



**ANALYSIS OF TEACHERS' STRATEGIES IN
TEACHING SPEAKING
AT SMA NEGERI 4 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Graduate of Degree
Islamic Education (S.Pd.I) in English*

Written By:

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2016**



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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to **RAHMAYANI SARUKSUK**, entitle “ **Analysis of Teachers’ Strategies in Teaching Speaking at SMA Negeri 4 Padangsidimpuan**”, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. That is all and thanks you for the selection.

Wassalamu'alaikum Wr. Wb.

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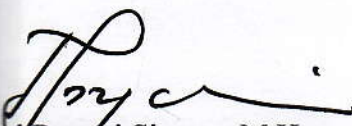
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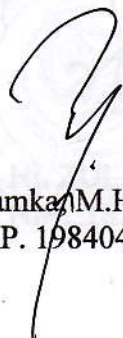
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ABSTRACT

This research was taken based on fact of the problems in teaching speaking at SMA Negeri 4 Padangsidimpuan. The research identified many problems, as seen that there were many teachers who didn't know how to teaching speaking well. The aims of the research was to analysis of teachers' strategies in teaching speaking, to know strategies that often used by the teacher in teaching speaking and to know teachers' problems in teaching speaking at SMA Negeri 4 Padangsidimpuan.

The research was conducted in SMA Negeri 4 Padangsidimpuan. The sources of the data for this research were English teacher and Xgrade students in SMA Negeri 4 Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data the researcher were observation and interview. The researcher analyze data: Managing, Reading, Describing Classifying, Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.

After the research, it was known that the teachers' strategies in teaching speaking as follow; the teacher used role play strategy, story telling, and oral interview strategy. The strategy that often used by the teacher in teaching speaking was role play strategy. Then, the teachers' problems in teaching speaking at SMA Negeri 4 Padangsidimpuan were: students not interest in English, students low spirit in learning speaking, there were no teaching medias, students were lack of vocabulary, lack of discipline, students made noisy, and using mother tongue in learning process.

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In the name of Allah, the Beneficent and the Merciful

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Padangsidimpuan, 11 April 2016

Yours Truly



Rahmayani Saruksuk
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level than it is examined in the national examination to determine the students' graduation. However, in some private school also it is already given to the kindergarten/third year's pupil of primary education.

The fundamental function of language is an instrument of communication. English is used by millions people all over the world. In Indonesia English is considered as a foreign language that has been taught to be elementary school up to the university. In educational aspect, the students hopefully to be able to speak English fluently in order to the technology development.

Speaking is the process of building and sharing meaning thought in verbal and symbol of variety in context. As a result, speaking is crucial part of second language teaching and learning. Many people feel that speaking is very harder than another skill. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions and feeling they want other people to understand. Speaking is an important skill in our life. It can transfer idea, opinion

and speaking can activate of human brain directly. Definitely, in speaking people have not much time for thinking and without preparation.

In teaching speaking the teachers must develop learning strategy to increase students' ability in speaking. Teacher is very influential person in teaching learning process. Teacher is who has the idea to be realized for the benefit of students, thus support the best possible relationship with students. They develop and related virtues of religion, culture, and science. Strategy is a planning of something caring out a plan in a skillful way. So, teachers strategies is part of important in teaching for developing four English skills, especially in the classroom.

English teachers must have knowledge to become a good teacher. They must know how to teach English well. For instance, when they are teaching speaking they must have knowledge and strategies how to teach English to their students, also they have to know the principles and methodology of teaching speaking, so they can send the message of the learning to the students. There are many strategies that teachers can use when they are teaching speaking. Some of them are by using games, role plays, dramas, and other activities.

In teaching learning speaking, teaching problem is not only the teaching material but also teaching strategy. The teaching process will not give a good result if the teaching strategy is not suitable to students' condition. Therefore, teaching strategy will make the teaching learning process run well. The teacher

may employ certain strategies to optimize classroom activities such as using appropriate strategy.

Strategy is important in teaching learning process because a teacher is a key factor in the classroom in resource in teaching and learning process. So the teacher strategy is part of important in teaching for developing in teaching speaking. Teaching strategies are the methods that teachers use to allow learners in accessing the information when they are teaching. As a teacher must has many strategies in teaching especially in teaching speaking.

Based on observation that researcher was done in SMA Negeri 4 Padangsidempuan there are many students considered that learning speaking is difficult. Because, the students did not have many vocabularies, grammar, and pronunciation is not clear, so that the students feel difficult in learning speaking. When the students practice speak English in front of class, the tools is not complete and the student don't know the meaning, so the student feel lazy and they don't interest to study it. Students still use their mother tongue and combine with Indonesian language when they studying English. They interact and communicate to other people with their mother tongue and Indonesian language wherever they were. They also often use Indonesian language when they discuss about English in the classroom. It make students difficultt in practicing English.

Most of students said that English is difficult it can be seen from daily life. The students never speak English except when they are study English. They are lazy and they are not confidence to practice speak English, because their

friends laugh to them and they are afraid of making mistakes. Students feel difficult to pronounce English, because they seldom to practice and use English language.

Based on the explanation above, to make English teaching successful, many factors to be consider such as the teacher, students, method, and teaching materials, and then to supporting that there is a factor that also plays an important role in the result of learning process is used strategies. Strategies are very important, especially in teaching speaking. Teacher uses some strategies in teaching speaking. To know teachers' strategies, entitle this research “**Analysis of Teachers' Strategies in Teaching Speaking at SMA N 4 Padangsidimpuan.**”

B. Focus of the Problem

Based on the background of the problem above, the researcher will focus to explore teachers' strategies in teaching speaking at SMA N 4 Padangsidimpuan.

C. Definition of Terminologies

1. Analysis

Analysis is collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decision about the goals and content of a language course.¹ Analysis is a separation

¹Jack C.Richard, *Curriculum Development in Language Teaching* (Cambridge: University Press, 2001),p.. 90.

into parts possibly with comment and judgment.² Based on explanation the research concludes that analysis is a systematic examination and evaluation of data or information.

2. Teacher

Teacher is a teaching in front of class to give knowledge. Teacher is a motivator, innovator and supporter and then a customer of knowledge. Teacher knows the subject material and is always searching for new methods and ideas to use. Teacher shares his knowledge with his students and colleagues. According to David Nunan that:

The teacher as teacher is necessary only when the class is attempting to resolve a language problem for it is only in this situation that the teacher is automatically presumed to process more knowledge than the students. This role can be minimized if the student's attack strategies and reading skills have been effectively developed. If the task is realistic, and if the students have learned to adjust their reading strategies according to task, there should be little need for teacher intervention.³

Based on the explanation above, the researcher concludes that teacher is someone who influential in teaching learning and can improving students' knowledge, and then a teacher can called actor.

²As Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford University Press, 1974), p. 29.

³David Nunan, *Designing Tasks For The Communicative Classroom* (New York: Cambridge University Press, 1989), p. 85.

3. Strategy

Strategy is a plan that designed to achieve particular purpose. In other words strategy is a planning of something of caring out a plan in a skillful way. Strategy is the art of planning operations in war.⁴ It means strategy is the process appointment a planning to focus on way or effort how the process can reached. Based on explanation above, the researcher concludes that strategy means an idea that a learner can employ to increase learning and teaching process.

4. Teaching

Teaching is activities to do teacher in front of class give knowledge and skill. Teaching is a political strategy or tactics used by teachers in the learning process in class. The purpose of such a listing is to make teachers more analytical about their use of techniques and the design of programmers. And then teaching is what the goal is as their interest may be on the message involved in the activity.⁵ Based on explanation above, the researcher concludes that teaching is a activities in front of class to teach and is more characterized as a thinking activity.

⁴ As Hornby, *Oxford Advanced Learner's Dictionary of Current English.*, p. 854.

⁵ Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York and London: Routledge, 2009). p.15.

5. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.⁶

Further, speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.⁷

Based on explanation above, the researcher concludes that speaking is a tool of communication, gives information, knowledge, feeling, idea, opinion and experience, process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

6. SMA Negeri 4

SMA Negeri 4 Padangsidempuan is one of Senior High School that take place in SutanSoripadaMulia Street. It is the school that researcher wants to research. The researcher concludes that teacher strategies in teaching speaking.

Based on explanation above, an analysis of teachers' strategies in teaching speaking at SMA Negeri 4 Padangsidempuan is as the teacher of

⁶*Ibid* , p. 122.

⁷ Jeremy Harmer. *The Practice of English Language Teaching* (London: Longman, 2001), p. 269.

process to problem solving in teaching English learning process especially strategies in teaching speaking.

D. Formulation of the Problem

Based on explanations above, so the researcher takes the formulation of the problem as below:

1. How are the teachers' strategies in teaching speaking at SMA Negeri 4 Padangsidempuan?
2. How are the teachers' strategies that often used in teaching speaking at SMA Negeri 4 Padangsidempuan?
3. What are the teachers' problems in teaching speaking at SMA Negeri 4 Padangsidempuan?

E. The Aims of the Problem

Based on explanations above, so the researcher takes the aims of the problem as follow:

1. To describe the teachers' strategies in teaching speaking at SMA Negeri 4 Padangsidempuan.
2. To find the strategies that often used in teaching speaking at SMA Negeri 4 Padangsidempuan.
3. To find teachers' problems in teaching speaking at SMA Negeri 4 Padangsidempuan.

F. Significant of the Problem

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

1. Headmaster of SMA N 4 Padangsidempuan, to develop and encourage English teachers to teach English best.
2. Teachers of SMA N 4 Padangsidempuan, to develop their capability in teaching speaking.
3. Researchers, result of this research as reference and standing point for studying the other subject in the field of language teaching.

G. Outline of Thesis

The systematic of the research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, it consisted of background of the problem, focus of the problem, definition of the terminologies, formulation of the problem, the aims of the research, significant of the researcher, outline of thesis.

Chapter two, it consisted of theoretical description, review of related finding and conceptual framework. In theoretical review consist of description theory: analysis, teachers' strategies, speaking, teaching speaking, strategies in teaching speaking.

Chapter three, it consisted of research methodology. In research methodology consisted of place and time, kinds of the research, the source data, the instrument of data, the technique of analysis data.

Chapter four, it consisted of finding and findings consisted of general findings, specific findings, discussion and the threat of the research.

Chapter five, it consisted of conclusions and suggestions.

CHAPTER II

THE THEORETICAL DESCRIPTION

A. Descriptions Theory

1. Analysis

Analysis is the method for found solution of the problem. If there are problem need analysis and inspection. Analysis is an inspection concerning meaning and essence something. Analysis is the result of study.¹ Analysis is to collect information that can be used to develop a profile of the needs of a group of learners in order to be able to make decisions about the goals and content of a language course.² Analysis is the planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.³ Analysis also is the ability to break down and decompose the material or information into components smaller making it easy to understand.⁴ Based on explanation above, the researcher concludes that analysis is expounding about subject in it parts to get an appropriate explanation and whole meaning understand, and then analysis is the methods for found solution of the problem.

¹ A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p . 41.

² Jack. C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), p. 90.

³ A.S. Hornby, A P Cowie, et., *Oxford Advanced Leraner's Dictionary of Current* (New York: Oxford University Press, 1974), p. 29.

⁴ Adi W Gunawan. *Genius Learning Strategy* (PT GramediaPustakaUtama: Jakarta, 2003), p.184.

2. Teachers Strategies

Teachers strategies consists two words, there are teachers and strategies. Teachers come from teacher (singular); a person, who is learning, added with suffix *s* become teachers (plural). While strategies come from strategy and added with suffix *es*, the letter *y* moves with *i*. Teacher as David defined as a person who provided schooling for pupils and pupils.⁵ Teacher is a person who is teaching and educate at Elementary school, Junior High School, Senior High School, and University Level. Teacher is a motivator, innovator and supporter and then a customer of knowledge. Teacher knows the subject material and is always searching for new methods and ideas to use. Teacher shares his knowledge with his students and colleagues.

Then, strategy defined as an outline to achieve a specific purpose. David Nunan states that, “strategies can be defined as conscious actions that learners take to achieve desired goals or objectives”.⁶ It means, strategy is the process appointment a planning to focus on way or effort how the process can reached. It is also strategy means an idea that a learner can employ to increase learning. Furthermore, Harmer explains:

Planning helps teacher because it allows to think about where they are going and gives them time to have ideas for tomorrow’s and next week’s lessons. In the classroom, a plan helps to remind teachers what they intended to do especially if they get distracted or

⁵James David. R, *Better Teaching, More Learning* (Phoenix: American Council on Education/ Oryx Press Series on Higher Education, 1997), p.45

⁶David Nunan, *Practical English Teaching* (New York: Mc Grown-Hill Companies Inc, 2003), p. 77.

momentarily forget what they had intended. Finally, planning helps because it gives students confidence, they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.⁷

Then, Richard states that: “lesson plans help the teacher think about the lessoning advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow and to provide a record of what has been taught”.⁸ Daily lesson planning can benefit English teachers in the following ways:

- a. A plan can help the teacher think about content, materials, sequencing, timing and activities.
- b. A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of classroom.
- c. A plan is a log of what has been taught.
- d. A plan can help a substitute to smoothly take over a class when the teacher cannot teach.

From the explanation above, the researcher concludes that daily lesson planning benefit students because it takes into account the different backgrounds, learning style, and abilities of the students in one class.

Moreover, Nunan states:

Strategy can be categories under three board process types: hypothesis formation, hypothesis testing, and automatisaion. Hypothesis

⁷ Jeremy Harmer, *The Practical of English Language Teaching*, Cambridge: Longman, 1998. p. 121.

⁸ Jack C. Richard, *Curriculum Development in Language Teaching.*, p.31.

formation includes such strategies as simplification and inference, and refers to strategies where by learners come to conclusion about the structure of the target language based on samples of the language, or transferring from knowledge of one's first language. Hypothesis testing refers to strategies such trying out rules when communicating with native speaker and monitoring the speaker's reaction to evaluate whether or not the rule seems to work. Automatisation includes strategies for practicing the language.⁹

From explanation above, the researcher concludes that strategy is a plan of teacher in design learning process in achieving learning purpose. The strategy must be done depends on approach that used and how to operate the strategy teachers may use some technique that relevant to the method, and the last, in using the technique may be different from a teacher with another.

So, teachers' strategy is part of important in teaching for developing four skills. Whenever, teacher is a major holder in teaching and learning process especially to develop skill. Then, strategy is planned steps and problem solving in teaching. Based on the explanation above the researcher concludes that, the teachers may employ certain strategies to optimize classroom activities such as using appropriate strategy, concerning to the characteristic of the students learned that they can easily get bored. It is important to consider what kind of strategy can be used in the other to make English of the young learners become easy and interesting. To get attention of the students, it is necessary to create the class situation which can motivate the students to study.

⁹David Nunan, *Language Teaching Methodology* (Sudney: Macquire University Longman, 1998) p. 168-169.

One of the ways to create the student's learner class more interesting is through effective strategy.

3. Speaking

a. Definition Speaking

There are some definitions of speaking: Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.¹⁰ Thus, speaking as interaction, and speaking as a social and situation based activity that involves how to construct the meaning.

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".¹¹ It means that, speaking is a skill that can be observed that need validity or reliability of oral test.

Henry Guntur says, "Speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, feeling

¹⁰I.S.P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122.

¹¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman, 2003), p.140.

or sense, as a large of these limitation we can say in speaking.”¹² According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken, utterance, discourse.¹³

From above definitions, it can concluded that speaking is an interactive process that can produce sound of words to express feeling or sense, idea and thinking of human. By looking whole explanation above, when speak to another person there is a relationship. A good speaking will make and create a good communication should have the same correlation between the speaker and listener in absorbing the information, or the meaning of the topic is being talked and also give some response.

b. Types of Speaking

Speaking is an ability that is also required to be mastered by students during the learning process in the classroom. According to Douglas Brown, there are 6 types of spoken language:¹⁴

a. Imitative

Basically, imitative is the activity in following the other activity. In other word, it is the copy something. The portion of classroom speaking time may be spent legitimately in the human tape recorder speech, for example, in practicing an intonation contour, and trying to point a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

¹²Henry GunturTarigan, *BerbicaraSebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15.

¹³Victoria Neufeldt . *Webster New World College Dictionary-3rd* (New York: Simon & Schuster Inc, 1995) p. 1217.

¹⁴H. Douglas Brown,*Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New Jersey: Englewood Cliffs, 1994), p.266-268.

b. Intensive

Intensive speaking is the step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responding

A good deal of student speech in the classroom is responsive. It is short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional

Transactional language, its purpose is to convey or exchange specific information. It is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue. Its purpose is to maintain social relationships rather than for the transmission of facts and information.

f. Extensive

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

4. Teaching Speaking

Teaching is a process of giving help or support for students in teaching and learning activity.¹⁵ Teaching is the guidance of learning activities.¹⁶ Speaking is the productive aural/oral skill.¹⁷ In mastering the speaking skill, you must train and equip the learner with a certain degree of

¹⁵Syaiful Bahri Djamarah. *Guru dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis* (Jakarta: Rineka Cipta, 2006), p. 39.

¹⁶Ahmad Sabri. *Strategi Belajar Mengajar Micro Teaching* (Jakarta: Quantum Teaching, 2005) p. 6.

¹⁷David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), p. 48.

accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech.¹⁸

Sue C. Camp and Marilyn L. Satterwhite said:

“Communication uses spoken words to exchange ideas and information; examples of oral communication include one on-one conversation, meeting, voice mail message and tele-conferencing. Spoken language can be sent instantaneously and they usually result in some immediate feedback. The disadvantages to oral communication are that there is little opportunity to reflect on what is said. There is also no written record”.¹⁹

According to Joesono Oediarti S in book of Program pendidkandan Latihan Profesi Guru (PLPG) tahun 2010 about goals of teaching speaking, he said that:

“The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. Many languages learners regard speaking ability as the measure of knowing languages. They regard speaking as important knowledge”.²⁰

According to researcher speaking or oral communication is a tool of communication, gives information, knowledge, feeling, idea, opinion and experience, process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

¹⁸ Anas Syafei, *Pronunciation Theory and Practice* (Jakarta: Depdikbud, 1988), p. 1.

¹⁹ Sue C. Camp and Marilyn L. Satterwhite, *College English and Communication* (New York: Mc. Grew- Hill, 2004), p. 5.

²⁰ Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen Rayon 33. *Op. Cit*, p. 14-15.

Teaching speaking in general is accepted that knowing a language and being able to speak it are not synonymous. Thus, English does not mean that she or he can speak English.

There are three basic reasons why it is a good idea to give students a speaking task which provokes them to use all and any language at their command, as follows;²¹

1). Rehearsal

Getting students to have free discussions gives them a chance to rehearse having a discussion outside the classroom. Having them take part in a role play at an airport check-in desk allows them to rehearse such a real life even in the safety of the classroom. This is not the same as practice in which more detailed study takes place: instead it is a way for a student to get the feel of what communicating in the foreign language really feels like.

2). Feedback

Speaking tasks where students are trying to use all and any languages they know provides feedback for both teacher and students. The teacher can see how well their class is doing and what language problems they are having; students can also see how easy they find a particular kind of speaking and what they need to do to improve.

²¹Jeremy Harmer, *How To Teach English*, (England: Addison Wesley Longman, 2004), p. 87-88.

Speaking activities can give them enormous confidence and satisfaction and sensitive teachers guidance can encourage them into further study.

3). Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can sympathetic and useful feedback they will get tremendous satisfactions from it. Many Speaking tasks (roleplay, discussion problem solving, etc) are intrinsically enjoyable in themselves.

5. Principle of the Teaching Speaking

There are a number of ways or technique to use as guide the students' speaking. Brown said that the teacher should be aware to some principles to design the speaking technique, those are:

- 1) Be aware of the differences between second language and foreign language learning context
Speaking is learned in two broad context: foreign language and second language situations. A Foreign Language (FL) context is one where the target language is not the language communication in the society. Learning speaking skill is very challenging for students in FL context, because they have very few opportunities to use the target language outside the classroom. A Second Language (SL) context is one where the target language is the language of communication in the society. Second language learners include refugees, international students, and immigrants.
- 2) Give students practice with both fluency and accuracy
Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and

confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lesson. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

- 4) Plan speaking task that involve negotiation for meaning

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversation, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/ or services.²²

It is useful for teacher for develop speaking skill to know the characteristic of spoken language in order to interact student with each other.

If all students are participating fully and if the teacher has set up the activity properly and can give useful feedback they will get satisfaction from it.

²²David Nunan, *Practical English Teaching* (New York: Mc Grown-Hill Companies Inc, 2003), p.54-56.

Language learners need to recognize that speaking involves three areas of knowledge, as follows:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Function (transactional and interactional): Knowing when clarity of message is essential (transaction/information) and when precise understanding is not required (interaction/relationship building).
- c. Social, cultural, rules, and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participant): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and what reason.²³

6. Strategies in Teaching Speaking

According to Ahmad Sabri teaching strategy is the action of teachers in implementing the teaching plan, it means teachers effort in the use of several variables such as teaching objectives, materials, methods, tools, and evaluation, in order on influence the students achieve those objectives.²⁴ Teaching strategy is basically the real action of the teachers or teachers implement teaching practices through certain way which is more effective and efficient. In other word teaching is a political strategy or tactics used by teachers in learning process in class.

²³Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen Rayon 33. *Op. Cit*, p. 15-16.

²⁴Ahmad Sabri, *Op. Cit*. p.2.

There are many strategies that can use by the teacher to help learner develop their knowledge of speaking. According to David Nunan there are:

- 1) Information gap
Information gap is useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate.
- 2) Jigsaw activities
Jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information to other person need. Many information gap and jigsaw activities can be done with simple props, such as coins.
- 3) Role play
Role play is excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language.
- 4) Simulations
Simulations are more elaborate than role play. In a simulation, props and document provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in “products” for the students to buy and even play money for making purchases.
- 5) Contact assignment
Involve sending students out of the classroom with a stated purpose to talk to people in the target language. In a second language environment, you can send students on an information treasure hunt in a nearby business district. In designing contact assignment, be sure the required information can’t be gotten by reading available written information. The point is to get the students to speak with people using the target language.²⁵
- 6) Story telling involve having students retell stories or text selections they have listened or read. Otherwise, this activity becomes an assesment of the sudents’reading skill in addition to oral skills. In retelling, choosing to read a story or text orally to studens means that you will be assesing both listening and speaking skills.to prepare for the story telling, choose a story or text which the students is familiar and that is appropriate for

²⁵ David Nunan, *Op.Cit*, p.56-58.

the age and grade level of the students. Students can also read stories they themselves written or that the teacher has written for them.²⁶

In classroom speaking activities, many good activities can use when teachingspeaking subject in class and make it easy in studying process. Then, practice strategy in teaching speaking is part important in teaching speaking process. Teacher strategy is one way to make students enjoy in studying English especially speaking.

B. Review of Related Findings

There was a review of related finding that discussed about teachers' strategies. It was done to proof that there was a similar research that had researched before. The first research had done by WindaFitriaHasibuan at State Institute for Islamic studies thesis entitled "An Analysis of Teachers' Strategies in Teaching Writing at SMA Negeri 6 Padangsidimpuan" on 2015 State Institute for Islamic Studies. The concluding of her research was teachers' strategies in teaching writing at SMA Negeri 6 Padangsidimpuan were: quick write strategy, cooperative learning strategy and journalist question strategy. Problems in teaching writing at SMA Negeri 6 Padangsidimpuan were: the low interesting of students in learning writing, the students make a noise in the classroom and the students are lazy.²⁷

²⁶O' Malley, *Authentic Assessment for English Language Learner Practical Approach*, (USA: Addison Wesley Publishing Company, inc 1996) p.83.

²⁷Winda Fitria Hasibuan "An Analysis of Teachers' Strategies in Teaching Writing at SMA Negeri 6 Padangsidimpuan" in 2014-2015 Academic Year, (*Unpublished Thesis*, IAIN Padangsidimpuan, 2015).

The second, EuisUswatunHasanah had done research through the title “Teaching Speaking Skill Using Active Learning Method (a case study at the seventh year of SMP SMART AkselerasiEkselensia Indonesia-Bogor)”. The researcher concluded that teaching speaking skill using active learning method at SMP SMART EI can be said that is going smoothly in harmony with the principle of active learning method. Teacher is able to maximize various students’ potency, either in physical, mental, emotional, or intellectual. So the students are able to be involved actively while the process of teaching learning speaking English.²⁸

The third research had done by ayuDiahHarniSusanti at Department of English Education the Faculty of Tarbiyah and Teachers Training SyarifHidayatullah State Islamic University Jakarta on 2007. The title was “Using Role Play in Teaching Speaking (a Pre Experimental Study at Junior High School SoebonoMantofaniJombang- Ciputat)”. The result of the thesis was teaching speaking by using role play improves the students’ achievement and teaching speaking by using role play is effective.²⁹

Based on explanation above, the researcher concludes that strategies in teaching speaking can increase the students’ speaking. Then, the researcher

²⁸Euis Uswatun Hasanah, “Teaching Speaking Skill Using Active Learning Method (A Case Study at the Seventh Year of SMP SMART Akselerasi Indonesia-Bogor)”, A Thesis Of English Education Department Faculty of Tarbiyah And Teacher Training, Syarif Hidayatullah State Islamic Studies University Jakarta.

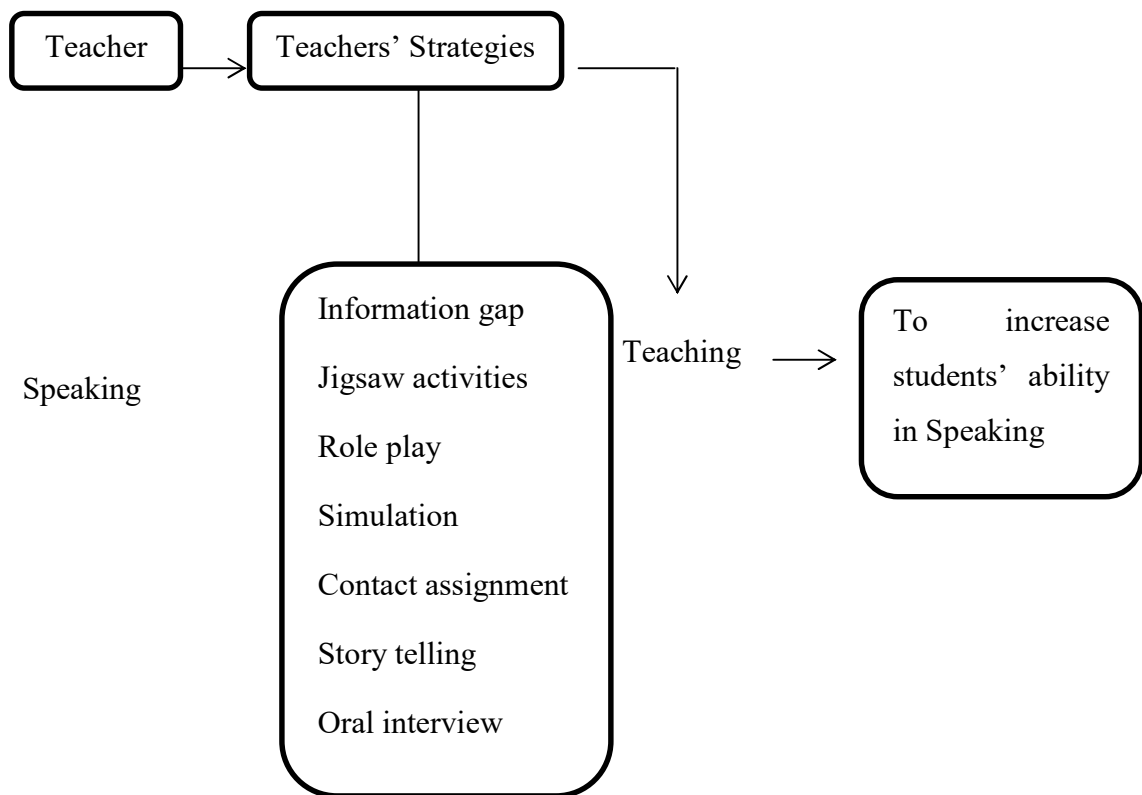
²⁹ Ayu Diah Harni Susanti, “Using Role Play in Teaching speaking (A Pre Experimental Study at Junior High School Soebono Mantofani Jombang Ciputat)” (*Unpublished Thesis*, UIN Syarif Hidayatullah, Jakarta, 2007).

hopes strategy in teaching speaking can increase the students speaking. So, the researcher interested to make the research about “Analysis of Teachers’ Strategy in Teaching Speaking at SMA Negeri 4 Padangsidempuan.

C. Conceptual Framework

Due to the theories above, teachers’ strategies was the ways provided for teaching and learning process and planned to do something to get certain purposes by teachers. The research framework could be conceptualized as below:

Figure 1: Conceptual framework of the research



From the picture above speaking was taught by teacher to the students. In teaching speaking, the teacher used strategies. Teaching speaking had the result, the result was students more effective which taught by the teacher. The teachers' strategies were seen as effort to increase students' ability in speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

This research has been done at SMA Negeri 4 Padangsidimpuan. SMA Negeri 4 Padangsidimpuan is one of Senior High School that take place in SutanSoripadaMulia Street. This research has been done from May 2015 until January 2016.

B. Kinds of Research

This research used a qualitative approach that is the research by doing observed to the object of the research and analysis them logically. According to Gay & Airaisan, qualitative approach is based on the collection data and analysis of non-numerical data such as observations, interviews, and other more discursive sources of information.¹

Based on the method, this research used descriptive method, which was research that describes and interpreted the object research.² Because this research will do to describe how is teachers' strategy in teaching speaking. Descriptive research was involved collecting the data in order to test hypothesis or to answer question about the opinions of people about some topic or issue and descriptive

¹L. R. Gay & Peter Airaisian, *Educational Research: Components for Analysis and Application*, (USA: Prentice Hall, Incorporated, 2000), p. 9.

²Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2000), p.5.

research also called survey research.³ It meant that to analyze or made sense perception about situation or events.

Based on the explanation above, the researcher concluded that descriptive research meant to analysis or make a sense perception about situation or event. It was used to describe how were teachers' strategies in teaching speaking at SMA Negeri 4 Padangsidempuan.

C. Source of Data

The source of data this research consists of Primary data and secondary data. The primary data collected from English teacher, and secondary data collected from X grade students at SMA Negeri 4 Padangsidempuan.

D. Instrument of Data

The key instrument of this researcher self. SuharsimiArikunto said, the instrument of the research was a tool of facility is used by the researcher in collected data.⁴ To get the data in this research, the researcher used instrumentation such as:

1. Observation

Observation in which the researcher took field notes on the behavior and activities of individuals at research site.⁵ Observation is a technique of data collecting is done through an observation, accompanied by register-

³*Ibid*, p. 315.

⁴SuharsimiArikunto, *Manajemen Penelitian* (Jakarta: PT. RinekaCipta, 2003), p. 323.

⁵ W. Creswell Jhon, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (London: Sage Publications, 2003), p.188.

recording of a state or the target object's behavior. Then observation can do directly or indirectly. The researcher will do directly observation. The researcher observed the process of teaching speaking at SMA N 4 Padangsidempuan. This observation to know how the teachers' strategy in English learning process happened in the school, behavior of students in English learning process, using Medias and facilities in English learning process, teacher strategy and teachers' problem in teaching speaking at SMA N 4 Padangsidempuan.

2. Interview

Interview is one often the technique of collecting data by doing oral interview in individual meeting. Interview is a purposeful interaction usually between some people focused on one person who is trying to get information from the other person. This research, the researcher interviewed the teacher about strategies in teaching speaking, what strategies and teacher's problem in teachingspeaking at SMA N 4 Padangsidempuan.

E. Technique of dataanalysis

The researcher analyzed the data through some steps that are steps in analyzing qualitative data, they are: Data managing, reading/ memorizing, describing, classifying, interpreting and representing the finding in a report.

1. Managing data is used to organize and check the data for its completeness.
2. Reading/memorizing is used to read the transcript or field note to get sense of data.

3. Describing data is used to provide a true setting and even that took place in it so the writer and the reader will have an understanding of the context in which the study took place.
4. Classifying is used in ordering field notes or transcriptions into categories that represent aspect data.
5. Interpreting is used to interpret the data explicitly by the writer.
6. Representing is finding above the writer concludes that all of them will be taken as data analysis.⁶

Based on the steps above, the researcher analysis and processing under consideration this research is descriptive data analysis and processing qualitative with two framework think that is deductive and inductive.

F. Technique of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness stated by Lexy J, Moleong, they were:

- a. The extension of participation was the extension not only done at the short time, but need the long time.
- b. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.

⁶ L.R Gay & Peter Airaisan, *Educational Research: Components for Analysis and Application.*, p. 239-242.

- c. Triangulation was the technique of checking data trustworthiness that using something beside the data no verification or as a comparison of the data.
- d. Checking with friendly through discussion was done with expos the interview result of the final result that gotten in discussion with friends.
- e. Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as substance of comparison.
- f. The adequate and referential were the tools of them, which using the free time to compare the result of research with critics were collected.
- g. Checking the member was the most important in checking the credibility.
- h. The detail description was a technique to demand the researcher to the result his/her research. So, description is done carefully and accurately to draw the context of the research.
- i. Auditing used to check the truth and certainly of the data, this point that done well to the process or result and extent.⁷

From the explanation above, the researcher used the detail description technique to check accuracy and the credibility of the data. Detail description is a form to see context situation, event in identify recurring result.

⁷Lexy J Moleong, *Metodologi Penelitian Kualitatif*. p. 175.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

Before describing the teachers' strategies in teaching Speaking at SMA Negeri 4 Padangsidimpun, the researcher described the setting of the research as a general result of this thesis.

The research was conducted in SMA Negeri 4 Padangsidimpun which addresses in SutanSoripadaMulia Street No. 138 sub-district North PadangsidimpunKotamadyaPadangsidimpun North Sumatera Indonesia. SMA Negeri 4 Padangsidimpun has 26 classrooms, the grade X was 9 rooms, the grade XI was 10 rooms and the grade XII was 7 rooms.

Then, the amounts of the students in the school are 819, 70 teachers and 6 staff of administration.¹ The school is managed by JahronaSinaga, S.Pd. There are 5 English teachers in SMA Negeri 4 Padangsidimpun. They are, Hj. NurbaitiRambe, S.Pd., Dr. Hj. SitiMasitohSinaga, M.Pd., Emmy KholidahLumbanTobing, S.Pd., Hj. NurainunWaruwu, S.Pd., and RahmiSuryani, S.Pd.

In this research the researcher just observed about one teacher; she is Hj. Nurbaiti, S.Pd, as the English teacher on grade X of SMA Negeri 4 Padangsidimpun.

¹The data were taken from Arrangement, *Teacher & Curriculum staff* in SMA N 4 Padangsidimpun, at Tuesday 12th January 2016.

B. Specific Findings

Teaching process was an activity in education field by a teacher to form the character of students to behave better. Also, teaching process was a job teacher helped students learned to achieve the purpose of learning. The teacher needed strategy in teaching process because it helped teacher managed the process of learning to be success. To implementation the strategy there were some factors that must be considered by the teacher. They were type of material, the aim of learning, interest and motivation of students, cultural background of students, the time of learning, teaching media, and the problems that might be raised in learning process.

Every teacher must think about whatever that they must be prepared in learning and the learning process can be success. A good teacher not only gave the learning material to the students, but also they gave advice, guidance, motivation, and humor to make the learning process can be interested to the students. Then, teachers had to mastery teaching strategy because teaching strategy helped teachers to handle the learning so that the purpose of learning can be achieved.

Based on the result of observation and interview by researcher, generally there were three strategies of teacher in teaching speaking in X grade at SMA Negeri 4 Padangsidempuan. They were role play, storytelling and oral interview Strategy. It means that, in using role play activities the teacher

ordered them to dialogue. The dialogue included visualization and contextualization. Students can use visualization to create powerful mental images of themselves in their roles, the personalities of the characters played by other participants in the dialogue, and the physical action, props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized.

Then, in using oral interview the teacher gave the explanation include news from book package, then teacher asked one by one. The other word the teacher drill the student in order the teacher gave question and students answered what the teacher asked them. The teacher gave interview to students in individual and in pair group, teacher asked them to discuss what they got from the news.

In using story telling the English teacher read the text about material which used at that time. When she read the texts, the students was attention to the teacher then students made summarizing, the teacher asked to students to speak in front of class based on their own summarized.²

While, the researcher focused to the teaching strategies that used by the English teacher in teaching English especially in teaching speaking at SMA Negeri 4 Padangsidimpuan.

²Observation and interview result of teaching speaking process on grade X in SMA Negeri 4 Padangsidimpuan

1. Teachers' Strategies in Teaching Speaking at Grade X of SMA Negeri

4 Padangsidempuan

According to Hj. Nurbaiti, S.Pd., she taught speaking in 4 classes (X1, X6, X8 and X9) at SMA Negeri 4 Padangsidempuan. As an English teacher she had some strategies to apply in teaching speaking process. She used different strategies to different class, because the character of students in every class was various. Based on the result of interview with English teacher she said:

“Dalam mengajar speaking saya menggunakan tiga strategi, yaitu, role play, storytelling dan oral interview strategi. Saya menggunakan strategi-strategi ini sesuai dengan karakter siswa dan materi pelajaran yang akan saya ajarkan.”³

In meant that the teacher used three strategies, they were role play, storytelling and oral interview strategy. The teacher used these strategies because it was appropriate with most of students' characters and the subject matter that the teacher taught.

Adjust the strategy practicing the strategy that appropriate with students' characters was good way for teaching effectively. By choosing the correct teaching strategy, the class would be more active, the students would be more interest to study and get success to achieve the goal of teaching and learning.

³Interview with Nurbaiti (an English teacher of grade XI in SMA Negeri 4 Padangsidempuan) at 13.30 Tuesday, January 12th 2016.

a. Teachers' Strategies in Teaching Speaking at Grade X1 of SMA Negeri 4

Padangsidimpuan

Based on observation by researcher, the procedures of English teacher in teaching speaking, as follows:

- 1) Checked present list of the students
- 2) Gave the motivation to the students
- 3) Activated knowledge of the students
- 4) The teacher review their previous lesson and explain about expressing sympathy
- 5) The teacher read aloud the conversations, then the students listened to the teacher when reading
- 6) The teacher asked to students make the conversation in pairs and monitored students activity
- 7) The students discussed, shared opinions and filled out forms
- 8) The teacher concluded about material in front of the class and gave homework to students
- 9) Closing the class⁴

Based on the result of observation that has been done by researcher in teaching speaking process, the researcher found that the teacher used role play strategy in teaching speaking at grade X1. The teacher used this strategy because the students in this class were active in learning speaking.

Nurbaiti said:

Sayamengaplikasikanstrategi role play karenakebanyakansiswa di kelas X1 memilikikemauan yang tinggidanaktif di dalambelajar. Sayamenggunakanstrategiiniuntukmemberibantuankepadasiswa di

⁴Observation result of teaching speaking process on grade X1 in SMA Negeri 4 Padangsidimpuan

dalam belajar agar lebih termotivasi di dalam belajar bahasa Inggris, khususnya di dalam belajar speaking.⁵

It meant that the teacher applied role play strategy because most of students in X1 were active in learning speaking. The teacher used this strategy to help the students to learning English especially in learning speaking.

b. Teachers' Strategies in Teaching Speaking at Grade X6 of SMA Negeri 4 Padangsidimpuan

Based on observation by researcher, the procedures of English teacher in teaching speaking, as follows:

- 1) Teacher gave greeting to the students and checked the present of the students
- 2) Gave the motivation to the students
- 3) Activated knowledge of the students
- 4) The teacher review their previous lesson and explain about expression to invite someone
- 5) The teacher read aloud the conversations, then the students listened to the teacher when reading
- 6) The teacher asked to students to read the conversation in pairs and monitored students activity
- 7) The student fill the blank expression of conversation
- 8) The teacher conclude about material in front of the class and gave homework to students
- 9) Closing the class⁶

⁵Interview with Nurbaiti, (an English Teacher at grade X1 in SMA Negeri 4 Padangsidimpuan) at 11:00 wednesday 13th 2016.

⁶Observation result of teaching speaking process on grade X6 in SMA Negeri 4 Padangsidimpuan

Based on the result of observation in X6 of SMA Negeri 4 Padangsidempuan, the English teacher used role play strategy in teaching speaking. The teacher used this strategy because the students were more active in learning speaking. So the teacher wanted to enhance the students' motivation and increase their active participation in learning speaking.

Nurbaiti said:

Saya memilih strategi role play karena kebanyakan siswa di kelas X6 memiliki kemauan yang tinggi dalam belajar speaking. Jadi, untuk lebih menguatkan motivasi siswa dalam speaking dan meningkatkan keaktifan siswa dalam belajar, saya menggunakan strategi ini.⁷

It meant that the teacher chose role play strategy because most of students in X6 were active in learning speaking. So, in motivating the students to improve themselves in speaking and increase their activeness in learning speaking the teacher used role play strategy.

c. Teachers' Strategies in Teaching Speaking at Grade X8 of SMA Negeri 4 Padangsidempuan

Based on the result of observation has been done by researcher. The researcher found that the teachers' strategies in teaching speaking at X8. It could be explained as below:

- 1) Teacher gave greeting to the students and check the present of the students
- 2) Gave the motivation to the students
- 3) Activated knowledge of the students
- 4) The teacher review their previous lesson

⁷Interview with Nurbaiti (an English teacher at grade X6 in SMA Negeri 4 Padangsidempuan) at 10:30 Tuesday, 12th 2016.

- 5) The teacher read recount text about camping, when the teacher read student was attention to the teacher
- 6) The teacher asked students to make summarizing from the text
- 7) The student spoke in front of the class based on their summarize about camping
- 8) The teacher concluded about material in front of the class and gave homework to students
- 9) Closing the class⁸

In X8 of SMA Negeri 4 Padangsidempuan the English teacher has applied story telling strategy in teaching speaking. The teacher used this strategy because most of students in this class did not have desire in speaking English and they made noisy in the class. This class was different with X1, the teacher gave more motivation to students by developing vocabulary of students.

Nurbaiti said:

“sayamemilih story telling learning strategi di kelas X8 karenakebanyakansiswa di kelas X8 kurangdalam vocabulary. Jadi, untuklebihmemperbanyak vocabulary merekasayamenggunakan storytelling strategi.”⁹

It meant that the teacher chose learning strategy because most of students in X8 didn't have desire in speaking, to give more motivation and to develop students' vocabulary, the teacher used story telling strategy.

⁸Observation result of teaching speaking process on grade X8 in SMA Negeri 4 Padangsidempuan

⁹Interview with Nurbaiti (an English teacher at grade X8 in SMA Negeri 4 Padangsidempuan) at 11:00 Friday, January 15th 2016.

d. Teachers' Strategies in Teaching Speaking at Grade X9 of SMA Negeri 4

Padangsidempuan

Based on the result of observation has been done by researcher. The researcher found that the teachers' strategies in teaching speaking at X9. It could be explained as below:

- 1) Teacher gave greeting to the students and checked the present
- 2) Gave the motivation to the students
- 3) Activated knowledge of the students
- 4) The teacher review their previous lesson
- 5) The teacher read aloud the text include news, then the students listened to the teacher when reading
- 6) Teacher asked one by one about material that has explained and gave interview like question and answer
- 7) The teacher asked students to discuss what they got from news
- 8) The teacher conclude about material in front of the class and gave homework to students
- 9) Closing the class¹⁰

Based on the result of observation has been done by the researcher.

The researcher found that the teachers' strategies in teaching speaking at X9 the teacher used oral interview strategy in teaching speaking.

Nurbaiti said:

“Sayamenggunakanstrategiini di kelas X9 untukmeningkatakankeaktifaansiswadalambelajar, siswaakanlebihsemangatuntukbelajar.”¹¹

¹⁰Observation result of teaching speaking process on grade X9 in SMA Negeri 4 Padangsidempuan

¹¹Interview with Nurbaiti, (an English teacher of grade X9 in SMA Negeri 4 Padangsidempuan) at 11:00 Friday, January 15th 2016.

It meant that the teacher used oral interview strategy students in X9 to motivate the students to be more active and to increase their activeness in learning speaking.

Based on the result of observation and interview by researcher at X Grade SMA Negeri 4 Padangsidimpun when English learning process can be concluded that teachers' strategies in teaching speaking were teacher using role play in X1 and X6, using story telling in X8 and oral interview strategy in X9. In using role play teacher order them to dialogue. They practiced they dialogue in front of class with friends in chairs'. After that teacher order them to practice in daily activities in location in school. In using story telling teacher read a story and order them to retell the story it was fun and make they enjoyed in learning speaking. Then, in using oral interview teacher gave news and students and they discussed what information that they got from the news.

2. The Strategies that often Used by the Teachers' in Teaching Speaking at X Grade of SMA Negeri 4 Padangsidimpun.

a. The strategies often used in teaching speaking at X1 of SMA Negeri 4 Padangsidimpun

Based on the result of observation has been done by researcher at Grade X1 in SMA Negeri 4 Padangsidimpun, looks monotonous and one-way, the learning methods in used various, teacher had mastered the material

in teaching, but the mastery of matter and spirit teacher do not teach in line with the spirit of the students who are less visible.¹²

Even students who did not focus and noise so that the activities have not conducive to teaching and learning, students also have less active to responded to the questions on the catapult by teachers, textbooks in used have not relevant with the existing curriculum, plus the availability of books again there had only one of the books for two students.¹³

The student was not interesting and they were not understand to do the task while the teacher explains the material of the lessons. Because the teacher did not used various strategies in teaching speaking. They was feel English difficult. The students were difficult to understand the text, something the meaning of speaking. The teacher helped to show the things or the meaning, so appear reflection to do that for students. After that the students finished to study lesson, they are able to demonstration dialogue, they are able to answer the questions, and they can describe their selves in things in their environment. So that students can increase in speaking.

In speaking process role play strategies that often used in X1. It means that, teacher using book, dictionary, and note. In using book the students are ordered to reading the dialogue or text, and using dictionary to find the meaning of words. Then, notes the students ordered to answer the questions.

¹² The Result observation of teaching speaking process on grade X1 in SMA Negeri 4 Padangsidimpuan

¹³ *Ibid.*

Then, in using role play teacher ordered them to dialogue. The dialogue included visualization and contextualization. Students can use visualization to create powerful mental images of themselves in their roles, the personalities of the characters played by other participants in the dialogue, and the physical action, props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized.

Nurbaiti said:

Dalam pembelajaran speaking saya menggunakan role play seperti dialog untuk meningkatkan ingatan. Dalam hal ini siswa dapat meningkatkan yang dapat dilihat dan yang tidak dapat dilihat. Misalnya, yang dapat dilihat adalah untuk meningkatkan kekuatan ingatan dalam melihat gambar yang tidak dapat dilihat adalah sikap atau perbuatan. Hal ini saya lakukan untuk melatih ingatan, pengucapan dan juga berbicara mereka.¹⁴

It meant that in teaching speaking the teacher using role play such as dialogue to increase memorizing. In this case the students can to increase visualization and contextualization. For example in visualization is create powerful mental images and in contextualization is attitude or action. This case done to memorize, pronunciation and speaking.

Based on the result of observation and interview has been done by the researcher. The researcher found that the teachers' strategies that often used in

¹⁴Interview with Nurbaiti, (an English Teacher at grade X1 in SMA Negeri 4 Padangsidempuan) at 11:00 wednesday 13th 2016.

teaching speaking at X1 the teacher used role play strategy in teaching speaking.

b. The strategies often used in teaching speaking at X6 of SMA Negeri 4 Padangsidimpuan

Based on the result of observation has been done by researcher at Grade X6 in SMA Negeri 4 Padangsidimpuan in teaching speaking. The teacher strategy in teaching speaking was depend on the student skill. When the students of X6 practice speaking used role ply in group, and speaking ability individual the students practice the conversation. When the student got difficult to speak, the teacher gave clue to the students in ordered they easy to speak.

Nurbaiti said:

Dalam role play yang pertamasayalakukanadalahberdialogdi depankelas. Itusayalakukanuntukmengaktifkanmereka.Setelahitusayamelanjutka nmateri.Kemudiansayamenyuruhmerekauntukbermainseniperanspert i yang ada di bukumatapelajaran.Denganitupengucapandanberbicarasiswaakanlebi hmudah/lancar.¹⁵

It meant that in role play the teacher doing was conversation in front of class. It was to active students background knowledge. After that teacher explained the next material. Then, teacher ordered them to role play such as in the book package. It was better and their pronunciation and speaking easily and accurate.

¹⁵The Result observation of teaching speaking process on grade X6 in SMA Negeri 4 Padangsidimpuan

Researcher concluded that in teaching speaking at X6 teacher used role play. It was very important to improve students speaking and gave motivation to improve their activeness in learning.

c. The strategies often used in teaching speaking at X8 of SMA Negeri 4 Padangsidimpun

Based on the result of observation has been done by researcher at Grade X8 in SMA Negeri 4 Padangsidimpun used story telling strategy. The teacher read the text about material which used that time. When the teacher read the text, the students was attention to the teacher then the student made summarizing from the text.

Nurbaiti said:

Sayamenggunakan story telling untukmemperkayakemampuan kosa kata siswa.Untukmeningkatkan vocabulary biasanyasayamenuliskan kata-kata sulitdanmencariartinya di kamus.Kemudianmenyuruhmerekauntukmenghapalkannya.¹⁶

It meant that to increase students' vocabulary teacher listed the difficult word and asked to find the meaning in dictionary.

So, it could be concluded that the strategy that often used by the teachers in teaching speaking in X8 was the story telling strategy.

¹⁶Interview with Nurbaiti (an English teacher at grade X8 in SMA Negeri 4 Padangsidimpun) at 11:00 Friday, January 15th 2016.

d. The strategies often used in teaching speaking at X9 of SMA Negeri 4 Padangsidimpuan

Based on the result of interview and observation by researcher, generally there were two strategies of teacher in teaching speaking on X9 at SMA Negeri 4 Padangsidimpuan was oral interview strategy.

asHj. Nurbaiti, S.Pd said:

Strategi yang seringsayagunakandalammengajarbahasainggriskhususnya speaking adalah oral interview strategi.Menurutsayaapabilasayamengaplikasikanstrategiinisiswaaka nlebihsemangatuntukbelajardanlebihtermotivasi, strategiiniidapatmembantusiswauntukbelajarlebihaktif.¹⁷

It meant that the strategy that often used by the teacher in teaching English, especially in speaking was oral interview strategy. This strategy could help the students to study and to learn English easily and the subject matter to make students being active in the class. It was relevant with the result of observation that researcher have done in teaching speaking process.

Based on the result of observation and interview by researcher at X Grade SMA Negeri 4 Padangsidimpuan when English learning process can be concluded that teachers' strategies that often used in teaching speaking was role play. It can be seen that in role play student enjoyed the learning process.in using role play teacher ordered them to dialogue. The dialogue included visualization and contextualization. Students can use visualization

¹⁷Interview with Nurbaiti, (an English teacher of grade X9 in SMA Negeri 4 Padangsidimpuan) at 11:00 Friday, January 15th 2016.

to create powerful mental images of themselves in their roles, the personalities of the characters played by other participants in the dialogue, and the physical action, props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized.

3. Teachers' Problem in Teaching Speaking at SMA Negeri 4 Padangsidempuan

a. Teachers' Problem in SMA Negeri 4 Padangsidempuan at grade X1

Teaching strategy was an important thing in learning process. Without a strategy, teaching process might be failed or not be effective and the purpose of the learning could not be achieved. In this section, the strategy meant the plans of teacher in teaching process to achieve particular purpose, especially in teaching speaking at SMA Negeri 4 Padangsidempuan. Every teacher needed strategy in their teaching if they want to be success in their job.

In teaching process was not always can success, even though teacher had planned the process of learning, but sometimes they found problem in teaching so that the purpose of learning could not be achieved. Based on the result of research that has been done by the researcher at grade X1 in SMA Negeri 4 Padangsidempuan, there were some problems of teachers in teaching speaking, as follows:

1) Students not interest in English

There were many students did not like English, they said English as a strange something and difficult to learn. The condition was appropriate with the result of interview by researcher with English teacher at X1. The teacher said:

Masalahsayadalammengajarmasihbanyakdiantarasiswa yang tidaksukabelajarbahasaInggris.MerekamenganggapbahasaInggris itubahasa yang sulit.¹⁸

It meant that the problem of teacher in teaching English was the students' interest still low. They thought that English was difficult learned.

Based on the result of interview with the students at X1 that said he did not like study English because it was difficult to comprehend.

SayamerasakesulitanbelajarbahasaInggriskarenasayatidaktahuarti nya.Terkadangwaktuibuitumenerangkansayapura-puratidakmendengarkanapa yang di terangkannya. Waaktumembacaunsayatidaktahubagaimanamengucapkan kata-kata itu, kecualiibu guru nyamembacanyalebihdulu.¹⁹

It meant that student felt that English was a difficult lesson because she did not understand the meaning. She was also did not know how to pronounce the words while reading before the teacher read first.

¹⁸Interview with Nurbaiti, (an English teacher of grade X1 in SMA Negeri 4 Padangsidimpuan)

¹⁹Interview with AsriFahmi student at grade X1 in SMA Negeri 4 Padangsidimpuan

2) The students low spirit in learning speaking

Based on result of interview with student at X1, she said: “the student felt that English was difficult and not important because English was second language in Indonesia.”²⁰

when teacher explain the lesson, there were some students sleepy, did not attention the lesson and did not participate in learning process. Then, when teacher gave assignment they did not do it. Some of students lazy to learn, the students come and sit down only in the classroom.

Based on explanation above researcher concluded that teachers’ problems in teaching speaking at X1 that students not interest in English and students low spirit in learning English especially in speaking. It can be seen that students was lazy and did not participate in learning speaking.

b. Teachers’ Problem in SMA Negeri 4 Padangsidimpuan at grade X6

Based on the result of interview and observation by researcher, there were some problems of teachers in teaching speaking, as follows:

1) Students were lack of vocabulary

Based on the result of interview by researcher with English teacher at SMA N 4 Padangsidimpuan, vocabulary mastery was also problem in

²⁰Interview with PebriJuanda a student at grade X1 in SMA Negeri 4 Padangsidimpuan

teaching speaking. The vocabulary of students in English was still low.

The students didn't know what the teacher read.²¹

2) There were no teaching medias

Another problem in learning process is teaching media. Based on the result of observation by researcher, one of the teachers' problems at SMA N 4 Padangsidimpuan there was no teaching media to support learning process, or the media was damage and could not be used. It was appropriate with result of interview by researcher with the English teacher.

Masalahsayadalam mengajar speaking adalahtidakterdapat media pembelajaran.Sayahanyamembacaceritapendekatausebuah text daribukukepadasiswadansiswamendengarkannya.Karenalaboratoriumb ahasaInggrisbelummemadaiuntuk di gunakanjadisayagunakanapa yang adasaja.²²

It meant that there was no teaching media also a problem in teaching speaking process. The teacher just read a short story or read a text from a text book because the tape recorder and language laboratory could not be used.

Based on the result of interview and observation by researcher, it could be concluded that teachers' problem in teaching speaking at grade XI were: there were no teaching media and students' lack of vocabulary.

²¹Interview with Nurbaiti (an English teacher at grade X in SMA Negeri 4 Padangsidimpuan) at 08:45 Friday, January 15th 2016.

²²*ibid*

c. Teachers' Problem in SMA Negeri 4 Padangsidempuan at grade X8

Based on the result of interview and observation by researcher, there were some problems of teachers in teaching speaking, as follows:

1) Lack of students discipline

Students are very difficult to manage. For example, when going to create a group discussion, students are joking with their friends rather than listening to what she was saying so much time is wasted just to organize classes when arranging class.

Besides, there are some students who do not bring a dictionary so they had to get out of class to borrow a theme from another class dictionary, while speaking since the first study teacher have made a deal with the students so that they always carry a dictionary every learning English language.

2) Use two languages in teaching

Teacher had to use two languages while teaching in class X8, first she have to say the English, then explain what that means in the Indonesian language.

3) Students made noise

The problems also derived from the students who always made a noise when the teacher gave the lesson. The students did that because their parents who less care to them in the home so that they always over acting in the classroom. If the teacher angry of course it was disturbed

the learning process and the purpose of learning could not be achieved because the time was wasted to angry only.²³

Based on the result of interview and observation by researcher, it could be concluded that teachers' problem in teaching speaking at grade X8 were: lack of students discipline, used two languages in learning process, and students made noisy in the class.

d. Teachers' Problem in SMA Negeri 4 Padangsidimpuan at grade X9

Based on the result of interview and observation by researcher, there were some problems of teachers in teaching speaking, as follows:

1) Used mother tongue in learning process

Students still used their mother tongue and combined with Indonesian language when they studied English. They interacted and communicated to other people with their mother tongue and Indonesian language wherever they were. They also often used Indonesian language when they discussed about English in the classroom. It made the students difficult in practicing English.²⁴

Based on the result of explanation above, it can be concluded that the teachers' problems in teaching reading comprehension at SMA Negeri 4 Padangsidimpuan were: the low interesting of students to study English,

²³Nurbaiti, *Loc.Cit*

²⁴Result observation of teaching speaking process on grade X9 in SMA Negeri 4 Padangsidimpuan

the students made a noise in the classroom, the students who was lazy, there was no teaching media, students lack of vocabulary, lack of discipline, and used mother tongue in learning process.

C. Discussion

Teaching process was an activity in education field by a teacher to form the character of students to behave better. Also, teaching process was a job of teacher to help students in learning. In teaching process teacher needed strategy because it helped teacher to manage the process of learning to be success. To make the implementation of the strategy there were some factors that must be considered by the teacher. They were the type of material, the aim of learning, students' interest and motivation, cultural background of students, the time of learning, teaching media, and the problems that might be raised in learning process.

Based on the result of observation and interview that has been done by researcher it was found that the teachers' strategies in teaching speaking at SMA Negeri 4 Padangsidimpuan were role play strategy, storytelling strategy and oral interview strategy. Then, the strategy that often used by the teacher in teaching speaking was role play strategy.

The implementation of the strategy, the teachers also considered the condition of the students, situation of the class, and facilities or teaching media in the school. It could be concluded that the English teacher at SMA Negeri 4 Padangsidimpuan always make effort to increase the result of

learning, but sometimes it was not success because of some problems. For example, there were no teaching media, students was lack of vocabulary, low interesting of students in learning speaking, the students make a noise in the classroom, the students are lazy. These problems make the purpose of learning could not be achieved sometimes.

While, according to research done by WindaFitriaHasibuans' thesis entitled "An Analysis of Teachers' Strategies in Teaching Writing at SMA Negeri 6 Padangsidimpuan in 2014-2015 Academic Year." The concluding of her research was teachers' strategies in teaching writing at SMA Negeri 6 Padangsidimpuan were: quick write strategy, cooperative learning strategy and journalist question strategy. Problems in teaching writing at SMA Negeri 6 Padangsidimpuan were: the low interesting of students in learning writing, the students make a noise in the classroom and the students are lazy.²⁵

Then, According to research done research had done by ayuDiahHarniSusanti at Department of English Education the Faculty of Tarbiyah and Teachers Training SyarifHidayatullah State Islamic University Jakarta on 2007. The title was "Using Role Play in Teaching Speaking (a Pre Experimental Study at Junior High School SoebonoMantofaniJombang-Ciputat)". The result of the thesis was teaching speaking by using role play

²⁵WindaFitriaHasibuan "An Analysis of Teachers' Strategies in Teaching Writing at SMA Negeri 6 Padangsidimpuan" in 2014-2015 Academic Year, (*Unpublished Thesis*, IAIN Padangsidimpuan, 2015), p. 59.

improves the students' achievement and teaching speaking by using role play is effective.²⁶

There were some strategies that faced in teaching speaking, information gap, jigsaw activities, role play, simulations, contact assignment, storytelling, oral interview. But based on the result of observation and interviewed by researcher at SMA Negeri 4 Padangsidempuan, the teacher used three strategies in teaching speaking strategies were; role play, storytelling and oral interview strategy. Then, teachers' problems in teaching speaking at SMA Negeri 4 Padangsidempuan were: students not interest in English, students low spirit in learning speaking, there were no teaching medias, students were lack of vocabulary, lack of discipline, students made noisy, and using mother tongue in learning process.

Because of teachers used the three strategy above in teaching speaking only, then process of teaching not supported by enough facilities of course the result of learning was not maximally. Process of teaching must be supported by enough facilities, high motivation and the students' interest to learn so that the process of teaching learning to be success.

Based on explanation above, the researcher concluded that many strategies in teaching speaking that could increase the students' ability and

²⁶AyuDiahHarniSusanti, "Using Role Play in Teaching speaking (A Pre Experimental Study at Junior High School SoebonoMantofaniJombangCiputat)" (*Unpublished Thesis*, UIN SyarifHidayatullah, Jakarta, 2007).

skills. Then, the researcher hopes the teachers could increase the strategy in teaching speaking to improve the students' ability and skills.

D. Threats of the Research

The steps of the research had been done appropriated with the steps of the methodology of research. The steps have been done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because the weakness of this research.

Based on the result of observation and interview that has been done by researcher it was found that teacher's strategy in teaching speaking at SMA Negeri 4 Padangsidempuan were role play strategy, story/ text retelling and oral interview strategy. Then, teachers' problems in teaching speaking at SMA Negeri 4 Padangsidempuan were there were no teaching medias and lack of vocabulary of students.

Even though there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of observation and interview that done by researcher about Teachers' Strategies in Teaching Speaking at SMA Negeri 4 Padangsidempuan, the researcher would like to write the conclusion of this research, as follows:

1. Teachers' strategies in teaching Speaking at SMA Negeri 4 Padangsidempuan were: The teacher taught in X1 used role play, in X6 the teacher used role play, in X8 the teacher used story telling strategy, in X9 the teacher used oral interview strategy.
2. The strategy that often used by the teacher in teaching speaking at SMA Negeri 4 Padangsidempuan was role play strategy.
3. Teachers' problems in teaching speaking at SMA Negeri 4 Padangsidempuan were: teachers' problem in X1 students not interest in English, and the students low spirit in learning speaking, in X6 students were lack of vocabulary, there were no teaching medias. In X8 lack of students' discipline, students made noisy and using two languages in teaching, in X9 used mother tongue in learning process.

B. Suggestion

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follow:

1. The researcher on this opportunity hopes that other research workers would conduct a research related to the topic of this study. Especially to find out teachers' strategies in teaching speaking in other words.
2. To English teachers:
 - a. Enrich the strategy in teaching speaking never give up to give the best
 - b. Using others media if the aids of learning in the school still less.
 - c. Always to motivate the students to learn and help them in learning process.
3. To the students, must be study hard to be the best in next time and improve their speaking.

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DOCUMENTATION OF OBSERVATION





Researcher observing and interviewing English teacher