] She emphasized that the teaching strategies employed in class should be engaging and enjoyable, akin to games, to prevent students from becoming bored during lessons.

There is still a lack practice speaking English the classroom which causes them to quickly forget and get carried away in class even thought they are constantly reminded. There are many strategies that can be used it depend on the material and student abilities like song, games and other. Different level and different strategies.

According to an interview conducted with Amilin Lubis, S.Pd., an English teacher at grade XI MAS Al Ahliyah Aek Badak, numerous students perceive speaking as challenging. This difficulty arises from factors such as limited vocabulary, unclear grammar, and pronunciation, which collectively hinder the students' learning process in

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[3] Doughlas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy* (New York: Pearson Education Inc.A.S.Hornby, 2001).

[4] S.Thombury, *How to Teach Speaking* (England: Pearson Educational Limited, 2005).

[5] Paedah Rohani, "English Teacher at Grade XI MAS Al Ahliyah Aek Badak" .

speaking.[6] When students attempt to practice speaking English in front of the class with incomplete tools and a lack of understanding of meanings, they often become disinterested and unmotivated to study. However, teachers have various strategies at their disposal to enhance speaking skills, such as incorporating games, role-playing, facilitating discussions, and engaging in other activities.

The researcher makes this research because want to investigate the teacher's strategies to encourage students' self-confidence to speak English. This study will be conducted at Mas Al Ahliyah Aek Badak and researcher will take two teachers to be participant of this research Amilin Lubis, S.Pd and Paedah Royani, S.Pd. The Instrument of this research are observation and interview. Strategies are very important, especially in teaching speaking. Teacher uses some strategies in teaching speaking. Thus, this research tries to describe strategies used by the English teacher at Mas Al Ahliyah Aek Badak in teaching speaking and how the teachers of the Mas Al Ahliyah Aek Badak apply the strategies in teaching speaking, and the tittle this research "An Analysis of Teachers' Strategies in Teaching Speaking Skill at Mas Al Ahliyah Aek Badak".

B. Focus of the Problem

Based on the background above, there are 4 skills taught of Mas Al Ahliyah Aek Badak: speaking, writing, reading, and listening. The researcher focuses on the strategies, what is the strategies that used by the teacher in teaching speaking and how to implement the strategy. The researcher focuses on the strategies used by the English teacher of Mas Al Ahliyah Aek Badak in teaching speaking.

C. Formulation of the Problem

The formulations of the problems in this research are:

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[6] Private interview with Bapak Amilin Lubis, English teacher at Grade XI Mas Al Ahliyah Aek Badak

1. What strategies are used by the teachers in teaching speaking at MAS Al Ahliyah Aek Badak?

2. How do the teachers apply strategies in teaching speaking at MAS Al Ahliyah Aek Badak?

3. What problems are faced by the teachers in teaching speaking at MAS Al Ahliyah Aek Badak?

D. Purposes of the Problem

1. To describe the teachers' strategies in teaching speaking at MAS Al Ahliyah Aek Badak.

2. To find teachers' problem in teaching speaking at MAS Al Ahliyah Aek Badak.

3. To find the strategies that often use in teaching speaking at MAS Al Ahliyah Aek Badak .

E. Significances of the Research

The result of this study will provide benefits for the following categories:

1. To know the teacher's strategies in teaching speaking at Mas Al Ahliyah Aek Badak.

2. To know how the teachers apply the strategies in teaching speaking at Mas Al Ahliyah Aek Badak.

3. To know the teachers' problems in teaching speaking at Mas Al Ahliyah Aek Badak.

F. Definition of Key Terminologies

1. Teachers Strategies

Teachers' strategy are the practices of the teachers that is used to rate learning process better and to large their students in better learning. It is necessary for a teacher to possess pedagogy, strategy, and method competences. Teachers must have a plan to assist the learning process in order for it to be given more successfully. This strategy is

crucial to fostering more effective and active learning, which piques students' interests in learning.

2. Teaching Speaking

Teaching speaking is one activity that promotes the students to deliver ideas and to communicate in English only in spoken form. So, teachers' strategy in teaching speaking skill at grade XI MAS Al Ahliyah Aek Badak means the way or the practices of English teachers at grade XI MAS Al Ahliyah Aek Badak in ability the students can device ideas in spontanly ly in syllabic is foreign language.

G. Outline of Thesis

In this study, the researcher organized the research systematically into five chapters, each con`1sisting of sub-chapters outlined as follows: Chapter One covers the background of the problem, focus of the problem, formulation of the problem, purpose of the problem, significance of the problem, definition of key terms, and an outline of the thesis.

The second chapter provides a theoretical overview, an analysis of the materials utilized at MAS Al Ahliyah Aek Badak, and a review of relevant research findings. The third chapter delineates the timing and location of the research, along with the data analysis methods utilized. Regarding the fourth chapter, it will detail the research findings, encompassing data analysis, data description, and a discussion of the research outcomes.

Ultimately, the fifth chapter will encompass the conclusion, providing insights into the research results, offering recommendations for students from teachers, and outlining implications for future research based on the finding

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Definition of Strategies

Various experts offer definitions of strategies. Derived from the word "strategy," which refers to a plan intended to achieve a specific purpose or the skillful planning and execution of a plan, strategies encompass different interpretations. David defines strategy as a plan, method, or sequence of activities designed to accomplish a particular educational objective.[1] According to Ahmadi and Prasetya, strategy is commonly defined as a framework or blueprint aimed at attaining a particular objective.[2] In the context of learning, strategy is described as the endeavors of educators within the learning process to ensure the attainment of learning objectives.

According to Brown, that he has classified strategies into two kinds. The first kind is direct strategy or what are also called cognitive strategies.[3] These include a number of different ways of remembering more effectively and of using all possible cognitive processes and compensating knowledge. The second kind is indirect strategies which focus on some aspects, such as

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[1] J.R.David, *Strategi PembelajaranBeriorentasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006).

[2] Abu Ahmadi & Joko Tri Prasetya, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2005).

[3] Brown, *Language Asessment Principle and Classroom Practice* (New York: Pearson Education, 2004).

organizing and evaluating learning, managing the emotions and learning from others. There's a lot of strategy that can be taken to give understanding to students.

Nunan describes strategies as deliberate actions taken by learners to accomplish specific goals or objectives.[4] In essence, a strategy entails the deliberate planning and execution of a method or approach aimed at achieving a particular outcome or objective. It also signifies an idea or tactic that a learner can utilize to enhance their learning experience. Additionally, Harmer elucidates that planning aids teachers by providing them with a framework to contemplate their instructional trajectory, allowing them to generate ideas for future lessons.[5] In the educational setting, having a plan serves as a helpful reminder for teachers, particularly in instances where they may become distracted or momentarily forget their intended course of action. Furthermore, planning proves advantageous as it boosts students' confidence; they can perceive whether a teacher has carefully thought out the lesson, and they usually react positively to educators who have meticulously planned their teaching approach.

Richard suggests that lesson plans aid teachers in anticipating and addressing potential problems and challenges, establishing a framework for the lesson, offering a guide for the teacher to adhere to, and serving as a record of

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[4] David Nunan, *Practical English Teaching* (New York: Mc Grown-Hill Companies, 2003).
[5] Jeremy Harmer, *The Practice of English Language Teaching* (Longman, 1999).

the material covered. Daily lesson planning provides English teachers with the following opportunities:[6]

    a. Planning allows the teacher to contemplate content, materials, sequence, timing, and activities.

    b. Planning provides a sense of reassurance, similar to a map, amidst the sometimes unpredictable classroom setting.

    c. A plan serves as a record of the material covered in the lesson.

    d. A plan facilitates a smooth transition for substitutes when the regular teacher is unable to conduct the class.

From the preceding discourse, the researcher concludes that daily lesson planning benefits students by accommodating their varied backgrounds, learning styles, and abilities within one classroom setting. Furthermore, Nunan classifies strategies into three overarching process categories: hypothesis formation and hypothesis testing.[7] Hypothesis formation includes tactics like simplification and inference, where learners make deductions about the structure of the target language from language samples or by applying knowledge from their native language. Hypothesis testing occurs when learners experiment with language rules in communication with native speakers,

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[6] Jack. C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001).
[7] David Nunan, *Language Teaching Methodology* (Sudney: Macquire University Longman, 1998).

observing the speaker's response to evaluate the rule's effectiveness. Automation entails strategies aimed at practicing the language.

Based on the preceding explanation, the researcher concludes that a strategy is the teacher's blueprint for orchestrating the learning process to accomplish educational objectives. The implementation of strategies depends on the chosen approach and the manner in which they are executed. Teachers may employ techniques relevant to their chosen methodology, and the utilization of these techniques may vary among different teachers.

Therefore, teachers' strategies play a crucial role in teaching, particularly in the development of the four language skills. Teachers play a crucial role in the teaching and learning process, particularly in skill development. Strategy involves deliberate steps and problem-solving methods in teaching. Drawing from the preceding explanation, the researcher concludes that teachers can utilize tailored strategies to enrich classroom activities, taking into account the students' characteristics to avoid monotony. It is imperative to select strategies that can make English learning enjoyable and accessible for young learners. Creating a motivating classroom environment is essential to capture students' attention, and employing effective strategies is one way to achieve this goal.

2. Teaching Speaking

Teaching speaking goes beyond mere instruction on speaking techniques; it involves nurturing students' confidence to communicate publicly, while also addressing and alleviating any anxiety they may experience. Speaking is a fundamental aspect of language acquisition, and proficiency in this skill is often seen as a measure of success in language learning. Teaching, at its core, is the process of imparting information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman-Nemser and Buchman, define teaching as the work of helping people learn "worthwhile things," which, as they pointed out, adds an explicitly moral dimension.[8] Furthermore, Cohen stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.[9] Teaching speaking involves instructing students on effective verbal communication. This encompasses teaching them the skill of articulating their thoughts to others using coherent sentences.

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[8] Feiman Nemser and Buchman, "The Work of Teaching and The Callange of Teacher Education," *Jurnal of Teacher Education* (2009): 389.

[9] Cohen, "Teachers' Strategy in Teaching Speaking," 2018, http://eprints.unm.ac.id/11 013 /1/Article Teacher%27s Strategies in Teaching Speaking.pdf.

In language acquisition, speaking holds significant importance for learners, as noted by Horwitz, who described it as the cornerstone of second language acquisition.[10] While some learners may have individual language learning goals that do not prioritize speaking, the majority of educators acknowledge speaking as a fundamental objective of language learning and instruction. Horwitz argues that speaking is deemed essential because it is the skill that directly demonstrates the success of language learners to others.[11] The success of language learning is often evaluated based on the learner's ability to effectively communicate in the target language, as highlighted by Dough and Shaw. They suggest that in numerous situations, speaking serves as a fundamental criterion upon which individuals are assessed directly.[12] In simpler terms, individuals often assess language proficiency primarily based on speaking abilities rather than other language skills.

Additionally, Farrel pointed out that a key indicator of language proficiency is the capability to converse in the language being studied.[13] Hence, speaking serves as a direct assessment tool for language learners, as it can accurately reflect their proficiency in utilizing the language. Hughes

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[10] EK Horwitz, *A Systematic Riview*, 2021, https://osf.io/p8yeb/download/?format=pdf.

[11] EK Horwitz, *Foreign Lnguage Classroom Anxiety*.

[12] Dough, Shaw, *Students' Speaking Problem in English*, 2022, https://media .neliti.com / media/publications/214244-none.pdf.

[13] Farrel, *Foreign Language Teachers' Language Proficiency and Their Language Teaching Practice*, 2012, https://www .researchgate.net/ publication/254327712_ Foreign_language_teachers' _language_proficiency_and_their_language_teaching_practice.

emphasized that "Speaking is not an isolated skill".[14] It cannot stand alone as it involves several intricate activities or sub-skills, such as acquiring vocabulary, mastering grammar, understanding comprehension, processing language input, studying phonology, and refining pronunciation.

Bygate suggests that speaking usually involves a reciprocal process, where participants can contribute to the conversation simultaneously and promptly respond to each other's input.[15] The concise overview of speaking provided above has inspired the writer, highlighting that speakers engage in producing meaningful language to express ideas or thoughts during communication.

In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

3. **Purpose of Speaking**

The goal of speaking is efficient communication, which entails bargaining intended meanings and adjusting speech to accomplish the desired influence on the listener. This entails the speaker anticipating the listener's response, potential misunderstandings, and subsequently providing clarification. Brown and Yule identify three functions of speaking, each representing distinct speech

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[14] Hughes, *The Correlation of Positive Reinforcement, Self-Confidence, and Speaking Performance of English Young Learners*, 2021, https:// journal. unnes. ac.id/sju/ index.php /eej/article /download/45463/18803.

[15] Bygate, *The Relationship between Self-Efficacy and English Reading Comprehension Ability of the First Year Students of the English Department, Sanata Dharma University*.

activities in terms of form and purpose, necessitating varied teaching approaches:[16] Speaking as interaction pertains to typical conversational exchanges and involves interactions primarily serving a social purpose. Individuals engage in this type of speaking to convey information, exchange ideas, and maintain social relationships through communication with others.

When individuals encounter one another, they often exchange greetings, engage in small talk, share recent experiences, and more, aiming to foster friendliness and establish a comfortable level of interaction. The emphasis is on the speakers and their desire to present themselves to each other. These exchanges can vary in formality, ranging from casual to more formal, depending on the circumstances and the nature of the interaction.

Teaching speaking as an interactive skill is arguably the most challenging because conversational discourse is a highly intricate and nuanced phenomenon governed by implicit rules.[17] Speaking as transaction pertains to scenarios where the emphasis is placed on the content conveyed. The primary focus is on articulating one's message clearly and precisely, rather than on the social interaction among participants. In such transactions, speaking is linked with additional activities. For instance, students might participate in hands-on

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[16] Brown, Yule. Discourse analysis. UK: Cambridge University Press.
[17] Jack C Richard , *Teaching Listening and Speaking* (Canada: Practice Cambridge University Press, 2003).

exercises (such as those in an English lesson) to delve into connections between speaking and other skills like listening, reading, or writing.

In this form of oral communication, students and teachers typically prioritize conveying meaning or engaging in dialogue to facilitate comprehension. Planning speaking as a transaction is comparatively simpler, given the abundance of communicative materials that offer group activities, information gaps, or role plays, which serve as effective means for practicing communication skills. It can be inferred that speaking serves as a fundamental tool for interpersonal communication.

The third category of speaking, termed as speaking as performance, pertains to public speaking, involving communication of information to an audience, such as classroom presentations, public announcements, and speeches. Speaking as performance typically involves monologue rather than dialogue, often adheres to a structured format (such as welcome speeches, storytelling, or presenting charts), and tends to resemble written language more closely than conversational language. Therefore, the objective of speaking is to enable students to effectively communicate with others.

4. Principle of Teaching Speaking

According to Brown, there are several principles in teaching speaking: (1) Emphasizing both fluency and accuracy while aligning with learning objectives, (2) Employing intrinsic techniques to inspire student engagement in learning, (3) Incorporating authentic language usage within suitable feedback

settings, (4) Offering pertinent feedback and correction, (5) Leveraging the inherent connection between speaking and listening, (6) Providing students with ample opportunities to communicate throughout the learning process, and (7) Encouraging them to cultivate their speaking strategies and individual styles.[18] In this respect should consider the following principle when teaching and developing speaking.

Bailey state, there are five principles: (1) Recognize the distinctions between second language and foreign language learning environments, (2) Offer students exercises that target both fluency and accuracy, (3) Facilitate opportunities for student interaction through group or pair work while minimizing teacher-dominated discourse, (4) Structure speaking tasks that encourage negotiation of meaning, (5) Develop classroom activities that encompass guidance and practice in both transactional and interactional speaking.[19] Therefore, the principle of teaching speaking involves establishing an engaging learning atmosphere, directing students' attention, aiding in organizing their knowledge, and fostering connections between students' existing knowledge.

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[18] Brown, H. Douglas, and Priyanvada Abeywickrama. "Language assessment." *Principles and Classroom Practices. White Plains, NY: Pearson Education* (2004).

[19] Kathleen M Bailey, *Speaking* (USA: Monterey Institute of International Studies).

5. Characteristic of Successful of Speaking

Ur outlines certain attributes of effective speaking activities, including: (1) Learners engage in extensive speaking, utilizing as much of the allocated time for the activity as possible for their own verbal communication. (2) Equitable Participation: Classroom discussions are characterized by balanced participation; no single individual dominates the conversation. All students have an opportunity to speak, and contributions are distributed fairly and evenly.(3) Elevated Motivation: Learners are enthusiastic about speaking as they are genuinely interested in the topic and have fresh insights to share, or because they are motivated to contribute towards achieving a task objective.(4) Adequate Language Proficiency: The language used is at an acceptable level, ensuring that participants can effectively express themselves and comprehend one another's contributions.[20] Learners articulate themselves using statements that are pertinent, readily understandable to one another, and demonstrate an appropriate level of language proficiency.

Pollard recommends that our objective should be for students to engage in more speaking than the teacher, ideally aiming for a ratio of 80% student-talking time (STT) to 20% teacher-talking time (TTT).[21] Participation is balanced, ensuring that classroom discussions are not monopolized by a

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[20] Penny. *A course in language teaching*. Vol. 1. No. 998. UK: Cambridge university press, 1996.

[21]Pollard, Lucy. "*Guide to teaching English*." 2017.

minority of outspoken participants; all students are given opportunities to speak, and contributions are distributed fairly. Motivation is elevated, as learners are enthusiastic about speaking, either because they are interested in the topic and have fresh insights to offer or because they want to contribute to achieving a task objective. Therefore, the hallmark of successful speaking activities is to elevate the importance of speaking in both second and foreign language contexts.

6. **Problem of Teaching Speaking**

Typically, students encounter challenges in their speaking skills, including issues with pronunciation, fluency, and grammar. They may exhibit reluctance to speak when prompted and resort to using their native language instead of English.[22] In teaching speech, it's a component that teachers need to know very much. Students may have restrictions when they want to talk in class. They are hesitant to be evaluated by a listener due to their fear of making mistakes. According to Richards, this issue arises from learners who might struggle with teaching speaking:

a. It is not possible to maintain spoken interaction for a longer period of time than a short period of time.

b. There are a lot of misunderstandings and breakdowns in communication.

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[22] Rayendriani Fahmei Lubis, "Enhancing Students' Speaking Mastery by Using Chain Drill Technique.," *English Journal for Teaching and Learning* (2022): 264–276.

c. There is a lack of vocabulary and a need to discuss common statements.

d. There is a lack of communication skills.

e. Slowness of speech and excessive pauses between words.

f. Lack of active participation in the conversation.

g. It sounds like an English that's not natural.

h. Improper grammatical usage.

i. There are other factors to be considered, such as incorrect pronunciation.[23]

These are issues that a teacher will be confronted with in the classroom when he is teaching speech skills. In the same way, it is necessary for teachers to identify problem solvers of these issues in class. That is why the students will be able to learn well in class.

7. Strategy of Teaching Speaking

The main points of the paper should be summarized and explained to the reader in the conclusion of the research paper. The conclusion often recasts the issue or offers a new perspective on it, although there are usually no new facts to be found that have not been mentioned in this article:

a. Prepared Talk

Experienced teachers demonstrate how effective and engaging the speaking genre can be for both the speaker and the audience. Harmer

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[23] Jack C, Ricard, *Teaching Listening and Speaking* (Canada: Practice Cambridge University Press, 2003).

highlights that a popular type of activity involves students delivering presentations on topics of their choice.[24] This strategy proves highly beneficial as it compels students to engage directly in speaking. Instead of reciting from a script, learners are encouraged to speak from concise notes.

b. Drilling

Lamsal suggests that drilling is among the English language teaching techniques available for teachers to use in instructing students in language skills, particularly emphasizing grammar and the target language. Speaking skills in class can be taught by the teacher using this as one of their English teaching strategies. Drilling allows teachers to more easily enhance their students' speaking abilities in class. However, drilling has an advantages and disadvantages.

There are follows:

1. Advantages of drilling
   a. Improving the students' speaking abilities.
   b. Improving the precision of students' pronunciation.
   c. Practice can help students speak more fluently.
   d. Drilling has a good ability to produce words.
   e. Drilling can help kids recall words more quickly.

2. Disadvantages of drilling

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

a. Monotonous

b. Drilling can make students feel bored.[25]

c. **Games**

According to Wright, a game is described as an engaging and enjoyable activity, often challenging, where learners interact with one another. This approach proves to be effective in teaching speaking skills because when students engage in game-based activities, they become more active and find the learning process enjoyable. The crucial element for successful teaching and learning is ensuring that students enjoy the class, allowing them to absorb the teacher's messages effectively.

d. **Role Play**

One of the popular ways to teach spoken word is with this strategy. The simulation and role plays have an excellent benefit to a large number of students. According to Harmer, employing role-playing activities allows teachers to observe students' communication patterns in various contexts and understand their social assumptions regarding classroom interactions. Furthermore, engaging in role-playing enhances students' communication skills as they interact with their peers within a socially meaningful setting.

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[25] Lamsal, *Effectiveness of Oral Drill in Teaching Grammar* (Tribhuvan University: Kirtipur, Kathmandu.).

Richards discusses "speakers as interactants," referring to individuals who engage in verbal communication within a social setting.[26]

One of the tactics that your teacher can employ in the classroom to assist you in teaching speaking skills is role-playing. But according to Harmer, role play has advantages and disadvantages for the purposes of a class. There are as follows:

1. Advantages of Role Play

    a) Students promptly utilize content in a pertinent real-life context and situation.

    b) Students engage in decision-making processes that could enable them to surpass their usual self-imposed constraints or limitations.

    c) Students have the opportunity to transcend and contemplate beyond the boundaries of a typical classroom environment.

    d) Students are able to directly confront real-life situations.

    e) It is possible for students and their teacher to provide feedback in a direct manner.

    f) The subject or students may be made by the teacher as relevant as possible.

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[26] Ricards, *Teaching Speaking Skill at Senior High School Number 1 Muaro Jambi Regency* (Jambi: Jambi University, 2017).

g) Role play can make the students easier to Remember their role in this scenario at the class.

2. Disadvantages of Role Play

a) The teacher's got to be very careful with the students.

b) It could feel as though the students were in danger.

c) The fact that it depends on the imagination of students is obvious. Sometimes, students find it hard to practice.

d) Teachers are quite tricky to assess their students individually.

e) This is actually a method that's costing you time.

f) If one of the teams does not get it, this will be a mistake.[27]

e. Discussion

Auner suggests that the term "discussion" is often employed loosely and without discrimination in our everyday language. He defines discussion as an avenue for students to contribute meaningfully, engaging in natural conversations on specific topics. This practice enhances their fluency and natural tone as they consistently communicate in English. Furthermore, discussions possess characteristics as explained below:

1. Participation: Discussions aim to engage participants in both speaking and listening. Active listening is succeeded by informed decision-making or action.

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

2. Informality: Discussions are intended to foster an informal atmosphere.

3. Purpose: Discussions serve specific purposes such as problem-solving, seeking or providing information, and exchanging thoughts.

4. Planning: Effective discussions necessitate planning, hence the requirement for a group leader. The leader guides the direction of the discussion while refraining from imposing a predetermined outcome.[28]

f. Critical Debate

In classroom speaking activities, there are numerous effective methods that can be utilized to teach speaking skills, thereby facilitating the learning process. Among these methods, employing practice strategies holds significant importance in the teaching of speaking. Employing teaching strategies is essential for making the English learning experience, particularly speaking, enjoyable for students.

From the explanation above, it can be concluded that the strategies are very important in teaching and learning process. The right strategy can help the students in achieving the goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language. Strategies refer to the approaches teachers employ in the teaching-learning

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[28] Nadia cyndi Regina, *An Analysis of Students Speaking Learning Contrains at the Elevents Grade in Senior High School Kartikama Metro* (Lampung: State Institute for Islamic Studiees ofr Metro).

process. These strategies aim to facilitate the achievement of teaching goals. In the context of teaching speaking skills, strategies should enable students to communicate effectively and efficiently. The researcher use the strategies focus on three strategies namely role play, discussion, and drilling.

B. Speaking Materials of Mas Al Ahliyah Aek Badak

There are various perspectives on the definition of curriculum. According to Brown, curriculum is formulated to implement a specific language program. It emphasizes the delineation of linguistic and subject-specific goals, arranging their sequence, and choosing materials customized to fulfill the needs of a particular group of learners in a specific setting.[29] Saylor suggests that curriculum is perceived as a structured framework designed to provide various learning opportunities, with the aim of achieving overarching goals and corresponding specific objectives tailored to a specific population served by a particular educational institution.[30] Based on the definitions provided, it can be inferred that the curriculum encompasses all instructional methods employed by the school to offer students learning opportunities that lead to desired educational outcomes.

In the context of Mas Al Ahliyah Aek Badak, the curriculum comprises a structured plan encompassing linguistic and subject-matter objectives, instructional materials, and more, all aimed at achieving the desired learning outcomes. Within

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[29] Douglas Brown, *Teaching by Principles: Interactive Approach to Language Pedagogy* (New York: Longman, 2001), P.16

[30] Gallen Saylor William M. Alexander, and Arthur J. Lewis, *Curriculum Planning for Better Teaching and Learning* (New York: Holt, Rinehart and Winston, 1974), P.232.

this curriculum, there are six competencies: speaking, reading, grammar, listening, writing, and vocabulary. Each competency entails distinct lesson indicators, although this research primarily focuses on speaking. Additionally, numerous topics related to speaking skills are covered in the curriculum, including:

a. Greetings
b. Introducing oneself and others
c. Inquiring about and sharing addresses
d. Discussing places of origin
e. Talking about age
f. Conversing about occupations
g. Ordering food and discussing dishes
h. Exchanging phone numbers
i. Ordering food and discussing dishes
j. Describing daily routines and habits
k. Telling time
l. Discussing public places
m. Talking about favorite films and movies
n. Expressing opinions
o. Recounting past holidays
p. Discussing weekend activities
q. Conversing about shopping activities
r. Buying and selling transactions
s. Discussing abilities
t. Describing images
u. Making phone calls

In briefly, all the topics above are thought by the teachers at Mas Al Ahliyah Aek Badak. Hence, it is crucial for language teachers to prioritize the teaching of speaking skills. Instead of solely focusing on memorization, creating a dynamic environment conducive to meaningful communication is preferable. With this objective in mind, employing a variety of speaking activities, as mentioned earlier, can significantly aid students in cultivating

essential interactive skills essential for real-life scenarios. These activities promote active engagement in the learning process, making it more meaningful and enjoyable for students.

C. Review of Related Finding

There are five relevant studies that the writer takes about English Teacher's strategies in teaching English. They are teacher's strategy in teaching English at Senior or Junior high school and teacher strategy they are:

The first, the place researcher is Fansuri in SMP 01 Batu. The concluding of his research that the English teacher of the extracurricular program at SMP 01 Batu teacher used several strategies, they were: game, discussion, and interview, tour, oral report, question and answer and sentence correction. The teacher combines the strategies in order that the students can easily understand the lesson that the teacher teaches.[31] If the students can easily understand the lesson that the teacher teaches, it means that the teacher has made the students perform better in their learning activity.

The second individual mentioned is Fitria, who attended SMA Negeri 6 Padangsidimpuan in 2015 before enrolling in the State Institute for Islamic Studies.[32] Her study's conclusion outlines the teaching methods utilized by teachers for writing instruction at SMA Negeri 6 Padangsidimpuan, comprising strategies such as quick write, cooperative learning, and journalist question. Challenges faced

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[31] Hamzah Fansuri. "Teachers Strategy in Teaching Speakingat MTS An Nur Tangkit" (2019): 28, http://repository.uinjambi.ac.id/id/eprint/2874.

[32] Winda Fitria. "An Analysis of Teachers' Strategies in Teaching Writing at SMA Negeri 6 Padang Sidimpuan" (IAIN Padang Sidimpuan,http//Fetd.iain-padangsidimpuan.ac.id.

in teaching writing at the school involve students' disinterest in learning writing, disruptive classroom behavior, and general student apathy.

The third, the researcher is Afandi in MTS Al Muhajirin Sukamulya. This study aims to describe the teachers' activities of teaching grammar.[33] Data were collected using non-participant observations with teachers and students. Observation is carried out in two grammar material, namely past tense and modal auxiliary. Then interviews are used to support observation. The results of this study indicate date there were for activities used by the novice teaching in teaching grammar.

The fourth, the place researcher is Erfan in SMP N 10 kota Jambi. The concluding of his research is teachers teaching strategy that used in teaching speaking in SMPN 10 Kota Jambi are using recording & transcripts , dialogues, discussion, Classroom conversation and casual chat . Teachers used those techniques because it is based on handbook and it is easy to practice. Some other strategy sometime used by teachers, but the frequency is very rare. The most used are dialogues and conversation and chat and jokes. Based on discussion, most students like the strategy that used by the teacher.[34] They followed teachers' instruction.

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[33] Idrus Affandi, "The Activities of Teaching Grammar By Novice." (2019): 100.

[34] Zul Ervan *"English Teachers'Strategies in Teaching English at An Nahl Elementry School Jambi"* (Jambi: UIN Sulthan Thaha Saifuddin Jambi., 2020), 34–35, http://repository.uinjambi.ac.id/8768/1/zul ervan nim. te. 120693 revisi.pdf.

The last, the place is in English department IAIN Sultha Thaha Saifuddin Jambi.[35] This research only focused on teachers. Based on this research, the writer presents only one of several students and its results in KHS. In this study use a clustering of oxford that strategy taxonomy and this research only focuses on students.

Based on the aforementioned information, the researcher's conclusion is that employing effective strategies in teaching speaking can enhance students' speaking abilities. With this in mind, the researcher is interested in conducting a study titled "Teachers' Strategies in Teaching Speaking Skill at MAS Al Ahliyah Aek Badak" in hopes of further exploring this topic.

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[35] Fairurrozi, *The Teacher's Strategies In Teaching Speaking At The Eleventh Grade Of State Senior High School 4 Jambi* (Jambi: UIN Sulthan Thaha Saifuddin Jambi., 2020), http://repository.uinjambi.ac.id/6103/1/skripsi fairrurrozi.pdf.

CHAPTER III

RESEARCH METHODOLOGY

A. **Place and Time of the Research**

The research was conducted at Grade XI of MAS Al Ahliyah Aek Badak, located in Aek Badak, Batang Angkola, Silangge, Sipirok Subdistrict, Tapanuli Selatan Regency, North Sumatra Utara. The study took place from April 24th to December 2023.

B. **Method of the Research**

This study employed a descriptive methodology with the aim of elucidating the phenomenon through data analysis, leading to the formulation of research conclusions. The researcher described the strategies utilized in teaching speaking classes by instructors who had taught English to first or second-semester college students. Ultimately, the study delineated the strategies employed in teaching speaking classes by two teachers for second-semester college students.

C. **Participant of Research**

The research data was collected from English teachers at MAS Al Ahliyah Aek Badak, involving two participants: PR (XI 1) and AL (XI 2), who are both English teachers. The researcher's objective was to analyze the strategies utilized by these teachers at MAS Al Ahliyah Aek Badak.

D. The Instrument of Data

The researcher obtained data from the teachers to ensure its validity. In this research, the researcher utilized various instruments to collect data, including:

a. Observation

Observation entailed the researcher recording field notes on the behaviors and activities of individuals at the research site. This data collection method involved direct or indirect observation, along with the documentation and registration of the target object's state or behavior. The researcher conducted three observation sessions to observe the process of teaching speaking at MAS Al Ahliyah Aek Badak. These observations aimed to comprehend the unfolding of teachers' strategies in the English learning process at the school, students' behavior during English learning, the utilization of media and facilities in English learning, teacher strategies, and the challenges encountered by teachers in teaching speaking at MAS Al Ahliyah Aek Badak.

Table III.1

Observation Sheet in Teaching Speaking

Teacher　：
Class　　：
Time　　：
Strategy　：

No.	Aspect Observation	Teacher 1 (PR)		Teacher 2 (AL)	
		Y	N	Y	N
1.	Teaching Strategies 1. Prepare Talk 2. Drilling 3. Games 4. Role Play 5. Discussion 6. Critical Debate				
2.	Teaching Space 1. Pre teaching 2. While teaching 3. Post teaching				

b.　Interview

Interviewing was one of the data collection techniques employed, involving oral discussions conducted in individual meetings. It entailed purposeful interactions typically focused on obtaining information from the interviewee. This research, the researcher conducted interviews with the teachers to explore the strategies utilized in teaching speaking, identify specific strategies employed, and discuss any challenges encountered in teaching speaking skills at MAS Al Ahliyah Aek Badak.[1]

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[1] Paedah Rohani, Teacher at MAS Al Ahliyah Aek Badak.

Before conducting the interviews, the researcher prepared a list of questions for the informant to facilitate the process (refer to appendix 1). The researcher may have started with easier questions and gradually progressed to more complex ones or avoided presenting difficult questions altogether. Interviews, a direct data collection technique, involved engaging with a prepared list of questions. Qualitative research commonly utilized in-depth interviews, with the aim of fulfilling research objectives through face-to-face interactions between the researcher and the interviewee. These interviews were purposeful interactions, typically centered on one individual seeking information from another. Thus, in this study, the researcher conducted interviews with English teachers regarding their strategies for teaching speaking, focusing specifically on the types of strategies employed and the most commonly utilized ones by English teachers in teaching speaking skills.

E. Technique of Data Collection

In order to collected the data of this research, Data collection technique of this research were observation and interview were to be the most important for this research. This observation and interview used to investigate the teacher strategies in teaching speaking. The researcher made several questions about teaching strategies that teachers' used and gave to the students at Grade XI Mas Al Ahliyah Aek Badak, and they answer the question.

The procedures for observation and interview are as follows:

1. The researcher carried out observation in the classroom after getting some information from the English teacher.

2. The researcher came into the classroom to observe the teacher strategies in teaching speaking conducted by the English teacher.

3. The researcher filled the observation form and analyzes the strategies used in the classroom.

4. The researcher collected data rewritten in a paper in order to see teacher's strategies in teaching speaking skill.

5. The researcher took the photo in teaching learning process in the classroom.

6. After the teacher finished in teaching, the researcher interviewed the teacher to answer some questions. And the researcher recorded the interview

7. The researcher analyzed teacher strategies in teaching speaking skill and the researcher would like to see whether how the teacher strategies were more dominant use by the English teachers speaking skill.

To gather data, the author employed direct observation along with an observation checklist as indicators. In conducting the study, the following steps were undertaken:

The study selected two English teachers from Mas Al Ahliyah Aek Badak.

 a. Developed an observation checklist and interview guideline as the study instruments.

 b. Observed classroom activities during two meetings, with each meeting lasting for one hour. Each hour-long lesson comprised 100 minutes, and the entire teaching process was recorded on video.

 c. Gathered data from the syllabus and lesson plans (R.P.P.).

F. Technique of Data Analysis

The researcher examined the data using a series of steps typical of qualitative data analysis. These steps included data management, reading and memorization, description, classification, interpretation, and presenting the findings in a report.

 1. Data management involved organizing and reviewing the data to ensure its completeness.

 2. Reading or memorizing entailed reviewing transcripts or field notes to grasp the content of the data.

3. Describing the data aimed to provide an accurate depiction of the setting and events that occurred within it, enabling both the writer and the reader to understand the study's context.

4. Categorization entailed organizing field notes or transcriptions into pertinent categories that encapsulate various facets of the data.

5. Interpretation involved the explicit analysis and interpretation of the data by the researcher.

6. Representation involved summarizing the researcher's conclusions derived from the data analysis.[2]

Utilizing the outlined steps, the researcher conducted descriptive data analysis and qualitative processing for this study, employing two frameworks: deductive and inductive reasoning.

G. Technique of Checking Trustworthiness

Ensuring trustworthiness in qualitative research is crucial as it involves verifying the reliability of the data. In qualitative research, these criteria are often referred to as data validity or trustworthiness. Validating the data is a step aimed at minimizing errors in the data collection process, which ultimately affects the validity of the study's findings.

Lexy outlines nine techniques for assessing data trustworthiness, which include:

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[2] Gay & Peter, *Components for Analysis and Application* (Educatiomal Research,.p.239-242.

a. Extending participation entails a commitment not only over a short period but also requires long-term engagement.

b. Rigorous and continuous research application involves meticulous and ongoing investigation into the research subject.

c. Triangulation is a technique utilized to verify the trustworthiness of data.

d. Engaging in friendly discussions involves sharing interview results with peers to gain insights and feedback.

e. Analyzing negative cases involves collecting instances that deviate from the research model and using them for comparison.

f. Adequate and referential tools involve utilizing spare time to compare research findings with collected critiques.

g. Member checking is crucial for verifying credibility.

h. Detailed description is a technique demanding careful and accurate portrayal of research results to contextualize the study.

i. Auditing is employed to verify the accuracy and certainty of the data, ensuring that the process or outcome is conducted effectively and thoroughly.[3]

From the explanation above, the researcher used the detail description technique to check accuracy and the credibility of the data.

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[3] Lexy J Moleong, *Metode Penelitian Kuantitatif.*

Detail description is a form to see context situation, event in identify recurring result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter addressed two main sections: data analysis and research findings. Interviews, observations, and documentation were utilized to address the research problem. Specifically, the research focused on the results of data analysis concerning teachers' strategies in teaching speaking skills at Grade XI MAS Al Ahliyah Aek Badak during the second semester of the academic year 2022/2023. The discussion primarily centered on interpreting the findings, providing additional insights and details.

A. Findings

1. Strategies Used in Teaching Speaking at grade XI MAS Al Ahliyah Aek Badak

      The researcher did the observation on 24st of April 2023 for the first teacher and the second teacher (PR) who teach in class XI 1 and the second teacher (AL) who teach in class XI 2 MAS Al Ahliyah Aek Badak. Based on the observations with teachers in learning and teaching activities in class, Teacher use several strategies used in class when teaching speaking , namely, role play, discussion and drilling.

      a.   Role Play

          Based on the observation made in XI classroom. It was know that teacher one used role play strategy in teaching speaking in class. Here was an explanation of how teachers used this strategy. Role play was very important in teaching speaking because it gave students an opportunity to practice communicating in different social roles. This

strategy could use by group of students. In this activity, students were presented to be able to provide many opinions and could improve communication. All group members were responsible for the success of their group and the completeness of the part of the materials learned and the convey it to other groups.

The purpose this strategy to allows students to be creative and to put themselves in another person's place for a while. Train students to be trained to discuss and to responsible and be able to work together in a group. The ultimate objective of the role play shall be to provide students with the knowledge, skills and attitudes needed in order to face or manage a particular situation. In acting upon the situation in an organized environment and reflecting on it, learners gain this knowledge and ability.

b. Discussion

Based on the observations made in XI classroom. It was know 2 teachers used discussion group in teaching speaking. For a description of how to apply the strategy see below. A discussion group gave all students the opportunity to meet in a couple of groups. In the debate groups, if each group was composed of at least four numbers in one class, students may be divided into 5 to 7 classes.

Discussion group were carried out to discuss a material and each side sits together with the group or team to answer questions or do

assignment given by teacher and all students work together in one team. This method could also increase the responsibility and social spirit of students could share knowledge and share knowledge in the group.

Among the two teachers that the researchers studied, there were two teachers who used this method because with discussion all students can think the independently, could discuss with one student to another. The discussion groups also aim to equalize all perceptions or ideas that eventually give birth to an agreement and also a new understanding related to the issue or material studied.

c. Drilling

According to the observations conducted by the researcher in the Grade XI classroom, it was noted that one teacher employed drilling strategies when teaching speaking.[1] Drilling allow the teachers to more easily enhance their students speaking abilities in class. In the following class, students were randomly assigned to speak in a formal discussion with their groups about weather on covid-19.

This activity could be done by several groups. Because this activity need 2-6 group to made their opinion about weather on covid-19 in the class. The teacher gave the group a picture to the

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[1] Amilin Lubis, teacher in MAS Al Ahliyah Aek Badak .

students and the students gave opinion by the group or team. Among two teachers the researchers examined, only one teacher used this method. Because in this way students re able to think creatively and were able to provide new ideas.

From two teachers that researcher examined and observed, two was only one teacher who used this method or strategy. He used this method because this method the students could work together in team and to increase students' sense of responsibility.

2. The Way of the Teachers Applied the Strategies at grade XI MAS

Al Ahliyah Aek Badak

Following the observation, the researcher proceeded to conduct interviews with English teachers at MAS Al Ahliyah Aek Badak. The combined results of the observation and interviews with the teachers yielded a comprehensive explanation. From the interviews with the two teachers, the researcher discovered various opinions and explanations regarding the teaching methods observed during the interviews and observations.

a. Role Play

When pre teaching the teacher open the class by started with greeting to students with "good afternoon" and all of the students answer with "good afternoon" and the teacher gave a question about their health like "how are you to day" and the students say "we are good" . Then, the teachers checked the attendance list of all of students

then start the lesson by reading a prayer. Then the teacher told students opened the book and divided the students into 2 group namely group A and B. This activity is to role play of first tourist attractions on the video that had been given by the teacher by whatsapp group of students.

The teacher introduces the topic before start to learned. The teacher introduces the lesson to be learned to students by telling students to read the exercise in their textbooks in group form. The topic they studied about tourist attraction role play exercise. This exercise focuses on a tourist. The teacher gave an example of the material by a video until finish based on the topic above, the teacher gave examples of the material learned and the teacher tells the students look at the video and try to role play it. The exercise used a video activity. Students watched to the video and the students made to role play of video talking about.

While teaching, the teacher began to introduce the material to be presented. The teacher explains the procedure of speaking namely pronunciation by gave some examples of this pronunciation. The teachers made a group of students in speaking activity. The teacher gave a video to all of group to do conversation and role play what a video talked about. First, the teacher made the students in several groups of 3 to 4 peoples in one group. The teacher gave a name for

each group. Sometimes of the fruit and made students understand. The teacher introduces the material or topic to be studied before teaching began. The teacher allowed students to exchanged idea and discussed with each other friend in their group about the lesson. The teacher gave 10 minutes of time to all of each group. At the end of activity, teacher and the students checked whether the words that had been written were correct and how to pronounce the word correctly. And the teacher gave grades to fastest and correct got the point and got the winner.

Teacher always allowed students to practiced and used English language in class start lesson until finished the class. Teacher invites students to always be active in asked and answered giving by appointing students in turn to answer question. Teacher sometime used media to teaching speaking namely speaker audio.

Post teaching role play students in group, answered or listened to speaking the word or sentence and worked together with the groups. All groups tried to listening and pronounced haw to speaking. The teacher enough time the students every segment. This activity teacher also gave a score for the group that was most correct in answered and got the points, and at the end of the class that group was the most many got points and got the winners.

b. Discussion

Pre teaching in this strategy used this method, the teachers started the lesson by greeted to the students and prayed with all of the students to open the material. The teacher repeated the last week that material had been learned before. All activities carried out in the teacher's class use two languages, namely English and Indonesian. Indonesian language used by the teacher when the students does not meant what the teacher said and when the teacher explains by using language to made the students understand what the teachers meant. The teacher introduced the material or topic to be studied before teaching begins.

The teachers brainstorms, namely the teacher forms students into 4 group . Then the students were given instructions to be carried out. The instruction is the group of students were told to line up and the first students at the behind said without sound to second student with a text had given by the teacher and same to third student until the fourth student must said that the answered their friends lip-sync to in the front of the class. The another group same like the first group. And the teacher gives 3 minutes of time to each group. At the end activity, students and teacher checked a sentence that had written by the teacher. And the teacher gave grades to the fastest group and to the correct one group. The fastest group got the points and got the winner.

The teacher introduces the material that to presented in the class before learning began by provided several clue to build students' activity in thinking and help students to be able to convey idea or ideas that are in their minds, the teachers allows students to exchanged ideas and discussed with each other about the material to be learned. After the teacher presented the material to be learned, the teacher explains the material briefly and clearly and then tells the students to ask question about the material that was not understood. After explain the material then the teacher gave an example related to the material to help increase students' understanding of the material that had been given and to test how deep students' understanding of the material. The teacher explained the material in English conversation and gave the example of the English conversation.

The teacher invites students to always asked questions and actively answer question from the teacher about the lesson in class and the teacher always tell the students to release their ideas when learning in class, after the teacher delivers the material the teacher gave questions to challenge the material so that students better understand and then students were given task for practice.

That was the discussion where students are formed into several groups. Then she gave some instructions such as thinking about English conversation. Students were invited to think before the teacher

gives the new lesson or material in the class. That she used several games when teaching speaking such as group discussion. She also said that the uses a different strategy every day so that the students don't get bored and the class was more active while studying. She said that there are also different subject in learning, so different strategies were used.

Post teaching the fastest and the correct group answered got the points. And the end of the activity the teacher calculated the most scores from all of groups. And the group got that got the high score and got the winner and got the reward. And the lost group got punishment. And at the end of the activity the teacher concluded or summarized about the material learned by asking students about what students had understood about past tense and simple perfect tense then the teacher gave the task to be royal at home.

c. Drilling

When pre teaching, the first thing started by teacher was to great and great students in class with good morning/good afternoon expressions. The teacher went on to ask the students' attendance list, which included those who were present and absent. And then the teacher starts with asking questions about lessons learned last week, and all students are very excited to answer or repeat this lesson. The teacher asked the students of the past lesson in turn and points to the

side to answer the question. The English and Indonesian language shall be used for any activities that take place in the classroom. The teacher's always tried to engage students actively in the questions they were asked by her during class.

In this case, the teacher brings material that should be taught in class and introduces it with English and Indonesian. The students do not know if a teacher uses English every time, because he or she is using two languages at once. Before learning process was began the teacher asked the students about material last week. The teacher made several groups of the students in the class.

While teaching, the teacher introduces the material that should be presented in class before started to teach by gave students questions about weather in Jakarta when covid-19 and weather after covid-19. The teacher showed the picture of the material talked about. Then gave the question to the students and answered the same one of the students answered that the weather when covid-19 and after copvid-19, the weather when covid-19 was nice and very health because no one of factory was operating and after covid-19 the weather was very dirty because many factories were operation. The teacher gave examples of the material tough by wrote on the blackboard, after all students understand the examples given. Then the teacher told students to making their own examples of a picture talked about and wrote in the

blackboard. Then asked the students pronounced the word and drilled up until the students could pronounce to be better.

The teacher always used English and Indonesian language to explain the lesson and very activity in class from started and to class end. Answer questions, discussion, quizzes, and others all used English and Indonesian language. The teacher continued to invited students to speak English. The teacher supported students to dared to answered every question given by the teacher' although sometimes students answered and gave questions about the material taught. The teacher gave questions about the material to students alternately and some students were active in answering questions. Sometimes the teacher asked student to made conversation and should be trying in front of the class with a pair or a group.

Post teaching, after the students understands the lesson that had been explained. The teacher told students to thought of other examples weather as their task. Then the teacher corrected the words and the pronounced by the students whether it was true or not. And the teacher provided explanations and provided conclusions about the material, namely about pronounced the word. And the teacher gave an assessment to the group that could answer and the group that was active in the class and the group should give points and the group that

was most active and the most likely to answered correctly should be

got the points again.

TABLE III.2 Result Observations

Teachers' activity	Teacher 1 (PR)	Teacher 2 (AL)
Pre teaching	a. Teacher was greet the students and took the attendance list of the students. b. Did an apperception of the material that should be discussed through trigger questions (connecting with the initial competence of students). c. Explain the purpose of material. d. Teacher made several pairs.	a. Teacher was greet to students in class with "good morning/good afternoon". b. Teacher took the attendance list of the students. c. Teacher repeated lesson last week. d. Teacher made several group of the students. e. Teacher gave student a picture for all of the group.
While teaching	a. Students listened and learned a record of conversation about visiting tourist attractions. b. Teacher invited students to made group. c. Students practiced a role play about a dialog in pairs. d. Students discussed and identified an adjective word and phrase that used for asking and responding the dialog about visiting tourist attraction.	a. Teacher introduced the material b. Teacher gave students a question about weather in Jakarta when covid-19 and after covid-19. c. Teacher showed a picture of material talk about. d. Asked students to thought what happened of weather when covid-19. e. Student wrote on blackboard about weather when covid-19.

Teachers' Activity	Teacher 1 (PR)	Teacher 2 (AL)
While teaching	e. Students listened and learned a record of conversation about visiting tourist attractions. f. Teacher invited students to made group. g. Students practiced a role play about a dialog in pairs. h. Students discussed and identified an adjective word and phrase that used for asking and responding the dialog about visiting tourist attraction.	f. Students practiced one by one and then said together. g. The teacher asked students to drill up and pronounced again to be better.
Post teaching	a. Teacher and the students concluding the material. b. Do reflection the material. c. Closing the class	a. Teacher and the students concluding the lesson. b. Teachers ask the students to make assignment in their house for meeting in the

		next week about example the weather they know.
		c. Teacher close the lesson.

Teacher found some The result of this research in teaching learning process at grade MAS Al Ahliyah Aek Badak. The result of the observation showed that the strategy in teaching speaking skill in class divided into three steps namely; pre teaching, while teaching and post teaching. The teacher 1 used role play and discussion strategy in XI 1 classroom. The teacher in while teaching asked students to watched a video about visited tourist attractions m. Teacher always started lesson by gave greet to students and teacher made several pairs of the students.. Then teacher asks students to did role play about video talked about. In post teaching teacher as always concluded the material and closed the class.

The result of this research of teacher 2 used drilling and discussion strategy in teaching speaking skill at grade XI 2 MAS Al Ahliyah Aek Badak. Teacher in pre teaching always said greeting to the students like good morning/good afternoon. Teacher made several groups of students. In while teaching, teacher asked students to thought about weather in Jakarta when covid-19 and after it. Then the students wrote in blackboard. Teacher asked to students to pronounced the word and drill up until the students could pronounce the words to be better.

3. Problems of the Teachers Used the Strategy at grade XI MAS Al Ahliyah Aek Badak

    a. The Problem of Teacher 1 Used Role Play Strategy

        Problem in teaching speaking could be come from several components, students, curriculum, learning method, media and time. The teacher 1 said, the challenge came from students whom quite difficult to answered every random question from their friends it was quite difficult for the students who had allow level of knowledge English. In other hand, the main challenge that face by the teacher was a made the students who had allow level of knowledge to understand the material itself.

    b. The Problem of Teacher 2 Used Drilling Strategy

        Problem in teaching speaking could be come from several components, students, curriculum, learning method, media and time. The problems were a patience and quite bored. This strategy was boring strategy, because the teacher and the students had to do boring in the class, drilling, identifying and those activity quite boring to do every time in the class.

    c. The Problem of Teacher 1 and 2 Used Discussion Strategy

        Problem in teaching speaking could be come from several components, students, curriculum, learning method, media and time. The teacher said, this strategy could be used only who had some basic

knowledge in the topic. Some students felt shy or reluctant to took part of while other might try to dominated.

B. Discussion

Based on the result of research about teaching speaking learning process at grade XI of MAS Al Ahliyah Aek Badak that showed the strategy in teaching speaking skill in the class divided into three steps namely; pre teaching, while teaching and post teaching. The first teacher that the researcher observed was PR. He teaches in class XI 1 at MAS Al Ahliyah Aek Badak.

The three strategies above could provide more effective learning in class because with these strategies students could understand and more enthusiastically. In addition, teachers also used various methods or methods so that the teaching process was not monotonous.

Furthermore, based on the result of interview, than respondent said with this method, several students could not work together between weak students and smarter students so that all students become not be active in while learning. However, there are several other strategies carried out by teachers in addition to discussion. but these strategies were only used on certain topic . For example, if the material was speaking the method used was discussion group.

In this study there also research that same method it was qualitative method but had difficult result, with Fairurrozi[2]. With had research that aim to explain the techniques used in teaching speaking from SMP N 10 Kota Jambi were using recording transcript, dialog, discussion, classroom conversation and casual chat. He said the teacher used those techniques because it was base on handbook and it was easy to practice. Same other strategy sometimes used by teacher, but he frequency was very rare. The most used were dialogues, conversation, chat, and jokes. Based on discussion, most students like the strategy that used by the teacher.

The next research dissimilar to this study was Afandi[3] in MTS Al Muhajirin Sukamulya. This study aims to describe the teachers' activities of teaching grammar. Data were collected using non-participant observations and semi structured interviews with teachers and students. Observation was carried out in two grammar material, namely past tense and modal auxiliary. Then interviews were used to supported observation. The results of this study indicate date there were for activities used by the novice teaching in teaching grammar.

The researcher found that teaching speaking skill at MAS Al Ahliyah Aek Badak. The teacher who provided information from observation showed that they

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[2] Fairurrozi, *The Teacher's Strategies In Teaching Speaking At The Eleventh Grade Of State Senior High School 4 Jambi* (Jambi: UIN Sulthan Thaha Saifuddin Jambi., 2020), http://repository.uinjambi.ac.id/6103/1/skripsi fairurrozi.pdf.
[3] Idrus Afandi, "The Activitiesof Teaching Grammar By Novice." (2019): 100 http://repository.uin-suska.ac.id/21632/1/Thesis%20Id%20Afandi.pdf

improve their strategies or method in teaching speaking. By using boring strategies in class in teaching speaking, students were more comfortable and eager to learn. Furthermore, researcher conducted interviews with teachers to got information about learning speaking in class was very important to make students excited about the teaching and learning process. Used interesting and fun ways made students feeling that learning speaking was not difficult.

There were many variations of strategy variations that could be used in teaching speaking, namely pre teaching, while teaching and post teaching. And other results showed that in teaching speaking such as simulation, drilling, storytelling, communication games and other.

C. Checking of Trustworthiness

The researcher took the data from two teachers and showed the result. In the process researcher show observation sheets by matching what had been observed in the field, and explain about their learning activities in class. After doing so, the researcher asked the teachers whether all respondents' answer really matched the actual situation at the language development center to clarify the findings. Finally, the researcher concluded that all answers and observations were really appropriate and relevant to the reality in the field.

CHAPTER V

CLOSING

A. Conclusion

1. Strategies Used in Teaching Speaking at Grade XI MAS Al Ahliyah Aek Badak.

   The strategy used by teachers in teaching speaking at Grade XI MAS Al Ahliyah Aek Badak are a role play method, discussion method and drilling method. The teacher one used two strategies namely; role play and discussion in her class. The teacher two used two strategies namely; drilling and discussion. Two teachers have different and same ways to teaching speaking in their classes.

2. The ways of Teachers Applied the Strategies at Grade MAS Al Ahliyah Aek Badak.

   According to the research findings, it can be summarized that the teachers employed a three-step approach in teaching speaking skills in the classroom: pre-teaching, while-teaching, and post-teaching activities. During pre-teaching, the teachers consistently greeted the students at the beginning of the class. During while-teaching activities, the teachers typically initiated the class by presenting video materials to facilitate student comprehension. Additionally, drilling and shadowing exercises, followed by role-playing activities involving students, were the primary methods used by the teachers to enhance students' speaking skills. Finally, the class concluded with a summary and farewell greeting from the teacher.

3. The Problem of Using the Strategies in Teaching Speaking at Grade XI MAS Al Ahliyah Aek Badak.

   The initial teacher, PR, and the subsequent teacher, AL, both instruct Grade XI students at MAS Al Ahliyah Aek Badak. PR encountered challenges in teaching speaking skills due to varying levels of students' knowledge, necessitating individualized guidance in the classroom. Similarly, AL faced similar issues with

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differing levels of student knowledge and also struggled with maintaining engagement, as noted by the monotone delivery during classes.

B. Implication

Implication was a consequence or direct result of the findings of a scientific study. The result of this research about the strategies used by teachers in teaching speaking at Grade XI MAS Al Ahliyah Aek Badak in Academic year 2022/2023.

Based on the result of this study, it is known that teaching by using strategies such as role play, discussion, drill made students more enthusiastic about learning speaking. A study that has been carried out in an educational environment, the conclusion drawn certainly has implications in the field of education and also subsequent research. In connection with this, the implications were as a follow:

1. Based on the results of research that the strategy used by teachers was very meaning full to the enthusiasm of students learning when learning speaking in classroom. Therefore, teachers tried to provided more interesting learning methods in each lesson so that the methods used were not monotonous and varied.

2. Based on the theory that has been formulated by researcher, it could be seen that the selection of speaking learning methods used discussion group has significant influence on the enthusiasm of the students when learning speaking. Because by used discussion group when studying, all students could work together as a team and can help weak students learn the same as stronger or smarter students.

C. Suggestions

As outlined in Chapter IV, the research underscores the significance of teachers' strategies in teaching speaking skills. It emphasizes the importance of pre-class preparation of strategies, which facilitates achieving class objectives more efficiently. These strategies

serve as guides for teachers in effectively imparting speaking skills to students, enabling the transfer of materials and provision of valuable inputs during class sessions.

Based on the result, the researcher would like to give some suggestions as a followed:

1. For readers, researcher suggest providing more interesting speaking teaching methods and providing new insights that could be reused in the future. So, the students did not find it difficult to learn speaking.

2. For students, interest in learning English must be further improved, especially learning speaking was very important to learn and master.

3. The future researchers, researchers hope that this research could be a reference material for future researchers who wanted to research the same case.

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APPENDIXE I

OBSERVATION SHEET IN TEACHING SPEAKING

Teacher :

Class   :

Time   :

Strategy :

No.	Aspect Observation	Activities	Teacher 1 (PR)	
			Y	N
1.	Teaching Strategies 1. Prepare Talk 2. Drilling 3. Games 4. Role Play 5. Discussion 6. Critical Debate			
2.	Teaching Space 1. Pre teaching 2. While teaching 3. Post teaching			

APPENDIXE II

INTERVIEW GUIDELINES

LIST OF THE QUESTIONS INTERVIEW FOR TEACHER

1. How do you teach speaking in class?

2. What strategies do you apply in class?

3. How do you apply the strategies in class?

4. Why do you use this strategy in class?

5. What problem do you know often face?

OBSERVATION SHEET IN TEACHING SPEAKING

Teacher : PR
Class : XI 1
Time : 60 minutes
Strategy : Role Play, Discussion

No.	Aspect Observation	Activities	Teacher 1 (PR)	
			Y	N
1.	**Teaching Strategies**			
	7. Prepare Talk	-		
	8. Drilling	-		
	9. Games	-		
	10. Role Play	The teacher ask the students to make a group to speaking. (e.g: Drama)		
	11. Discussion	The teacher makes a group or pair of students activity		
	12. Critical Debate	-		
2.	**Teaching Space**	`		
	4. Pre teaching	e. Teacher was greet the students and took the attendance list of the students.		
		f. Did an apperception of the material that should be discussed through trigger questions (connecting with the initial competence of students).		
		g. Explain the purpose of material.		
		h. Teacher made several pairs.		
	5. While teaching	i. Students listened and learned a record of conversation about visiting tourist attractions.		
		j. Teacher invited students to made group.		

		k. Students practiced a role play about a dialog in pairs.		
		l. Students discussed and identified an adjective word and phrase that used for asking and responding the dialog about visiting tourist attraction.		
		m. Students listened and learned a record of conversation about visiting tourist attractions.		
		n. Teacher invited students to made group.		
		o. Students practiced a role play about a dialog in pairs.		
		p. Students discussed and identified an adjective word and phrase that used for asking and responding the dialog about visiting tourist attraction.		
	6. Post teaching	d. Teacher and the students concluding the material.		
		e. Do reflection the material.		
		f. Closing the class.		

OBSERVATION SHEET IN TEACHING SPEAKING

Teacher   : AL
Class   : XI 2
Time   : 60 minutes
Strategy : Drilling, Discussion

No.	Aspect Observation	Activities	Teacher 2 (PR)	
			Y	N
1.	Teaching Strategies			
	1. Prepare Talk	-		
	2. Drilling	The teacher continued the students to speak English.		
	3. Games	-		
	4. Role Play	-		
	5. Discussion	The teacher makes some groups or pairs in their class.		
	6. Critical Debate	-		
2.	Teaching Space			
	1. Pre teaching	f. Teacher was greet to students in class with "good morning/good afternoon". g. Teacher took the attendance list of the students. h. Teacher repeated lesson last week. i. Teacher made several group of the students. j. Teacher gave student a picture for all of the groups.		
	2. While teaching	h. Teacher introduced the material i. Teacher gave students a question about weather		

		in Jakarta when covid-19 and after covid-19. j. Teacher showed a picture of material talk about. k. Asked students to thought what happened of weather when covid-19. l. Student wrote on blackboard about weather when covid-19. m. Teacher introduced the material n. Teacher gave students a question about weather in Jakarta when covid-19 and after covid-19. o. Teacher showed a picture of material talk about. p. Asked students to thought what happened of weather when covid-19. q. Student wrote on blackboard about weather when covid-19.		
	3. Post teaching	d. Teacher and the students concluding the lesson. e. Teachers asked the students to made assignment in their house for meeting in the next week about example the weather they know. f. Teacher closed the lesson.		

SCRIPT INTERVIEW

Teacher   : Teacher 1 (PR)

Class   : XI 1

Strategy : Role Play, Discussion

1. Researcher   : How do you teach speaking in class?

   Teacher 1 (PR)   : The teacher introduced the topic about the lesson and invited students to made group. Students practiced a role play about a dialog in pairs.

2. Researcher   : What strategies do you apply in class?

   Teacher 1 (PR)   : The teacher applied Role play and Discussion in her class.

3. Researcher   : How do you apply the strategies in class?

   Teacher 1 (PR)   : The teacher applied the strategies into three steps; pre teaching, while teaching and post teaching.

4. Researcher   : Why do you use this strategy in class?

   Teacher 1 (PR)   : The teacher said role play made it easier for students remembered events or learning process at the class. Discussion mad the students helped each other and interact with each groups to enhance their ability to speak.

5. Researcher   : What problem do you know often face?

   Teacher 1 (PR)   : The problem of the teacher one in teaching speaking were different level of the student knowledge. The teacher must guide the students in the class more than one.

SCRIPT INTERVIEW

Teacher : Teacher 2 (AL)

Class   : XI 2

Strategy : Drilling, Discussion

1. Researcher   : How do you teach speaking in class?

   Teacher 2 (AL)   : The teacher introduced the topic about the lesson, teacher gave students a question about weather in Jakarta when covid-19 and after covid-19. Teacher showed a picture of material talk about. Teacher asked the students made several groups. All of the groups discussed about it and one for each group wrote to the white board what happened weather in Jakarta when covid-19.

2. Researcher   : What strategies do you apply in class?

   Teacher 2 (AL)   : The teacher applied Drilling and Discussion in her class.

3. Researcher   : How do you apply the strategies in class?

   Teacher 2 (AL)   : The teacher applied the strategies into three steps; pre teaching, while teaching and post teaching.

4. Researcher   : Why do you use this strategy in class?

   Teacher 2 (AL)   : The teacher said role play made it easier for students remembered events or learning process at the class. Discussion mad the students helped each other and interact with each groups to enhance their ability to speak.

5. Researcher   : What problem do you know often face?

   Teacher 2 (AL)   : The problem of the teacher one in teaching speaking were different level of the student knowledge. The teacher was monotone in his class.

THE RESULT OF INTERVIEW

1. The teacher speaking by following; introduce topic and prepare relevant to lesson, divided students into groups or pairs, students must listen what the recorder say to write the blank of each sentence, before it teacher make example of number one of a task, they can work together with their friends, the teacher repeat the record of task three times, the correct answer will get points of each students in the groups.
2. The teachers apply three strategies in class namely; role play, discussion and drilling.
3. The teacher apply the strategies by three steps namely; pre teaching, while teaching and post teaching.
4. The teacher use this strategy because make students work together as a team, the simplest and easiest strategy can be applied.
5. The problem of teacher teaching speaking skill such as lacking confidence, different abilities in receiving the message or lesson, same are fast and other are slow and the students have limited vocabularies.

RESEARCH DOCUMENTATIONS

1.   Observation

Picture 1: Explain to the students how to do Role play

Picture 2 : Explain to the students of the Material

2. Interview

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B2703 /In.14/E.1/PP.009/09/2022   19 September 2022
Lamp   : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M.Ag.**   (Pembimbing I)
2. **Sri Rahmadani Siregar, M.Pd.**   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Husnul Br Hasibuan
NIM   : 18 203 00031
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : An Analysis of Teachers' Strategis in Teaching Speaking Skill at Grade XI MAS Al Ahliyah Aek Badak

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
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Lampiran : -
Hal   : Izin Penelitian
           Penyelesaian Skripsi.

Yth. Dekan FTIK UIN SYAHADA

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Husnul Br Hasibuan
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Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat   : Kota Intan, Kec. Kunto Darussalam

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"An Analysis of Teachers' Strategis in Teaching Speaking Skill at Mas. Aliyah Aek Badak"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik
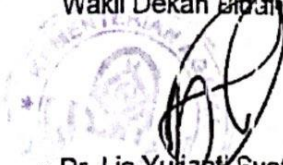
Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
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SURAT KETERANGAN
Nomor : 094/MA.04/VI/2023

Dengan hormat.

Bersama surat ini kami sampaikan bahwa berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan No.B-2499/Un.28/E.1/TL.00.9/06/2023 perihal Pelaksanaan Penelitian atas nama :

Nama	: Husnul Br Hasibuan
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Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Konta Intan, kec. Kunto Darussalam

Dengan ini kami beritahukan bahwa nama tersebut di atas benar telah mengadakan Penelitian pada tanggal 24 April 2022 s/d 10 Juni 2023 pada Madrasah ini dengan judul "**An Analysis of Teacher's Strategis in Teaching Speaking Skill at Garde XI Mas Al Ahliyah Aek Badak 2023** ".

Demikianlah surat keterangan ini kami buat dengan sebenarnya agar dapat dimaklumi.

Aekbadak, 21 Juni 2023
Kepala Madrasah

Dr. Muhammad Roihan Daulay, M.A.