



**TEACHERS' STRATEGIES IN TEACHING SPEAKING
AT LANGUAGE DEVELOPMENT CENTER OF
IAIN PADANGSIDIMPUAN**

A THESIS

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

Written By:

GUSTINA NASUTION

Reg. No. 17 203 00122

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2022

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) exemplars

Padangsidimpuan, December 2022
a.n. Gustina Nasution

To:

Dean Tarbiyah and
Teacher Training Faculty UIN
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In-

Padangsidimpuan

Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Gustina Nasution** entitled "**Teachers' Strategies in Teaching Speaking at Language Development Center of IAIN Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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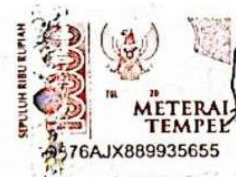
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ABSTRACT

This research discussed the strategies used by the teachers in teaching speaking. Speaking has important roles in people's life. By having good speaking skill, the students will be able to communicate each other and develop them to be wise speakers both in the class and daily life. There are many kinds of strategies that can be applied by teacher in teaching speaking, but the teacher should select the strategy that appropriate with the students need and material.

There were two formulations of the problems in this research. The first was what are the strategies used by the teachers in teaching speaking? The second was why do the teachers used strategies in teaching speaking? The objectives of this research were to find out the types of strategies are used by teachers and to find out reasons teachers why the teachers used strategies in teaching speaking.

This research used mixed method. It means this research began with quantitative research and continued by qualitative research. In this research, the teachers at Language Development Center of IAIN Padangsidimpuan were as subject of the research and the sources of the data. In collecting data, questionnaire and observation aims to find the data about the kinds of strategies in teaching speaking, while interview aims to find data about the reasons why they implemented the strategies in teaching speaking.

The result of the research were; Teachers at language development center use various strategies in teaching speaking skills. Some of the strategies used by English teachers at Language Development Center in teaching speaking skills are Memory strategy, Cognitive strategy, Compensation strategy, Metacognitive strategy, Affective strategy and Social strategy. Social strategy has highest score was (4.2) and Metacognitive Strategy has the lowest score was (3.5). The teachers used those strategies because it is easy to use by the teachers, suitable with for speaking material and interesting for students.

Key words: *Strategy, Speaking*

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PENGAJARAN BERBICARA DI
PUSAT PENGEMBANGAN BAHASA
IAIN PADANGSIDIMPUAN.

ABSTRAK

Penelitian ini membahas tentang strategy yang digunakan guru dalam mengajar speaking. Speaking memiliki peran penting dalam kehidupan kita. Dengan memiliki keterampilan berbicara yang baik, siswa akan dapat berkomunikasi satu sama lain dan mengembangkan mereka menjadi pembicara yang bijaksana baik dalam kelas maupun dalam kehidupan sehari - hari. Ada banyak strategy yang bisa diterapkan oleh guru dalam mengajar speaking. Tapi guru harus memilih strategy yang sesuai dengan materi.

Ada dua permasalahan dalam penelitian ini, yang pertama adalah apa saja strategi yang digunakan guru dalam mengajar speaking?. Yang kedua kenapa guru menggunakan strategi dalam mengajar speaking?. Penelitian ini bertujuan untuk mengetahui jenis strategy- strategy apa yang digunakan guru dalam mengajar speaking dan untuk mengetahui alasan guru menggunakan strategi dalam mengajar speaking.

Jenis penelitian ini adalah penelitian campuran. Artinya penelitian ini dimulai dengan penelitian kuantitatif dan dilanjutkan penelitian kualitatif . Didalam penelitian, guru pusat pengembangan bahasa IAIN Padangsidmpuan sebagai subjek penelitian dan sumber datanya. Dalam mengumpulkan data, kuesionare bertujuan untuk menemukan data tentang jenis-jenis strategy dalam mengajar speaking. Sedangkan interview bertujuan untuk menemukan data tentang strategy yang diterapkan dalam pengajaran speaking.

Hasil dari penelitian ini adalah guru di pusat pengembangan bahasa menggunakan berbagai strategy untuk meningkatkan kemampuan speaking, Beberapa strategy yang digunakan guru bahasa inggris di pusat pengembangan bahasa untuk meningkatkan keterampilan dalam speaking adalah memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy dan social strategy memiliki nilai tertinggi yaitu (4.2) dan metacognitive strategy memiliki nilai terendah yaitu (3.5). Social strategy Guru menggunakan strategy karena mudah digunakan oleh guru, cocok dengan materi speaking dan menarik bagi siswa. Guru menggunakan strategy tersebut karena mudah digunakan oleh guru, cocok dengan materi berbicara, dan menarik bagi siswa.

Kata kunci: *Strategy, Speaking.*

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan,
Researcher

Gustina Nasution
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CHAPTER 1

INTRODUCTION

A. Background of The Problem

Speaking is one of the important skills in language learning. Speaking is the productive aural or oral skill. It consist of producing systematic verbal utterances to convey meaning. People should be able to communicate with the others to express their opinion or argument about something and to get or to share information. We speak with others to express our ideas, and to know others ideas as well. Speaking is one of the most important skills in language to communicate orally to express idea besides listening, reading and writing.

Speaking is important to be owned to students. By mastering speaking, students able to convey their intention in English and have a confidence to express it when facing native speaker around. The position of speaking in the language development center is one of the main skills in any material to require students be able to express an activity that aimed being able to communicate in everyday of contexts.

Speaking has some purposes. One of the purposes of speaking is makes students know and understand how to interrupt conversation in order to ask for an explanation. Speaking also makes students know and understand how to change the topic of conversation listening and speaking activities. Speaking makes students can express the meaning of oral text function to make it simple.

So, the purpose of speaking is to get information from the speaker. In other words, we can say that speakers do one thing by doing another.

Various kinds of effort have done by government to improve the quality of teaching English include teaching speaking. Such as provide books for teaching English. Institutions also made an effort to improve students' abilities, institutions provide equipment and facilities to support students' activities in learning. Teacher is one important person in the teaching speaking. Teacher made a speaking lesson plan, use the appropriate strategy in teach speaking to increase poor of teaching speaking.

Based on the interview with the English teacher of language development center of IAIN Padangsidimpuan.

In the process of learning English especially speaking. "Students are less active in the learning process. In the learning process students are lack of vocabulary, most of students are afraid of incorrect pronunciation, students did not high motivation in every speaking activity, students are lazy to speak because did not confident to speak". English teacher use several strategies in learning to attract students' attentions, gives interesting to support students learning activities, speak on pairs to motivate them speaking, students are confident to speak and master learning. The use of strategies also can reduce students boredom, and make learning more interesting. So, the strategy used in teaching speaking to increase the learning process of learning speaking is still not perfect.¹

In conclusion, the conditions of strategy in teaching speaking is still poor.

¹ Leony, "Private Interview to Teacher at Language Development Center of IAIN Padangsidimpuan" (Jalan H.T Rizal Nurdin : IAIN PSP,2021).

In the learning process the teacher must prepare teaching strategies. Strategy is a planning of something of carrying out a plan in skillful way. Teaching strategies is a plan of the teacher designed learning process in achieving learning purposes by applying mastering materials, managing classes, using various methods, tools or media, evaluations and providing objective values. In other words, teaching strategy is basically the real action of the teachers, teachers implement teaching practices through certain way which is more effective and efficient.

The importance of teaching strategies is to support their students through the learning process. Teaching strategy has important role to aid students to learn. The teacher will choose the teaching strategy most suitable to the topic being studied. Teaching strategies is to make it easier for teachers to determine information and manage step by step the learning activities that will be carried out effectively. Strategy become a major factor in improving the learning process and language skills. The implementation of teaching strategy helps students to become more effective and more efficient learners. It means that, teaching strategy also efforts and the way in the teaching learning process to achieve goals in education.

The role of strategy in teaching speaking is to make it easier for students to understand the difficult material for speaking and to make it easier for teachers to explain broad material in a short way. The teacher can use time effectively and efficiently in the speaking learning process. The teachers must

be able to develop student's speaking skill with the strategies used in the learning process. Because every learning strategies has advantages and disadvantages. The teacher must also consider the strategy used whether the teacher can apply and use the strategy well in the learning process. It means that, the teacher has responsibility in suing strategies because the use of appropriate strategies can affect the quality and learning outcomes.

The use of many strategies in the learning process especially in teaching speaking has impact in the learning process. The use of un appropriate strategies in learning can make students difficult to learn speaking. In addition, the lack of mastery in the use of strategies in learning can make the learning process monotonous, and the learning process is less effective. In short, there are many strategies that can be used in teaching speaking and the most important this is how the lectures select the suitable strategy for teaching speaking.

Based on the explanation above, it is essential to do a research entitle "Teachers' Strategies in Teaching Speaking at Language Development Center of IAIN Padangsidempuan".

B. Definition of Key Term

1. Teaching Strategies

Teaching strategies are strategies that teacher use to deliver subject matter and use strategies according to the unit topic, grade level, class size to achieve teaching and learning goals.

2. Speaking

Speaking is one of four basic skills in teaching and learning English as a foreign language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

C. Formulation of The Problem

Based on the background problem, the researcher formulates some problem as follow:

1. What are the strategies used by the teachers in teaching speaking at Language Development Center of IAIN Padangsidimpuan?
2. Why do the teachers use the strategies in teaching speaking at Language Development Center of IAIN Padangsidimpuan?

D. Objectives of The Research

Based on the research problem, there are two objectives of this research as follow:

1. To identify strategies that teachers use in teaching speaking at Language Development Center of IAIN Padangsidimpuan.
2. To find out the teachers reasons for using strategies in teaching speaking at Language Development Center of IAIN Padangsidimpuan.

E. Significances of The Problem

This research can give benefits for the teacher, and other researchers.

1. Teacher

The researcher hopes that the result of this research will be useful to be other teachers in teaching speaking.

2. The Chief of Language Development Center

The academic reader will get information and knowledge about speaking language especially about factors that can cause the not understand and strategies for the teaching speaking language.

3. Researchers

The result of this research can be used as one of the ways to develop the researchers knowledge.

F. The Systematic of Writing

This research is organized into five chapters. Every chapter is subdivided into subtopic to elaborate the given issues. Chapter one consisted of introduction, they are: the background of the problem, the definition of key term, the formulation of the problem, the objectives of the research, the significances of the problem, the systematic of writing.

Chapter two of the review of related literature. It talks about theory of teaching speaking with subtopic is the types of teaching speaking, the theory of strategies with subtopics are kinds of strategies. Chapter three consist of methodology of the research which is divided into sub chapter, Place and Time of the Research, Method of the Research, Population and Sample, Instruments of the Research, Technique of Collecting Data, Technique of Data Analysis.

Chapter four consist of data description and discussion and threat soft the research. Chapter five consist of the conclusion about the result of this result of this research and suggestion that are given by the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

This chapter present of literature review which involves the following main topics: definition of teaching strategy, purpose of teaching speaking strategy, principles of teaching strategy, factor of using teaching speaking strategy, kinds of teaching speaking strategy and the material of teaching speaking strategy.

1. Definition of Teaching Strategy

Definition of teaching strategy can be studied from two words its constituents, namely strategy and teaching. The word “teaching” means a process in which one individual teaches or instruct another individual. The word “strategy” comes from the ancient Greek term “strategies” meaning generalship of the art of the war. Based on Brown, “strategy was a specific method in approaching a problem or manipulating information to achieve the goals”.²

According to Nunan “strategy is a plan or series activities designed to achieve a particular education goal”.³ In addition Rahmadi stated that the term strategy was widely used in disciplines including languages. He

²H. Douglas Brown, *Teaching By Principles*, The Third (New York: Logman, 2007), P. 258.

³David Nunan, *Language Teaching Methodology : A Text Book For Teacher* (Cambridge: Patience Hall, 1991), P. 80.

concluded that teaching strategies refer to steps, actions, procedures techniques that the students do when they deal with second/foreign language.⁴

According to Antony et.al. In Fanshuri's paper the strategy as formulation mission and the goal of organization, include the action plans to achieve the goal in explicit, with considered competitive condition and the influences in direct from outside organization or not influences for the directness organization.⁵

In the world of education, teaching strategy can be interpreted as planning which contains a series of activities designed to achieve goals certain. According to Majid in Ulfa's paper Strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activities, the process of activities and the means of supporting activities.⁶ Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

Based on the statement above, it can be concluded that teaching strategy is a plan or series of activities that done by teacher and students designed to achieves particular goal of learning. Strategies are any tools or tactics that learners employ to learn more effectively and more autonomously.

⁴Rahmadi Nirwanto, "The Language Learning Strategies As Employed By The Successful Students Of The English Education Study Program Of Stain Palangka Raya In Writing Couse," *Jurnal Kependidikan Al-Riwayah* 3, No. 2 (2010): P.25-42.

⁵ Hamzah Fanshuri, "The teachers' strategies in Teaching Speaking at Mts Annur Tangkit" Thesis university Suthan Thaha Saifuddin Jambi.2019,p,9

⁶ Abdul Majid, *Learning Strategy*, (Bandung: PT Remaja Rosdakarya, 2014), p. 3-4.

Teaching strategy use to support the students through the learning process. Strategy it is also used by the teacher to make plans about materials success in the teaching and learning process. The teacher will choose the teacher strategy most suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey.

2. Purpose of Teaching Strategy

Strategy in the teaching and learning process certainly have purposes. According to Nunan in Adima's Paper strategies can be defined as conscious actions that learners take to achieve desired goals or objectives.⁷ It means that, strategy is the process appointment a planning to focus on way or effort how the process reached.

Gagne in Sanjaya's Paper also stated several purpose of teaching strategy, they are:

- a To help the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the occurrence of internal student learning processes.
- b Activating Students in Learning Process In the learning process, sometimes students are passive, so it only gets ability intellectual only. Ideally, a learning process want results that is balance between aspects cognitive, affective and psychomotor. When actively participant in learning, students will look for alone the defenition and shape of their own understanding in their minds. New knowledge what is conveyed by the teacher can be interpreted in learning activities.⁸

⁷ Nur Adimah, "Teacher's Strategies In Teaching English At MTs YPKS Padangsisimpulan", Thesis IAIN Padangssidimpulan, 2015,p,18.

⁸Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006): P. 133.

From the explanation above can conclude that teaching strategy have purpose of make the learning process more active, shapes students ability, and to active the learning process with teaching strategy in teaching to make the students become positive attitude.

3. Principles of Teaching Strategy

There are several principles of teaching strategy. According to Sanjaya in Nur's Paper there are principles of teaching strategy:

- a) Goal Oriented
In a learning system, goals are main component. All activities of educators and students, efforts must be made to achieve the stated goals, because the success of a learning strategy can be seen from the success of students in achieving learning objectives.
- b) Activity
Learning is not just memorizing a number of facts or information, but also act, gain certain experience according to expected goal. Therefore, learning strategies must be able to encourage student activity, both physical activity of a physic nature such as mental activity.
- c) Individuality
Teaching is an effort to develop each individual learners. Even though the teacher teaches a group of participants students, but in essence what they want to achieve is change behavior of each student.
- d) Integrity
Teaching should be seen as an effort to develop all individual students. Thus, teaching is not only develop cognitive abilities, but also develop affective and psychomotor aspects. Therefore, the learning strategy must be able to develop the entire personality of students who includes cognitive, affective, and psychomotor in an intergrated manner.⁹

In addition, there are principles of teachig strategy:

- a) Teaching and curriculum designed need to be focused on meeting students' future needs, implying the development in students of

⁹ Wahyudin Nur Nasution, M. Ag., "Strategi Pembelajaran"(Medan:Perdana Mulya surya, 2016):p.9.

- generic capabilities such as critical thinking, communication skills, among others.
- b) Students must have a thorough understanding of fundamental concepts even if that means less content is covered.
 - c) The relevance of what is taught must be established by using real-life and relating theory to practice.
 - d) Students' beliefs must be challenged to deal with misconceptions.
 - e) A variety of learning tasks that engage students, including student discussion, need to occur in order that meaningful learning takes place.
 - f) Empathetic relationships with individual students should be established so that interaction can take place.
 - g) Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable, and active classes.
 - h) Curriculum design should ensure that aims, concepts, learning activities and assessment are consistent with achieving learning outcomes related to future students' needs.
 - i) Each lesson must be thoroughly planned but flexible so that necessary adaptations may be made based on feedback during the class.
 - j) Assessment must be consistent with the desired learning outcomes and should be authentic tasks for the discipline.¹⁰

The teacher can follow the principles to make the students more active in the learning process to achieve the goal of learning. All teacher and student activities should strive to achieve the stated goals. Study is done through the experience of obtaining certain things according to the purpose expected. Therefore, teaching strategies must be able to encourage students' activity. Teaching and curriculum designed need to be focused on meeting students' future needs, implying the development in students of generic capabilities such as critical thinking, communication skills, among others. Assessment must be consistent with the desired learning outcomes and should be authentic tasks for the discipline.

¹⁰Marcia Delvin and Gayani Samarawickrema, "The Criteria of Effective teaching in a changing higher education context," volume 29, No. 2, April 2010, p. 113-114.

4. Factors of Using Teaching Speaking Strategy

There are numerous approaches to teaching English as a Second Language, each with its own pros and cons. Each approach has a situation where it is likely the best choice. Many factors affect the choice of strategies: Individual learning style, Student's Age, Student's English level, Class Size, and Specific Purposes for Students learning.

By therefore, in selecting and using learning strategies, components of objectives, lesson materials, strategies, tools, students, and teachers are mutually influencing factors.

- a. Components of objectives or learning objectives
Learning objectives are one of factor that must be considered in choosing a teaching strategy. Learning objectives are the behavior of learning outcomes that are expected to occur, be owned, or controlled by students after participating in certain learning activities.
- b. Lesson materials
Lesson materials are all forms of materials used to assist teacher/instructor in carrying out teaching and learning activities in classroom. The material in question can be in the form of written material or unwritten material.
- c. Students
The most interested in the learning process are students. Considering the goal to be achieved from the process is change students behavior. Therefore, in choosing and using a teaching or learning strategy, the students' factor should not be ignored. After we set the chosen learning strategy should use choices based on consideration of the objectives and material or learning materials so that, in determining how the technique uses the teaching strategy, the students factor is one of our consideration.
- d. Teachers
Every teacher has advantages and limitations. The advantages and limitations will attract students' attention.
- e. Tools
The tools become our consideration in choosing and using teaching strategies are teaching aids, such as maps, globes, pictures, photos, charts, graphs, and so on; as well as learning tools, such as tools for practice. The number and characteristics of these tools can be used

as materials our consideration in choosing and using teaching strategy.¹¹

Based on factors influencing strategy choice above, it can be concluded that using the teaching strategy according to the learning objectives and others. It is hoped that teacher will not make mistake in choosing teaching strategies.

5. Kinds of Teaching Speaking Strategy

There are three kinds of grammar strategy according to O'Malley and Chamot in Muthiya, Baso and Basri:

a. Metacognitive

O'Malley and Chamot divided metacognitive strategies into three sets of strategies that they are centering the learning, arranging and planning. The aim of centering is to give focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problem like monitoring errors and valuation of progress.

b. Cognitive

Cognitive strategies are divided into four sets are practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sound and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language.

c. Socio-affective Strategies

Social strategies represent a board grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. Social affective strategies are very important in learning a language because language is used in communication and communication occurs between people.¹²

¹¹Asep Herry Hermawan, "Hakikat Strategi Pembelajaran," in *Modul 1*, n.d., 1.31-1.39.

¹²Muhammad Basri, Muthiya Mahdin, And Baso Jabu, "English Speaking Learning Strategies Applied By A Successful Student At Midwifery Academic Of Bataritoja," N.D., 3-4.

Teaching strategies have been classified into five groups by Stern's in Zare. They are as follows:

- a. Management and planning strategies

These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. In other words the learner must:

 1. Decide what dedications to make to language learning
 2. Set reasonable objectives
 3. Decide on a suitable methodology, select proper resources, monitor progress and
 4. Evaluate his success based on previously determined objectives and expectations
- b. Cognitive strategies

These strategies refer to procedure and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with the specific classroom tasks. The cognitive strategies include, clarification/verification, guessing/ inductive inferencing, deductive reasoning, practice, memorization and monitoring.
- c. Communicative – Experiential Strategies

Communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal and nonverbal instrument for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication.
- d. Interpersonal Strategies

Interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with culture of the target language.
- e. Affective Strategies

Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might not have positive perspective towards native speakers. On the other hand, good language learners are relatively aware these emotions and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be assistance to the students to face these controversial

feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up.¹³

Another opinion was based on Oxford in Gita, Purnama, and Dedi who divided strategies into direct and indirect strategies. Direct strategies can be categorized into: memory, cognitive, and compensation. On the other hand, indirect strategies involve metacognitive, affective and social strategies.¹⁴ Here the explanation:

Based on the quotation above there are six strategies in teaching Speaking. So the researcher will research the Strategies are; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

1) Memory Strategies

a Definition of Memory strategies

Memory strategies “are techniques that facilitate learners’ recall of new input”.¹⁵ It means that, memory strategy is used by the learner by utilizing knowledge and learning.

b Purpose of Memory Strategies

The purpose of Memory strategy is used by the learner by utilizing knowledge and learning experience previously. These strategies “help learners to store information and skills in memory

¹³Stern, “Fundamental Concepts of Language Teaching”,(Oxford University Press,1983).

¹⁴Gita Mutiara Hati, Purnama Yulian Sari, And Dedi Sofyan, “Language Learning Strategies Used By Successful Students Of The English Education Study Program At University Of Bengkulu,” *Journal Of English Education And Teaching (JEET)* Vol 2 No.4 (2018): P. 70.

¹⁵ Abdullah Hasan, *Language Learning & Teaching Strategies For Young Learners* (Pekan Abru: Cahaya Firdaus, 2018): P.18.

and retrieve them later whenever they are needed”.¹⁶ It means by used memory strategy is to help students store and retrieve new information.

c Procedure of Memory Strategies

There are steps of memory strategies as follows:

1. Creating mental linkages
Creating linkages is the things like by grouping, associating or elaborating, placing new words into a context.
2. Applying images and sounds
Applying images and sound strategies help to relate new language knowledge and to remember what has been heard by using imagery, semantic mapping, using keywords, representing sound in memory.
3. Reviewing
It means using to review the materials well.
4. Employing action
Employing action strategies use mechanical techniques to remember what has been read and heard, use physical response or sensation may involve physically acting out a new expression what has been.¹⁷

d The Advantages and Disadvantages of Memory Strategies

The advantages of memory strategies: These strategies “encourage them to retrieve information from memorizer when they need to use it for comprehending the text”.¹⁸ It means that, advantages of memory strategies is one of strategies that can be applied by students is memory strategies. It is direct strategies that

¹⁶ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 18-19 .

¹⁷ H. Douglas Brown, “ *Language Assesment Principles And Practice*”,(America: Person Education, 2004): P.141.

¹⁸ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 18-19 .

can help students in order to store the information that they listen in their memory.

The disadvantages of memory strategies: “Language learners will not be able functionalize the capability of the brain optimally in the process of learning”.¹⁹ It means that, although it may seem that it would be great to be a memorizer, sometimes it can have its drawbacks. Instead of recognizing that a memorizer is a valuable resource of information.

2) Cognitive Strategies

a Definition of Cognitive Strategies

According to Brown said that “Cognitive strategies are more limited to specific learning task and involve more direct manipulation of the learning material itself”.²⁰ It means Cognitive strategies is enable learners to understand and produce by many different means.

b Purpose of Cognitive Strategies

The purpose of cognitive Strategies “involve interacting with the materials to be learned, manipulating the materials mentally or physically, or applying a specific technique to a learning task”.²¹ It means that by used cognitive strategies refer to procedure and activities which learners apply to improve their ability to learn or

¹⁹ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p.20.

²⁰ H.Brown, *Language Assesment Principles and Practice*, P.134.

²¹ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 19.

remember the materials, and solve the problems, especially those actions which learners use with the specific classroom tasks.

c Procedure of Cognitive Strategies

Cognitive strategies are built up of four sets of learning strategies:

1. Practicing, Receiving and Messages
 - a. Practicing use Repeating.
 - b. Formally practicing with sounds and writing systems
 - c. Recognizing and using formulas and patterns
 - d. Recombining
 - e. Practicing naturalistically
 - f. Receiving and use getting the idea quickly
 - g. Using resources for receiving and sending messages.
2. Analyzing and Reasoning
 - a. Reasoning deductively
 - b. Analyzing contrastively
 - c. Analyzing expression
 - d. Translating
 - e. Transferring
3. Creating structure for input and output
 - a. Talking notes,
 - b. Summarizing
 - c. Highlighting.²²

d The Advantages and Disadvantages of Cognitive Strategies

The advantages of cognitive strategies: These strategies “are limited to specific tasks and involve direct manipulation of the learning material itself”.²³ It means that, which involve the use of mind (cognition) to solve a problem or complete task

The disadvantages of cognitive strategies: “they deal with actual processes involved in manipulating the language for

²² H.Brown, *Language Assesment Principles and Practice*, P.141

²³ H.Brown, *Language Assesment Principles and Practice*, P.134

reception and production of meanings”.²⁴ Does not consider that students learn at different rates, does not take learning disabilities into consideration, both under and over estimates students cognitive abilities.

3) Compensation Strategies

a Definition of Compensation Strategies

According to Hasan said that “Compensation strategies are behaviors that help the learners to overcome any gaps in knowledge of the target language”.²⁵ It means Compensations strategies allow learners to use the language despite their often large gaps in knowledge.

b Purpose of Compensation Strategies

The purpose of compensation Strategy “allow the learners to use certain skills for the purpose of being able to comprehend the input or to express ideas”.²⁶ It means Compensation strategies to make it for student to express ideas by practicing them used mime or gesture.

c Procedure of Compensation Strategies

The procedure of Compensation strategies is used some functions such as:

1. Guessing intelligently
 - a. Using linguistic clues

²⁴ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p.20.

²⁵ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 21.

²⁶ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 21.

- b. Using other clues
- 2. Overcoming limitations in speaking and writing
 - a. Switching to the mother tongue
 - b. Getting help
 - c. A Using mime or gesture
 - d. Avoiding communication partial or totally
 - e. Selecting the topic
 - f. Adjusting or approximating the message
 - g. Coining words
 - h. Using a circumlocution or synonyms²⁷
- d The Advantages and Disadvantages of Compensation Strategies

The advantages of compensation strategies: “increase the satisfaction level of students in learning. To inspire performance student in learning”.²⁸ It means that, achieve internal as well as external equity and boost loyalty in learning.

The disadvantage of compensation strategies: “do not classify any of all language learning strategies”.²⁹ It means that sometimes, parties (teacher and student) disagree over intentional or unintentional noncompliance with certain strategies.

4) Metacognitive Strategies

a Definition of Metacognitive Strategies

According to Brown, “Metacognitive strategies which allow learners to control their own cognition, that is to coordinate the learning process with using functions. Metacognitive is a term used in information processing theory to indicate an “executive” function”.³⁰

²⁷ H.Brown, *Language Assesment Principles and Practice*, P.141

²⁸ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 18-19 .

²⁹ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p.21.

³⁰ H.Brown, *Language Assesment Principles and Practice*, P.134

b Purpose of Metacognitive Strategies

The purpose of metacognitive Strategies “to control their own cognition with using functions. These strategies are the executive ones that the learners employ to plan, monitor, evaluate the performance of learning tasks”.³¹ It means that, this strategies that involve planning for learning, thinking about learning process as it taking place, monitoring production and comprehension, and evaluating learning after an activity is completed.

c Procedure of Metacognitive Strategies

The procedure of Metacognitive Strategies with using functions such as:

1. Centering your learning
 - a. Overviewing and linking with already known material
 - b. Paying attention
 - c. Delaying speech production focus on listening
2. Arranging and planning your learning
 - a. Findings out about language learning
 - b. Organizing
 - c. Setting goals and objectives
 - d. Identifying the purpose a language task
 - e. Planning for a language task
 - f. Seeking practice opportunities
3. Evaluating your learning
 - a. Self – monitoring
 - b. Self – evaluating³²

d The Advantages and Disadvantages of Metacognitive Strategies

The advantages of metacognitive strategies: “Provides self-monitoring, which is a step by step process of evaluation during the

³¹ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 22.

³² H.Brown, *Language Assesment Principles and Practice*, P.141

learning process”.³³ It means that, applying metacognitive strategies such as self-awareness and self-monitoring is to develop independent learners who can control their own learning and learn how to learn for life.

The disadvantages of metacognitive strategies: According to kagan keskin “metacognitive strategies cannot work for students who lack proper reading and comprehension skill”.³⁴ It means that, metacognition affects self-esteem of students, ideally, poor metacognition makes students unable develop proper self-esteem.

5) Affective Strategies

a Definition of Affective Strategies

According to Hasan said that “affective strategies those used for controlling emotions, attitudes, motivations that influence the success or failure of language learning is named as affective strategies”.³⁵ Affective strategies are used to decrease anxiety, increase selfencouragement, and take one’s emotional temperature.³⁶

b purpose of Affective Strategies

³³ Mohammed khzaiyem alshammari, *International Journal of Education, learning and Development*, vol.3,no7, p51.2015

³⁴ Kagan keskin, *International Journal of Education, learning and Development*, vol.3,no7, p51.2015.

³⁵ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p.23.

The purpose of affective Strategies “used for controlling emotions, to possess positive attitudes toward the target language and to generate strong motivation”.³⁷

c Procedure of Affective Strategies

The procedure of Affective strategies there are three groups of learning strategies included in affective strategies are:

1. lowering your anxiety
 - a. Using progressive relaxation
 - b. Deep breathing or meditation
 - c. Using music
 - d. Using laughter.
2. Encouraging emotional yourself
 - a. Making positive statements
 - b. Talking risks wisely
 - c. Rewarding yourself
 - d. Discussing your feelings with someone else.³⁸

d The Advantages and Disadvantages of Affective Strategies

The advantages of affective Strategies: “lowering students anxiety and encouraging students self”.³⁹ it means that builds lesson and assessments. that meet goal or objectives. It develops interest for a subject matter. Encourages students to learn and understand. It nurtures a desire for the students to continue learning either in the subject at hand on in other areas.

The disadvantages of affective strategies: “Taking students emotional temperature”.⁴⁰ It means that, affective traits are also

³⁷ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 24.

³⁸ H.Brown, *Language Assesment Principles and Practice*, P.141

³⁹ Syamsiah Depalina, *Journal English Language Teaching and Research*, vol 2, no.1.2018, p 205

⁴⁰ Syamsiah Depalina, *Journal English Language Teaching and Research*, p.205

readily influenced by a person's mood or feelings, which fluctuate from day to day or even hour to hour.

6) Social Strategies

a Definition of Social Strategies

According to Hasan “social strategies that involve other people in the language learning are called as social strategies”.⁴¹ It means social strategies help students learn through interaction with others.

b Purpose of Social Strategies

The purpose of Social strategies “enable to create a better interaction among learners, between learners and teachers or between learners or other users of the target language”.⁴²

c Procedure of Social Strategies

The procedure of Social strategies have three sets of learning strategies as follow:

1. Asking question
 - a. Asking for clarification or verification
 - b. Asking for correction
2. Cooperating with others
 - a. Cooperating with others
3. Empathizing with others
 - a. Developing cultural understanding
 - b. Becoming aware of others' thoughts and feelings.⁴³

⁴¹ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p.24.

⁴² Hasan, *Language Learning & Teaching Strategies for Young Learners*, p.25.

⁴³ H.Brown, *Language Assesment Principles and Practice*, P.141

d The Advantages and Disadvantages of Social Strategies

The advantages of Social Strategies: “student cooperating with others, empathizing with others and student asking and question”.⁴⁴ It means that, used social strategies students encouraging sharing thoughts, ideas, experiences and the best practices.

The disadvantages of social strategies: “they do not understand or to verify the materials to check their correctness”.⁴⁵ It means that students able lost of innovation in learning, social learning is based on the idea of what is perceived as successful and positive behavior in others, learning to behave more like someone else.

Based on the explanation about kinds of teaching strategies about, it can be concluded that there are six kinds of teaching Speaking strategies. Useful for teaching speaking strategies, they are cognitive strategies, metacognitive strategies, social strategies, affective strategies, memory strategies and compensations strategies. In this research, speaking strategies refer to various strategies to make speaking learning more effective, including not micro strategies that only students use to complete learning specific speaking items to be a better degree, but there are also macro strategies students begin to plan, regulate, evaluate and other goals, processes and the result of

⁴⁴ Syamsiah Depalina, *Journal English Language Teaching and Research*. P.205

⁴⁵ Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 25.

speaking learning, even the learner's knowledge of speaking learn. speaking strategies can be divided into kinds of grammar strategies above.

6. The Material of Teaching Speaking

In Indonesia, English is one of the subject offered to student at school. Learning English, there are four language skill to be learned, listening and reading skills which are categorized into receptive skills, speaking and writing skills that are categorized into productive skills. ideally the four language skill should have some attention and treatment in its instructional schools, including high school.

Speaking is the productive aural / oral skill. It consist of producing systematic verbal utterances to convey meaning.⁴⁶ Based on English speaking skill in the language development center of IAIN Padangsidempuan curriculum, so the students must be understand meaning in formal transactional or interpersonal conversations in the context of everyday life. Students must be able Express meaning in the text of formal transactional conversation and ongoing conversations accurately, fluently and acceptable in the context of everyday life. So that, to study the materials of English language in language development center especially at the second semester of IAIN Padangsidempuan on text book are:

The students' has two text books which title they are text book I "Asking and answering phone number", "Making a reservation", "Making

⁴⁶David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill/Cintemporary, 2003) p.53.

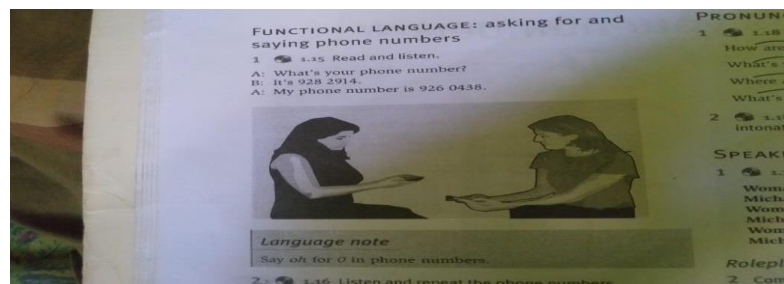
a contact”, “ Making Orders in a restaurant”, “Making Invitations and Suggestion”, “Asking and answering in a clothes shop”. Title they are text book 2 “ Describing pictures”, “Rising stars”, “Helps”, “Describing Self image”, “Talking about films”, “Making a complain conversation”, ”Travel agency conversation”. From those materials, the researcher did not talk about all topics.

The researcher will explain the materials from text book 1

Text book 1 with title “Asking and answer Phone Number” .

The topic in this chapter asking and answer phone number. Students will speaking with other friends to asking and answer phone number. Before that, teacher will ask students to say the sentences or conversation below loudly, clearly, and correctly in front of class.

Material 1: Asking and Answer Phone Number with friends



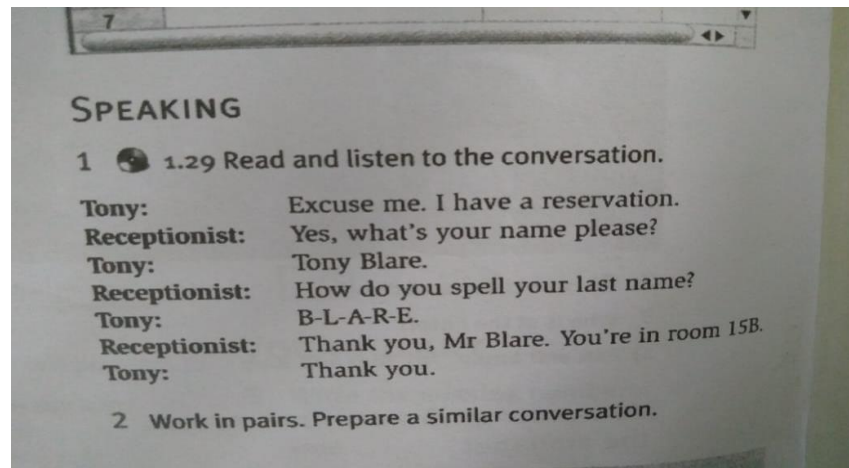
Source: English Textbook of Language Development Center Of IAIN

Padangsidempuan

The topic in this chapter” Making a Reservation”. Students will read and listen to the conversation then students speaking with other friends and

ask the students make it short dialogue about making a reservation. Before that, teacher ask students to perform your dialogue in front of class.

Material 2: look at the pictures from the films and make it short dialogue

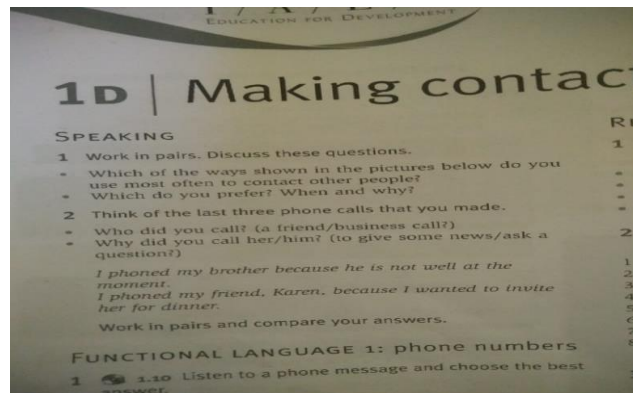


Source: English Textbook of Language of Development Center of IAIN

Padangsidimpuan

The topic in this chapter "Making a Contact". Student will speaking with other friends about Making a Contact. Before that, teacher ask student to tell answer's friend to another friend.

Material 3: work in pairs. Ask and answer the question

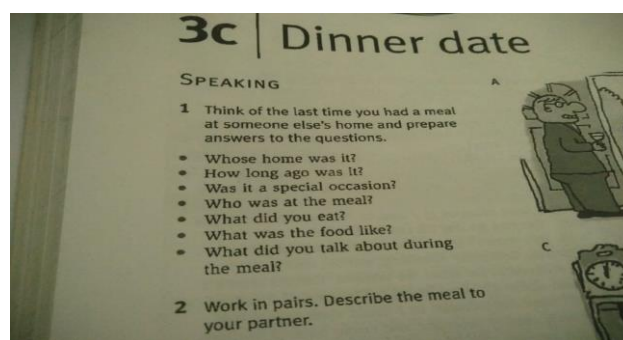


Source: English Textbook of Language Development Center of IAIN

Padangsidimpuan

The topic in this chapter “ Making Orders in Restaurant”. Student speaking with other friends about last time you had a meal at someone else. Before that, the teacher will ask students to describe the meal to your partner then teacher ask students to perform the conversation in front of class.

Material 4 read the description of a job. What is the job?



Source: English Textbook of Language Development Center of IAIN

Padangsidimpuan

B. Review of Related Findings

There were some researchers which have done the research that related to this research, as follow:

Ulfa Dwi Handayani she had a research about the instrument of the research used questionnaire, interview and observation”.⁴⁷ The result of discussion based on the statement of the problem is some of the main strategies often used by English teachers to improve students speaking skills are role play, drilling, outdoor activity, direct strategy, and give motivation. Where different teaches both differ in class level, student ability, and class conditions.

Matius Gana she had a research about there are two main research question that had been tired to explore from the data analysis it was found. there are two main research question that had been tired to explore from the data analysis it was found.⁴⁸ That the teacher strategies were discussion, game, and simulation. While the impact for the students made students are creative, active learning, creating learner’s self confidence, and increasing the learner’s motivation

Tifani Anis Saliha, she had a research about the instrument of the research used collecting the data, the researcher used observation and

⁴⁷ Ulfana Dwi Handayani, “English Teacher’s Strategy in Teaching Speaking” (State Institute of Islamic Studies ponorogo,2019)

⁴⁸ Matius Gana, “Teachers’ strategies in Teaching Speaking (A Case Study of An English Teacher In SMA Toraja 1 Utara)” (2018).

interview.⁴⁹ Then on the observation, the researcher also made a observation checklist to make easily to get the data. From the interview, she made the list of questions to look for the main data based on the purpose of this research.

Agung Ginanjar Putra the result the strategies of teaching speaking that the teacher used were cooperative activities, creative task, role play, and drilling.⁵⁰ While students responses towards the strategies reveal positive, attitude as they responded that the strategies helped them to speak as well his concerned oral production of students whose participant was emphasized.

Finally, this research is written by researcher to add and complete the kind of researches before. Researches before are mostly done in the classroom. Therefore, the researcher wants to do the research about strategy in teaching English speaking used by the teachers at language Development Center of IAIN Padangsidimpuan.

⁴⁹ Tifani Anis Saliha, "Teacher's Strategies in Teaching Speaking at the daffodils (case study Research at Kampoeng Inggris-Pare Academic Year 2017 on10 – 25 Period)", *Simki-Pedagogis* Vol 01, no.09,(2017).

⁵⁰ Agung Ginanjar, "Teacher's Strategies in Teaching Speaking to Students at Secondary Level", *Journal of English* Vol 1,(2013).

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

This research was done at Language Development Center of State Institute for Islamic Studies Padangsidempuan. This campus is located at H.T Rizal Nurdin sub-district of Sihitang. District of Southeast Padangsimpuan, Municipality of Padangsidempuan, Province of North Sumatera, Indonesia. The research was conducted from January 2022 until finish.

B. Method of the Research

The kind of this research was mixed research. It means that this research began with quantitative research and continued by qualitative research. The quantitative aims to find the data about the kinds of strategies in teaching speaking. While qualitative method aims to find data about the strategy implemented in teaching speaking.

The descriptive method was used in this research. “Descriptive method is a method in examining the status of a human group, a subject, a set of condition, a system of thought or class of events in the present.”⁵¹ So, it can be concluded that this research is a combination of quantitative and qualitative research conducted together.

⁵¹Moh Nazir, *Metode Penelitian* (Jakarta: Galia Indonesia Poerwarminta, 2011), p. 52.

From explanation above, this research was the quantitative and qualitative descriptive research that described kinds of strategies in teaching speaking in numeral data and non-numerical data by using interview to the English lectures at Language Development Center of IAIN Padangsidempuan.

C. Population and Sample

1. Population

Population is all of which are the subject in the research. “The population is the entire set of individuals to which findings of the survey are to be extrapolated”.⁵² In a simple definition population is all individuals declared as research subject.

The population in this research was the lectures of Language Development Center of IAIN Padangsidempuan. So, the population of the research consisted of 51 lectures.

2. Sample

“According to Gay and Airasian stated that sample was a number of individuals for a study in such a way that they present the large group from they were selected”.⁵³ The technique used in this research was random sampling, part of the sampling technique in which each sample has an equal probability of being chosen.

⁵²Paul S. Levy, *Sampling of Populations: Methods and Applications*, Fourth Edi (Canada: A JOHN WILEY & SONS, INC, 2008), p40.

⁵³L. R. Gay & Peter Airasian, *Educational Research for Analysis and Application* (America: Prentice Hall, 2000, p. 121.

Sample size was determined by using the Slovin method in this research. Then, the formula of Slovin is as follows:

$$n = N / (1 + (N \times e^2))$$

Where:

n = The total of the sample

N = Total of population

e = The limit of error tolerance.

So, the researcher used formula above to determine the sample size, with the limit of error tolerance 10 percent as follows:

$$N = 51$$

$$E = 10\% (0.1)$$

$$n = \dots?$$

$$n = 51 / (1 + (51 \times 0.1^2))$$

$$n = 51 / (1 + 51 \times 0.01)$$

$$n = 51 / (1 + 0.51)$$

$$n = 51 / 1.51$$

$$n = 33.77 \text{ rounded to } 34.$$

The researcher did lotre to get the sample. Sample was used to minimize the cost, time and energy. There were 34 teachers that used in this research. So, the questionnaire was shared to those teachers.

D. Instrument of the Research

Instrument can be defined as a tool or media that used by the researcher to get the data. The lectures were asked to choose one option that has been prepared by the writer. The writer explained about the kinds of strategy.

In this research, the key instrument was the writer because the author collects the data directly by himself. Then the writer used test and interview.

1. Questionnaire

Questionnaire was one of the tool to know the behavior, opinion, or motivation of the sample. The questionnaire was used to collect the information about the strategies that use in teaching speaking. This research used Likert Scale. Likert Scale used to know opinion, behavior and perception. In likert scale, the information was started from the positive one into the negative one or favorable (always 5, often 4, sometimes 3, seldom 2, never 1) and not favorable (never 1, seldom 2, sometimes 3, often 4, and always 5). Here are the indicators; Memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. Those strategies were used to know wheter the teacher used it or not. it was shown in the tabel below:

Table 1.
Indicators of strategy

No.	Number of items	Statements	Indicators of strategy
1.	1	I used <i>memory strategy</i> in teaching speaking	Memory strategy
2.	2	I used <i>cognitive strategy</i> in teaching speaking	Cognitive strategy
3.	3	I used <i>compensation strategy</i> in teaching speaking	Compensation strategy
4.	4	I used <i>Metacognitive strategy</i> in teaching speaking	Metacognitive strategy
5.	5	I used <i>affective strategy</i> in teaching speaking	Affective strategy
6.	6	I used <i>social strategy</i> in teaching speaking	Social strategy

Table 2.
Indicators of Using Strategy in teaching Speaking

No.	Number of items	Statements	Indicators of strategy
1.	1	I used <i>memory strategy</i> in teaching speaking because... a. Easy to use by the teacher b. Suitable for speaking material c. Interesting for students d. _____	Memory strategy
2.	2	I used <i>cognitive strategy</i> in teaching speaking because... a. Easy to use by the teacher b. Suitable for speaking material c. Interesting for students d. _____	Cognitive strategy

No	Number of items	Statements	Indicators of strategy
3	3	I used <i>compensation strategy</i> in teaching speaking because... e. Easy to use by the teacher f. Suitable for speaking material g. Interesting for students h. _____	Compensation strategy
4	4	I used <i>metacognitive strategy</i> in teaching speaking because... i. Easy to use by the teacher j. Suitable for speaking material k. Interesting for students l. _____	Metacognitive strategy
5	5	I used <i>affective strategy</i> in teaching speaking because... m. Easy to use by the teacher n. Suitable for speaking material o. Interesting for students p. _____	Affective strategy
6	6	I used <i>social strategy</i> in teaching speaking because... q. Easy to use by the teacher r. Suitable for speaking material s. Interesting for students t. _____	Social strategy

Table 3.
The Classification of Likert Scale

No	Optimal	Favorable	Unfavorable
1	Always	5	1
2	Often	4	2
3	Sometimes	3	3
4	Seldom	2	4
5	Never	1	5

Source: Education Research Competencies for Analysis and Application

2. Interview

Interview was one of the tool to gain information from the informant. The interview was used to know the reason why teachers used that strategy. “Interview means face-to-face encounters between the researcher and informants directed toward understanding informants’ perspectives on their lives, experiences, or situations as expressed in their own words”⁵⁴ So, interview was a conversation between two or more people that is called interviewer and informant.

There are two kinds of interview. They are open interview and close interview. In this research, the researcher used open interview to get the data more accurate. The interview was also aimed to make sure about the result that has been obtained of this research.

E. Validity and Reliability of The Instrument

1. Validity

In quantitative method, the main criteria of the data are valid, reliable, and objective⁵⁵. Validity was the accuracy of what is written and what is reported. Reliability related to the stability and finding of the data. The consistency of the data need to convince that this reasearch is reliable. This research used face validity which the questionnaire judgment by the expert. Then, to test the validity every item, the researcher used SPSS version 25.

⁵⁴Steve J. Taylor, *Introduction to Qualitative Methods: A Guidebook and Resource*, Fourth Edi (New Jersey: Wiley, Inc, 2016), p116.

⁵⁵ Sugiyono, *Metodologi Penelitian Quantitative, Qualitative, dan R&D* (Bandung: Alfabeta, 2017), p. 267.

2. Reliability

Reliability related to the stability and finding of data. The consistency of the data need to convince that this research is reliable. Reability was how far the measurement in a research still consistent after examined repeatedly to the subject in the same situation To make the data reliable, this research used cronbach alpha with SPSS version 25 formula.

F. Technique of Data Collection

Technique of collecting the data in this research as a procedure how the test was given to the lecturers as participant in this research. There were some steps in collecting the data. First, the researcher took the letter of the research to the Language Development Center for giving information that the research was started. Then the writer collected the samples for doing the test. After that, giving explanation about the test. Then the lecturers chose one option and the writer records when the lecturers gives lecturers' opinion about the topic of the test. Then it's back to the University for interviewing with English teacher. Finally, the data from the questionnaire and interview will be analyzed.

G. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the questionnaire with mean scores and the average scores. The researcher

presented the result of the questionnaire in descriptive data with the formula as following:

1. Identifying and correction the kinds of strategy in teaching speaking.
2. Using the mean score to analyzing the result of questionnaire.

To obtain the percentage of lecturers' teaching speaking by using strategies oral questionnaire by using the formula:

$$X = \frac{\sum X \times 100\%}{N}$$

X: The mean of the score

$\sum X$: The total score

N: The total teachers ⁵⁶

3. Description of the data, it is to describe data that have been collected.
4. Taking conclusion, it is to conclude the result of the research analysis
After the researcher get the data, it has been presented in frequency table as following:

Table 4.
The Classification Quality of the Teachers' Score

No	Percentage	Criteria
1	4,24-5,04	Very High
2	3,43-4,23	High
3	2,62-3,42	Enough
4	1,81-2,61	Poor
5	1,00-1,80	Very Poor ⁵⁷

(Source : Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*)

⁵⁶Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

⁵⁷Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta, 2013),

After the researcher found the mean score of all teachers', it would be consulted to the criteria as the following :

1. If the value of mean score is $\leq 1,00-1,80$, it can be categorized into very poor ability.
2. If the value of mean score is $1,81-2,61$. It can be categorized into poor ability.
3. If the value of mean score is $2,62-3,42$. It can be categorized into enough ability.
4. If the value of mean score is $3,43-4,23$. It can be categorized into high ability.
5. If the value of mean score is $4,24-5,04$. It can be categorized into very high ability.

According to Miles and Huberman, qualitative data analysis can be defined as consisting of three current flows of activity that were data condensation, data display, and drawing and verifying conclusion.⁵⁸ For the furthermore as follows below:

1. Data Condensation

Data condensation becomes the first steps to do in analyzing the data in this research. It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus of

⁵⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, 3th ed (California: SAGE Publications Inc, 2014), p.31.

written-up field notes, interview transcripts, documents and another empirical materials.

2. Data Display

The second major flow of analysis activity was data display. Generically, a display was an organized, compressed assembly of information that allows conclusion drawing and action.

3. Drawing and Verifying Conclusion

After finished doing data condensation and data display, the last steps to analyze the data in this research was drawing and verifying conclusion. In other word, in this step, the researcher concluded the result of the interview.

From the explanation above, it can be concluded that technique of data analysis is the technique that should be done by the researcher to analyze the data so that the researcher knows the kinds of strategies in teaching speaking and also knows the problems of using strategies in teaching speaking at the language development center of IAIN Padangsidempuan.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the collection of data. This chapter gave the detail of data finding. This result of research discussed about description of data, calculation, mean scores to get kinds of strategies used in teaching speaking and the reasons of using strategies in teaching speaking. There were two big findings in this research: Strategy used by the teacher in teaching speaking and why the teacher used strategy in teaching speaking.

A. Description of the Data

In this research, there were two descriptions of data. The questionnaire and observation were used to know the kinds of strategies in teaching speaking of Language Development Center of IAIN Padangsidempuan on academic year 2021/2022. Questionnaire as instrument was used to collect the data. This research used questionnaire, observation and interview.

Questionnaire in this Questionnaire in this study was distributed to P2B IAIN PSP lecturers for the 2021/2022 academic year with a total of 34 people. The sampling technique used probability sampling. So, the sample was 34 respondents as research samples.

Data collection was done by distributing a questionnaire that has been made with 15 statements related to strategies. Furthermore, the Likert scale was used as a reference to produce quantitative data.

1. The Description of Kinds of Strategies in Teaching Speaking at Language Development Center of IAIN Padangsidempuan.

Related to findings about kinds of strategy used by the teacher in teaching speaking. There were six indicators of kinds of strategy; they are:

a. Analysis of memory strategy in teaching speaking

Memory strategies are related to creation of mental linkages, use of images and sounds, revision, and actions.⁵⁹ Memory strategies “are techniques that facilitate learners’ recall of new input”. It means that, memory strategy is used by the learner by utilizing knowledge and learning.

Related to *memory strategy* and its implementation there were 15 (44.1%) teachers who often used it, there were 7 (20.5%) teachers who seldom used it, there were 6 (17.6%) teachers who always used it, there were 6 (17.6%) teachers who sometimes used it and none teachers who never used it. The description above can be seen clearly in the table below:

Table 4
Memory strategy in teaching speaking

Name of Strategy	Optimal	Score	F	P	S
Memory strategy	Always	5	6	17.6%	30
	Often	4	15	44.1%	100
	Sometimes	3	6	17.6%	18
	Seldom	2	7	20.5%	14
	Never	1	-	-	-

⁵⁹ Siti rezki julianti, “Language learning strategies by learners in learning speaking at the first grade in SMA 2Makassar”, (2018):P.26.

Average score X: $122/34 = 3.58$

From the table above, it can be concluded that 15 (44.1%) of 34 respondents choose *often*. So, the teachers often apply *memory strategy* in teaching speaking. Then, *memory strategy* in teaching speaking is high because the average score obtained is 3.58 and is in the interval 3.43-4.23.

b. Analysis of cognitive strategy in teaching speaking

Cognitive Strategies are “related to making practice, receiving and sending messages, analyzing and reasoning, and creating structure”.⁶⁰ It means that Cognitive strategies enable learners to understand and produce language with many different ways.

Related to *cognitive strategy* and its implementation there were 19 (55.8%) teachers who often used it, there were 7 (20.5%) teachers who sometimes used it, there were 5 (14.7%) teachers who always used it, there were 3 (8.8%) teachers who seldom used it and none teachers who never used it. The description above can be seen clearly in the table below:

Table 5
Cognitive strategy in teaching speaking

Name of Strategy	Optimal	Score	F	P	S
Cognitive Strategy	Always	5	5	14.7%	25
	Often	4	19	55.8%	76
	Sometimes	3	7	20.5%	21
	Seldom	2	3	8.8%	6
	Never	1	-	-	-

⁶⁰ Siti rezki julianti, “Language learning strategies by learners in learning speaking at the first grade in SMA 2Makassar”, (2018): P.26.

Average score X: $128/34 = 3.76$

From the table above, it can be concluded that 19 (55.8%) of 34 respondents choose *often*. So, the teachers often apply *cognitive strategy* in teaching speaking. Then, *cognitive strategy* in teaching speaking is high because the average score obtained is 3.76 and is in the interval 3.43-4.23.

c. Analysis of compensation strategy in teaching speaking

Compensation strategies “are related to making guesses, and dealing with problems in oral and written communication”. It means compensation strategies more recent approaches seem to take a more positive view of communication.

Related to *compensation strategy* and its implementation there were 14 (41.1%) teachers who often used it, there were 13 (38.2%) teachers who sometimes used it, there were 4 (11.7%) teachers who always used it, there were 2 (5.8%) teachers who seldom used it and there were 1 (2.9%) teachers who never used it. The description above can be seen clearly in the table below:

Table 6
Compensation strategy in teaching speaking

Name of Strategy	Optimal	Score	F	P	S
Compensation Strategy	Always	5	4	11.7%	20
	Often	4	14	41.1%	56
	Sometimes	3	13	38.2%	39
	Seldom	2	2	5.8%	4
	Never	1	1	2.9%	1

Average score X: $120/34 = 3.52$

From the table above, it can be concluded that 14 (41.1%) of 34 respondents choose *often*. So, the teachers often apply *compensation strategy* in teaching speaking. Then, *compensation strategy* in teaching speaking is high because the average score obtained is 3.52 and is in the interval 3.43-4.23.

d. Analysis of metacognitive strategy in teaching speaking

Metacognitive is a term used in information processing theory to indicate an “executive” function”. Metacognitive Strategies “include centering learning, arrangement, planning and evaluation of learning”.⁶¹

Related to *metacognitive strategy* and its implementation there were 16 (47.0%) teachers who sometimes used it, there were 12 (35,2%) teachers who often used it, there were 4 (11.7%) teachers who always used it, there were 1 (2.9%) teachers who seldom used it and there were 1 (2.9%) teachers who never used it. The description above can be seen clearly in the table below:

Table 7
Metacognitive strategy in teaching speaking

Name of strategy	Optimal	Score	F	P	S
Metacognitive Strategy	Always	5	4	11.7%	20
	Often	4	12	35.2%	48
	Sometimes	3	16	47.0%	48
	Seldom	2	1	2.9%	2
	Never	1	1	2.9%	1

Average score X: $199/34 = 3.5$

⁶¹ Siti rezki julianti, “Language learning strategies by learners in learning speaking at the first grade in SMA 2Makassar”, (2018):P.26.

From the table above, it can be concluded that 16 (47.0%) of 34 respondents choose *sometimes*. So, the teachers often apply *metacognitive strategy* in teaching speaking. Then, *metacognitive strategy* in teaching speaking is high because the average score obtained is 3.5 and is in the interval 3.43-4.23.

e. Analysis affective strategy in teaching speaking

Affective strategies are “used for controlling emotions, attitudes, motivations that influence the success or failure of language learning is named as affective strategies”.

Related to *affective strategy* and its implementation there were 25 (73.5%) teachers who often used it, there were 4 (11.7%) teachers who always used it, there were 2 (5.8%) teachers who sometimes used it, there were 2 (5.8%) teachers who seldom used it and there were 1 (2.9%) teachers who never used it. The description above can be seen clearly in the table below:

Table 8
Affective strategy in teaching speaking

Name of Strategy	Optimal	Score	F	P	S
Affective strategy	Always	5	4	11.7%	20
	Often	4	25	73.5%	100
	Sometimes	3	2	5.8%	6
	Seldom	2	2	5.8%	4
	Never	1	1	2.9%	1

Average score X: $131/34 = 3.85$

From the table above, it can be concluded that 25 (73.5%) of 34 respondents choose *often*. So, the teachers often apply *affective*

strategy in teaching speaking. Then, *affective strategy* in teaching speaking is high because the average score obtained is 3.85 and is in the interval 3.43-4.23.

f. Analysis of social strategy in teaching speaking

Social strategies “include questioning, cooperative work, and emphasizing with other people”. It means by Social strategies help students learn through interaction with others.

Related to *cognitive strategy* and its implementation there were 20 (58.8%) teachers who often used it, there were 12 (35.2%) teachers who always used it, there were 1 (2.9%) teachers who sometimes used it, there were 1 (2.9%) teachers who seldom used it and none teachers who never used it. The description above can be seen clearly in the table below:

Table 9
Social strategy in teaching speaking

Name of Strategy	Optimal	Score	F	P	S
Social strategy	Always	5	12	35.2%	60
	Often	4	20	58.8%	80
	Sometimes	3	1	2.9%	3
	Seldom	2	1	2.9%	2
	Never	1	-	-	-

Average score X: $145/34 = 4.2$

From the table above, it can be concluded that 20 (58.8%) of 34 respondents choose *often*. So, the teachers often apply *social strategy* in teaching speaking. Then, *social strategy* in teaching speaking is

high because the average score obtained is 4.2 and is in the interval 3.43-4.23.

Based on the percentage, the researcher made a recapitulation of the 8 statements above in the table below as follows:

Table 10
The Results of Strategies in Teaching Speaking

No.	Indicator	Score	Categories
1.	Memory Strategy	3.5%	High
2.	Cognitive Strategy	3.7%	High
3.	Compensation Strategy	3.5%	High
4.	Metacognitive Strategy	3,5%	High
5.	Affective Strategy	3.8%	High
6.	Social Strategy	4.2%	High
Mean		3.7%	High

Thus, with the score above, the writer can conclude that the use of strategy in teaching speaking at English Development Center at IAIN Padangsidempuan can be categorized as **high**.

g. Observation

This session explained the data found in the field. It is related to the teachers' strategies in teaching speaking at Language

Development Center of IAIN Padangsidimpuan. There were English teachers taught at Language Development Center as main subjects who had been observations.

Based on the results of observation there were six strategies that English teachers used in teaching speaking were memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. In memory strategy the teachers used pictures, sentences and give a short time for students to remember the material. In cognitive strategy the teachers asked the students making practice, receiving, analyze and make the students making sentences. In compensation strategy the teacher used pictures to guess about the picture. In metacognitive strategy the teachers ask the students arrangement the sentences and giving evaluation. In affective strategy the teachers used motivation and control emotions. In social strategy the teachers used asking and answering and make it group to the students.

Based on the explanation above it can be concluded that English teachers at Language Development Center of IAIN Padangsidimpuan used six strategies in teaching speaking. They were memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy.

2. The Description of the Reasons Why the Teacher Used The Strategies in Teaching Speaking at Language Development Center.

This research used questionnaire and interview to know the reasons why teachers use strategy in teaching speaking. The findings are as follows:

- a. The result of the questionnaire about the reasons why teachers use strategies in teaching speaking.

- 1) Memory Strategy

Based on English teachers' answers in questionnaire about teacher strategy in teaching speaking, it showed that 9 (26.4%) respondents stated that they used memory strategy in teaching speaking because it is easy to use by the teachers, 16 (47.0%) of 34 respondents stated that it is suitable for speaking material, 7 (20.5%) of 34 respondents stated that it is interesting for student, and 2 (5.8%) of 34 respondents stated that using memory strategy in teaching speaking because students need to remember the material before they start to practice speaking activity, also to improve students English vocabularies. It can be concluded that more teachers were making a statement that using memory strategy in teaching speaking because it is suitable for speaking material.

2) Cognitive Strategy

Based on English teachers' answer in questionnaire about teacher strategy in teaching speaking, it showed that 3 (8.8%) respondents stated that they used cognitive strategy in teaching speaking because it is easy to use by the teachers, 13 (38.2%) of 34 respondents stated that it is suitable for speaking material, 16 (47.0%) of 34 respondents stated that it is interesting for student, and 2 (5.8%) of 34 respondents stated that it is using cognitive strategy in teaching speaking because it help students to think about the topic to elaborate during speaking, also to achieve learning objective. It can be concluded that more teachers were making a statement that using cognitive strategy in teaching speaking because it is interesting for students.

3) Compensation Strategy

Based on English teachers' answer in questionnaire about teacher strategy in teaching speaking, it showed that 8 (23.5%) respondents stated that they used compensation strategy in teaching speaking because it is easy to use by the teachers, 15 (44.1%) of 34 respondents stated that it is suitable for speaking material, 10 (29.4 %) of 34 respondents stated that it is interesting for student, and 1 (2.9%) of 34 respondents stated that it is using compensation

strategy in teaching speaking because it can be the another alternative strategies to helps students the meaning of something easier. It can be concluded that more teachers were making a statement that using compensation strategy in teaching speaking because it is suitable for speaking material.

4) Metacognitive Strategy

Based on English teachers' answer in questionnaire about teacher strategy in teaching speaking, it showed that 2 (5.8%) respondents stated that they used metacognitive strategy in teaching speaking because it is easy to use by the teachers, 15 (44.1%) of 34 respondents stated that it is suitable for speaking material, 15 (44.1%) of 34 respondents stated that it is interesting for student, and 2 (5.8%) of 34 respondents stated that using metacognitive strategy in teaching speaking because to brainstorm students thinking could do speaking naturally by their own thinking, also to increase self –confidence to convey the content of the material. It can be concluded that more teachers were making a statement that using metacognitive strategy in teaching speaking because it is interesting for students and suitable for speaking material.

5) Affective Strategy

Based on English teachers' answer in questionnaire about teacher strategy in teaching speaking, it showed that 5 (14.7%) respondents stated that they used affective strategy in teaching speaking because it is easy to use by the teachers, 11 (32.3%) of 34 respondents stated that it is suitable for speaking material, 17 (50%) of 34 respondents stated that it is interesting for student, and 1 (2.9%) of 34 respondents stated that it is using affective strategy in teaching speaking because to lower students anxiety level for instance by do warming up before the class also to be relax and involve in the class. It can be concluded that more teachers were making a statement that using affective strategy in teaching speaking because it is interesting for students.

6) Social Strategy

Based on English teachers' answer in questionnaire about teacher strategy in teaching speaking, it showed that 4 (11.7%) respondents stated that they used social strategy in teaching speaking because it is easy to use by the teachers, 9 (26.4%) of 34 respondents stated that it is suitable for speaking material, 19 (55.8%) of 34 respondents stated that it is interesting for student, and 2 (5.8%) of 34 respondents stated that using social strategy in teaching speaking because practicing speaking should be conducted between

two students to practice how to do speaking in a real situation, also easy to use by teachers because can communicate with each other. It can be concluded that more teachers were making a statement that using social strategy in teaching speaking because it is interesting for students.

- b. The result of interview about the reasons why teachers use strategy in teaching speaking

There are three English teachers namely HPS, ESN and JS who were interviewed, and teachers were asked for 1 question related to the reasons of using strategy in teaching speaking, the following results:

1) Memory strategy

All teachers used memory strategy in teaching speaking because it is suitable with speaking material, easy to use by the teacher, interesting for students and it can make students need to remember the material or lesson before they started to practice speaking activity. So, with the strategy the students understand and more confident when answering questions asked by the teacher or another friend.

2) Cognitive strategy

Teachers used cognitive strategy in teaching speaking because it is suitable with speaking material, it is interesting for students, easy to use by the teachers and it helps students to

think about the topic of their speaking and help them to elaborate during speaking.

3) Compensation strategy

All teachers claimed compensation strategy in teaching speaking because this strategy interesting for students, suitable for speaking material, easy to use by the teacher and it can be the another alternative for learning speaking strategies and helps students to learn the meaning of the something easier.

4) Metacognitive Strategy

Teachers used metacognitive strategy in teaching speaking because this strategy suitable with speaking material, interesting for students, easy to use by the teacher and to brainstorm students thinking, so they could do speaking naturally by their own thinking.

5) Affective strategy

All participants used affective strategy in teaching speaking because this strategy interesting for students, suitable for speaking material, easy to use by the teacher and to lower students anxiety level, for instance by do warming up before the class, it helps students to be relax and involve in the class actively.

6) Social strategy

All teachers used social strategy in teaching speaking because this strategy suitable with speaking material, interesting for students, easy to use by the teacher and practicing speaking should be conducted between two or more students and it helps students to practice how to do speaking in a real situation.

B. Discussion

Based on the description, it was shown that the most frequently used strategies by teachers is social strategy with scores is high category. Then, the result in table 10, it indicates that social strategy (4.2) become the most frequently used by teachers with high score, followed by affective strategy (3.85), cognitive strategy (3.76), memory strategy (3.58), compensation strategy (3.52), metacognitive strategy (3.5).

Social strategies was the most dominant used strategies by teachers at language development center of IAIN padangsidimpuan. Social strategy is cooperative work. It means that practicing speaking should be conducted between two or more students, it helps students to practice how to do speaking in a real situation using this strategy makes it easier for teachers to teach speaking because students can communicate with each other. Learners have limited opportunity to learn English outside the classroom might trigger students to depend heavily on social strategies that offer them

enough opportunities to be active, initiative and responsible for their own learning by exchanging ideas with others.

Julianti also found that social strategies and compensation strategies is the most frequently used by the teachers.⁶² Lestari also found that metacognitive and social strategies are the most frequently used by teachers.⁶³ This result differs from what Oxford also found in several studies in the past. He found that cognitive strategies were used limitedly and less frequently.⁶⁴ Vinde found the teachers are assigned to record their teaching games or ways share the games to the colleagues so that every teacher can apply it in their class.⁶⁵ The present study, however, found that cognitive strategies were used significantly by learners. This finding is supported by Cabaysa and Baetiong,⁶⁶ as well as Carson and Longhini (Cohen) showing that cognitive strategies were used more often by high school learners to improve their English speaking skills.⁶⁷ In the present study, findings from individual social strategies revealed strong preferences among learners to find ways to be better in English, find as many ways as

⁶² Siti rezki julianti, "Language learning strategies by learners in learning speaking at the first grade in SMA 2Makassar", (2018). P.48.

⁶³ Lestari, N. O. "Language Learning Strategies Of English Of English Education Department Of Fitk. Jakarta: Department Of English Education Faculty Of Tarbiyah And Teachers" Training Syarif Hidayatullah State Islamic University" (2015).P.38.

⁶⁴ Oxford, R. *Language Learning Strategies: What Every Teacher should Know*. New York: Newbury House. (1990).P.118.

⁶⁵ Sokhira, L.V.R. "Implementing Games Based Teaching Strategy in Teaching Speaking", Volume 10, No.01, June 2022, p.54-68.

⁶⁶ Cabaysa, Carissa C. and Baetiong, Lourdes R. "Language Learning Strategies of Students at Different Levels of Speaking Proficiency". *Education Quarterly*. 68, (1), (2010), p.16-35.P.128.

⁶⁷ Cohen, Andrew D. (1998). *Strategies in Learning and Using a Second Language*. London: Longman.P.7.

possible to use English, pay attention when someone is speaking English, look for people to speak English and notice mistakes they made in English to improve.

Metacognitive strategies were rated as the least used strategies by teachers. The reason that metacognitive strategies often used by teachers is that with this strategy students can more easily convey the content of the material and are able to increase their confidence in learning. Learning to speak as an academic or intellectual process. they may not realize the power of motivation, to brainstorm may consider learning astudents' thoughts, so that they can speak naturally with their own thoughts. This metacognitive strategy is the least common used. Although this strategy is helpful for students with study difficulties in conveying the content of the material which shows that this strategy does not optimally used.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborates the summary of this research. The conclusion of this research was drawn based on the data description and discussion gathered from the answer of research question. It is divided into two parts: conclusion and suggestion.

A. Conclusion

Based on the result, the conclusions of this research are:

1. Kinds of Strategy in Teaching Speaking

There are six kinds of strategy in teaching speaking that the subjects of this research namely memory strategy (often), cognitive strategy (often), compensation strategy (often), metacognitive strategy (sometimes), affective strategy (often), and social strategy (often). These are all strategies used by the teachers to teach speaking. The dominant strategies use by the teachers in teaching speaking were social strategies.

2. The Reason of Using strategy in Teaching Speaking at Language Development Center of IAIN Padangsidimpuan

- a. There are 16 (47.0%) teachers is used memory strategy in teaching speaking because it is suitable with speaking material.
- b. There are 16 (47.0%) teachers is used cognitive strategy, 17 (50%) used affective strategy and 19 (55.8%) used social strategy in teaching speaking because it is interesting for students.

- c. There are 15 (44.1%) teachers is used Metacognitive strategy in teaching speaking because it is suitable with speaking material and interest for students.

B. Suggestions

Based on the description of the research, the research provided several suggestions related to the teachers' strategies in teaching speaking. The suggestions are given for prospective the chief of language Development center of IAIN Padangsidimpuan, teachers, students and researcher.

1. For the Chief of Language Development Center of IAIN Padangsidimpuan, to pay attention about strategy the English teacher while teaching
2. For English teacher, to create more creative strategies whether to teach speaking or another English proficiency that will help students, so the students are not bored when studying.
3. For students, through the kinds of strategy in teaching that teacher apply can help students in mastering speaking reduce students' bored and anxiety.
4. The researchers hopes other researcher will conduct a research related to the topic of this research, especially to find out deeply in the using strategies in teaching speaking.

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CURRICULUM VITAE



A. Identity

Name : GUSTINA NASUTION
Reg. Number : 17 203 00122
Place/ Birth : Aek Bargot/ December, 30th 1998
Sex : Female
Religion : Islam
Address : Aek Bargot, Padang Lawas

B. Parents

Father's Name : Tabah Nasution
Mother's Name : Ros Dana Harahap

C. Educational Background

1. Elementary School : SDN Aek Bargot, 2005-2011.
2. Junior High School : SMP S Nurul 'Ilmi Padangsidimpuan, 2011-2014
3. Senior High School : SMA S Nurul 'Ilmi Padangsidimpuan, 2015-2017.
4. University : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, 2017-2022

Appendix I. Questionnaire Sheet

Instruction of questionnaire:

1. The researcher meet the respondents
2. Researchers asked respondents to answer 6 items bellow in grade (5) always, (4) Often, (3) Sometimes, (2) Seldom, and (1) Never.

NO	Factor	Question	Score				
			A	O	So	Se	N
1	Memory Strategy	The teacher gives a short time for students to remember the material and asks the students to make conversation and speak to other friend					
2		The teacher uses image and asks students to give sentences about the image					
3		The teacher revisies the sentences given the students					
4		The teacher gives sentence to students and asks students to whisper to other friend					
5	Cognitive Strategy	The teacher give a short time for students to practice speaking about today's material					
6		The teacher makes sure students receive the material and ask students to send messages with other friend					
7		The teacher gives the wrong sentence to students and asks the students to analyze the sentence to be correct					
8		The teacher ask the students to make sentences and speaking to other friends					
9	Compensation strategy	The teacher gives the picture and asks students to guess about the picture					
10	Metacognitive Strategy	The teacher asks the students to arrangement the sentence					
11		The teacher provides material and provide an evaluation of today's learning					
12	Affective Strategy	The teacher motivates students not to be afraid to speak even though the wording is wrong					
13		The teacher controls emotions to students who rarely respond and always try to ask the student's response					

14	Social Strategy	The teacher gives a short time for students to ask and answer about the material					
15		The teacher makes several a groups and ask students to speaking about today's material with their friends					

Appendix II. Questionnaire Sheet

Instruction of questionnaire:

1. The researcher meet the respondents
2. Researcher asked respondents to answer 6 items bellow :

1. I used *memory strategy* in teaching speaking because...

- a. Easy to use by the teachers
- b. Suitable for speaking material
- c. Interesting for students
- d. _____

2. I used *cognitive strategy* in teaching speaking because...

- a. Easy to use by the teachers
- b. Suitable for speaking material
- c. Interesting for students
- d. _____

3. I used *compensation strategy* in teaching speaking because...

- a. Easy to use by the teachers
- b. Suitable for speaking material
- c. Interesting for students
- d. _____

4. I used *metacognitive strategy* in teaching speaking because...

- a. Easy to use by the teachers
- b. Suitable for speaking material
- c. Interesting for students
- d. _____

5. I used *affective strategy* in teaching speaking because...

- a. Easy to use by the teachers
- b. Suitable for speaking material
- c. Interesting for students
- d. _____

6. I used *social strategy* in teaching speaking because...

a. Easy to use by the teachers

b. Suitable for speaking material

c. Interesting for students

d. _____

APPENDIX III: Observation Sheet.

Guidance Observation about Teachers Strategies in Teaching Speaking

Date :

Teacher's Name :

No.	Indicator	Yes	No
1.	The teacher gives a short time for students to remember the material and asks the students to make conversation and speak to other friend		
2.	The teacher uses image and asks students to give sentences about the image		
3.	The teacher revises the sentences given the students		
4.	The teacher gives sentence to students and asks students to whisper to other friend		
5.	The teacher give a short time for students to practice speaking about today's material		
6.	The teacher makes sure students receive the material and ask students to send messages with other friend		
7.	The teacher gives the wrong sentence to students and asks the students to analyze the sentence to be correct		
8.	The teacher ask the students to make sentences and speaking to other friends		
9.	The teacher gives the picture and asks students to guess about the picture		
10.	The teacher asks the students to arrangement the sentence		
11.	The teacher provides material and provide an evaluation of today's learning		
12.	The teacher motivates students not to be afraid to speak even though the wording is wrong		
13.	The teacher controls emotions to students who rarely respond and always try to ask the student's response		
14.	The teacher gives a short time for students to ask and answer about the material		
15.	The teacher makes several a groups and ask students to speaking about today's material with their friends		

Appendix IV. Interview to the English Teacher

Instruction of the interview:

1. Researcher asked the indirectly starting from the teachers' profile until the end question.
2. Researcher meet the respondent and take a picture.

Teachers profile

What is your name?

How old are you?

What is your gender?

Why do the teachers use the strategies in teaching speaking?

1. Why do the teachers use the strategies in teaching speaking at Language Development Center of IAIN Padangsidempuan?

Answer.....
.....
.....
.....
.....
.....
.....

Appendix V. Analysis of Questionnaire

Teachers were asked for 15 questionnaire related to the use strategy in teaching speaking and it was given to the teachers before the interview.

Table 3. The Classification of Likert Scale.

Questionnaire item	Statement	Frequency				
		A	O	So	Se	N
1	The teacher gives a short time for students to remember the material and asks the students to make conversation and speak to other friend	6	15	6	7	0
2	The teacher uses image and asks students to give sentences about the image	6	15	6	7	0
3	The teacher revisies the sentences given the students	6	15	6	7	0
4	The teacher gives sentence to students and asks students to whisper to other friend	6	15	6	7	0
5	The teacher give a short time for students to practice speaking about today's material	5	19	7	3	0
6	The teacher makes sure students receive the material and ask students to send messages with other friend	5	19	7	3	0
7	The teacher gives the wrong sentence to students and asks the students to analyze the sentence to be correct	5	19	7	3	0
8	The teacher ask the students to make sentences and speaking to other friends	5	19	7	3	0
9	The teacher gives the picture and asks students to guess about the picture	4	14	13	2	1
10	The teacher asks the students to arrangement the sentence	4	12	16	1	1
11	The teacher provides material and provide an evaluation of today's learning	4	12	16	1	1
12	The teacher motivates students not to be afraid to speak even though the wording is wrong	4	25	2	2	1
13	The teacher controls emotions to students who rarely respond and always try to ask the student's response	4	25	2	2	1
14	The teacher gives a short time for students to ask and answer about the material	12	20	1	1	0
15	The teacher makes several a groups and ask students to speaking about today's material with their friends	12	20	1	1	0

Percentage of Teachers' Survey

NO	Indicator	Statement	Percent	Mean	Summary
1	Memory Strategy	The teacher gives a short time for students to remember the material and asks the students to make conversation and speak to other friend	99,8	3,58	High
2		The teacher uses image and asks students to give sentences about the image	99,8	3,58	High
3		The teacher revision the sentences given the students	99,8	3,58	High
4		The teacher gives sentence to students and asks students to whisper to other friend	99,8	3,58	High
5	Cognitive Strategy	The teacher give a short time for students to practice speaking about today's material	99,8	3,76	High
6		The teacher makes sure students receive the material and ask students to send messages with other friend	99,8	3,76	High
7		The teacher gives the wrong sentence to students and asks the students to analyze the sentence to be correct	99,8	3,76	High
8		The teacher ask the students to make sentences and speaking to other friends	99,8	3,76	High
9	Compensation strategy	The teacher gives the picture and asks students to guess about the picture	99,7	3,52	High
10	Metacognitive Strategy	The teacher asks the students to arrangement the sentence	99,7	3,5	High
11		The teacher provides material and provide an evaluation of today's learning	99,7	3,5	High
12	Affective Strategy	The teacher motivates students not to be afraid to speak even though the wording is wrong	99,7	3,85	High
13		The teacher controls emotions to students who rarely respond and always try to ask the student's response	99,7	3,85	High
14	Social Strategy	The teacher gives a short time for students to ask and answer about the material	99,8	4,2	High
15		The teacher makes several a groups and ask students to speaking about today's material with their friends	99,8	4,2	High
Mean			99,7	3,73	High

Appendix VI. Analysis of Questionnaire

Teachers were asked for 6 questionnaire related to the use strategy in teaching speaking and it was given to the teachers before the interview.

No.	Statement					
	1	2	3	4	5	6
1.	d	d	d	d	d	d
2.	b	c	b	c	a	d
3.	d	d	b	d	c	c
4.	c	b	b	c	c	c
5.	b	b	c	b	c	c
6.	a	c	a	c	c	c
7.	b	b	b	c	b	c
8.	a	b	c	c	b	c
9.	b	b	b	b	b	c
10.	b	c	c	c	c	c
11.	b	b	c	c	c	c
12.	a	a	a	b	c	c
13.	a	a	a	b	b	c
14.	a	c	b	b	c	c
15.	b	b	b	b	c	c
16.	c	c	b	b	c	c
17.	b	c	b	b	c	c
18.	b	c	a	c	b	c
19.	c	c	c	b	a	c
20.	b	b	b	b	a	c
21.	b	c	a	c	a	c
22.	b	c	c	b	c	b
23.	a	c	b	c	c	b
24.	c	c	a	a	b	b
25.	b	a	c	c	b	b
26.	b	b	c	b	b	b
27.	a	c	c	b	b	b
28.	c	b	b	b	b	b
29.	b	b	a	a	a	a
30.	a	b	b	c	c	b
31.	b	c	c	c	c	a
32.	a	c	b	c	c	a
33.	c	c	b	c	c	a
NO.	statement					
	1	2	3	4	5	6
34.	c	b	a	b	b	b
Total	a = 9	a = 3	a = 8	a = 2	a = 5	a = 4

	b = 16 c = 7 d = 2	b = 13 c = 16 d = 2	b = 15 c = 10 d = 1	b = 15 c = 15 d = 2	b = 11 c = 17 d = 1	b = 9 c = 19 d = 2
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APPENDIX VII: Analysis Observation

Guidance Observation about Teachers Strategies in Teaching Speaking

Date :

Teacher's Name :

No.	Indicator	Yes	No
1.	The teacher gives a short time for students to remember the material and asks the students to make conversation and speak to other friend	✓	
2.	The teacher uses image and asks students to give sentences about the image	✓	
3.	The teacher revisies the sentences given the students	✓	
4.	The teacher gives sentence to students and asks students to whisper to other friend	✓	
5.	The teacher give a short time for students to practice speaking about today's material	✓	
6.	The teacher makes sure students receive the material and ask students to send messages with other friend	✓	
7.	The teacher gives the wrong sentence to students and asks the students to analyze the sentence to be correct	✓	
8.	The teacher ask the students to make sentences and speaking to other friends	✓	
9.	The teacher gives the picture and asks students to guess about the picture	✓	
10.	The teacher asks the students to arrangement the sentence	✓	
11.	The teacher provides material and provide an evaluation of today's learning	✓	
12.	The teacher motivates students not to be afraid to speak even though the wording is wrong	✓	
13.	The teacher controls emotions to students who rarely respond and always try to ask the student's response	✓	
14.	The teacher gives a short time for students to ask and answer about the material	✓	
15.	The teacher makes several a groups and ask students to speaking about today's material with their friends	✓	

Appendix VIII. Analysis of interview

The teachers profile is related to validate that the participants are eligible for this research. Teacher's profile included 4 questions in, those are: weather they man or woman, their ages, duration of the have been teaching, and their educational qualification.

Teachers' profile frequency

a. Gender

3 of teachers are women.

b. Age

Most of the teachers' age is between 30-31 years old.

c. Duration of Teaching

All of participants have experience teaching English more than 8 year.

d. Educational Qualification

All of the Teachers had bachelor degree/S2 on English education, and the participants have year by year experience to teach.

Interview with 1st teacher: Hanifah Paradipta Siregar (HPS)

Interview: Why do you use strategy in teaching speaking at Language Development Center of IAIN Padangsisimpuan?

Teacher: I use the strategy because it is suitable with speaking material, easy to use by the teachers, interesting for students and it can make students need to remember the material or lesson before they started to practice speaking activity. So, with the use strategy the students understand and more confident when answering questions asked by teacher or another friend.

Interview with 2nd teacher: Ermina Seriwaty Nainggolan (ESN)

Interview: Why do you use strategy in teaching speaking at Language Development Center of IAIN Padangsidempuan?

Teacher: I use the strategy because it is interesting for students, easy to use by the teacher, suitable with speaking material, to lower students anxiety level, for instance by do warming up before the class, it helps students to be relax and involve in the class actively. So, with the use strategy it can be another alternative for learning speaking and helps students to learn the meaning of the something easier.

Interview with 3rd teacher: Juliana Sari (JS)

Interview: Why do you use strategy in teaching speaking at Language Development Center of IAIN Padangsidempuan?

Teacher: I use the strategy in teaching speaking because it is easy to use by the teacher, interesting for students, suitable with speaking material, to brainstorm students thinking, so they could do speaking naturally by their own thinking, and practicing speaking should be conducted between two or more students. So, with the use strategy it helps students to practice how to do speaking in a real situation.

Appendix IX. Photographs



Pic. Interview with HPS



Pic. Interview with ESN



Pic. Interview with J



Pic. Observation with SM



Pic. Observation with SM



Pic. Observation with MA



Pic. Observation with HPS



Pic. Observation with MA



Pic. Observation with J



Pic. Observation with MA

Your temporary usage period for IBM SPSS Statistics will expire in 4801 days.

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	Correlation											
	Sig. (2-tailed)	.364	.364	.364	.364	.072	.072	.072	.072	.065	.000	
	N	34	34	34	34	34	34	34	34	34	34	34
x12	Pearson	-.134	-.134	-.134	-.134	-.012	-.012	-.012	-.012	-.037	.069	.069
	Correlation											
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	N	34	34	34	34	34	34	34	34	34	34	34
x13	Pearson	-.134	-.134	-.134	-.134	-.012	-.012	-.012	-.012	-.037	.069	.069
	Correlation											
	Sig. (2-tailed)	.450	.450	.450	.450	.948	.948	.948	.948	.835	.700	.700
	N	34	34	34	34	34	34	34	34	34	34	34
x14	Pearson	-.106	-.106	-.106	-.106	.034	.034	.034	.034	.023	.167	.167
	Correlation											
	Sig. (2-tailed)	.550	.550	.550	.550	.851	.851	.851	.851	.896	.345	.345
	N	34	34	34	34	34	34	34	34	34	34	34
x15	Pearson	-.106	-.106	-.106	-.106	.034	.034	.034	.034	.023	.167	.167
	Correlation											
	Sig. (2-tailed)	.550	.550	.550	.550	.851	.851	.851	.851	.896	.345	.345
	N	34	34	34	34	34	34	34	34	34	34	34
Total	Pearson	.593**	.593**	.593**	.593**	.681**	.681**	.681**	.681**	.486**	.574**	.574**
	Correlation											
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.004	.000	.000
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Correlations

		x12	x13	x14	x15	Total
x01	Pearson Correlation	-.134	-.134	-.106	-.106	.593**
	Sig. (2-tailed)	.450	.450	.550	.550	.000
	N	34	34	34	34	34

x02	Pearson Correlation	-.134	-.134	-.106	-.106	.593**
	Sig. (2-tailed)	.450	.450	.550	.550	.000
	N	34	34	34	34	34
x03	Pearson Correlation	-.134	-.134	-.106	-.106	.593**
	Sig. (2-tailed)	.450	.450	.550	.550	.000
	N	34	34	34	34	34
x04	Pearson Correlation	-.134	-.134	-.106	-.106	.593**
	Sig. (2-tailed)	.450	.450	.550	.550	.000
	N	34	34	34	34	34
x05	Pearson Correlation	-.012	-.012	.034	.034	.681**
	Sig. (2-tailed)	.948	.948	.851	.851	.000
	N	34	34	34	34	34
x06	Pearson Correlation	-.012	-.012	.034	.034	.681**
	Sig. (2-tailed)	.948	.948	.851	.851	.000
	N	34	34	34	34	34
x07	Pearson Correlation	-.012	-.012	.034	.034	.681**
	Sig. (2-tailed)	.948	.948	.851	.851	.000
	N	34	34	34	34	34
x08	Pearson Correlation	-.012	-.012	.034	.034	.681**
	Sig. (2-tailed)	.948	.948	.851	.851	.000
	N	34	34	34	34	34
x09	Pearson Correlation	-.037	-.037	.023	.023	.486**
	Sig. (2-tailed)	.835	.835	.896	.896	.004
	N	34	34	34	34	34
x10	Pearson Correlation	.069	.069	.167	.167	.574**
	Sig. (2-tailed)	.700	.700	.345	.345	.000
	N	34	34	34	34	34
x11	Pearson Correlation	.069	.069	.167	.167	.574**
	Sig. (2-tailed)	.700	.700	.345	.345	.000
	N	34	34	34	34	34
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	Sig. (2-tailed)		.000	.000	.000	.046
	N	34	34	34	34	34
x13	Pearson Correlation	1.000**	1	.629**	.629**	.345*
	Sig. (2-tailed)	.000		.000	.000	.046
	N	34	34	34	34	34
x14	Pearson Correlation	.629**	.629**	1	1.000**	.373*
	Sig. (2-tailed)	.000	.000		.000	.030

	N	34	34	34	34	34
x15	Pearson Correlation	.629**	.629**	1.000**	1	.373*
	Sig. (2-tailed)	.000	.000	.000		.030
	N	34	34	34	34	34
Total	Pearson Correlation	.345*	.345*	.373*	.373*	1
	Sig. (2-tailed)	.046	.046	.030	.030	
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** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

RELIABILITY

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Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=x01 x02 x03 x04 x05 x06 x07 x08 x09 x10 x11 x12 x13 x14 x15 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.835	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x01	51.3824	42.486	.576	.818
x02	51.3824	42.486	.576	.818

x03	51.3824	42.486	.576	.818
x04	51.3824	42.486	.576	.818
x05	51.2353	43.640	.567	.819
x06	51.2353	43.640	.567	.819
x07	51.2353	43.640	.567	.819
x08	51.2353	43.640	.567	.819
x09	51.4118	44.734	.421	.828
x10	51.4706	44.560	.463	.825
x11	51.4706	44.560	.463	.825
x12	51.0294	46.696	.212	.842
x13	51.0294	46.696	.212	.842
x14	50.9412	46.784	.286	.835
x15	50.9412	46.784	.286	.835



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

06 Oktober 2020

Nomor : 122 /In.14/E.6a/PP.00.9/10/2020
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Gustina Nasution
NIM : 17 20300122
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : Teachers' Strategies in Teaching Speaking at Language Development Center of IAIN Padangsidimpuan.

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

Ketua Program Studi Tadris Bahasa Inggris


Fitri Ryan Siregar, M.Hum.
NIP. 19820731 200912 2 004

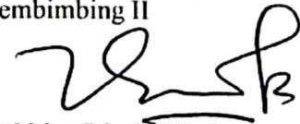
PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II



Sokhira Linda Vinde Rambe, M.Pd.
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Nomor : B - 1126 /In.14/E.1/TL.00/04/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

14 April 2022

Yth. Kepala Unit Pelaksana Teknis Pusat Pengembangan Bahasa
IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Gustina Nasution
NIM : 1720300122
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Teachers' Strategies in Teaching Speaking at Language Development Center of IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Yus Yulianty Syafrida Siregar, S.Psi, M.A.
NIP. 19801024 200604 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon. 0634.22080 Faximile 0634 24022

Website : www.iain-padangsidimpuan.ac.id

05 Agustus 2022

SURAT KETERANGAN
B- 04 /In.14/J.2/PP.00.9/08/2022

Kepala Pusat Pengembangan Bahasa UIN Syahada Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : Gustina Nasution
NIM : 1720300122
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 25 April s.d 17 Mei 2022 dengan Judul : **"Teacher' Strategies in Teaching Speaking at Language Development Centre of IAIN Padangsidimpuan"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Wassalam

Kepala Pusat Pengembangan Bahasa,



Dr. Eka Bustri Harida, M.Pd

NIDN 09750917 200312 2 002



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Nomor : B- / **25** /In.14/J.2/PP.00.9/04/2022

19 April 2022

Sifat : Penting

Lampiran : -

Hal : Pemberian Izin Penelitian Penyelesaian Skripsi

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan nomor : B-1126/In.14/E/TL.00/04/2022 Tanggal 14 April 2022 tentang Izin Penelitian Penyelesaian Skripsi maka bersama ini kami memberikan izin penelitian kepada :

Nama : Gustina Nasution
NIM : 1720300122
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : "Teacher' Strategies in Teaching Speaking at Language Development Centre of IAIN Padangsidempuan".

Demikian surat izin ini disampaikan supaya dipergunakan sebagaimana mestinya

Wassalam

Pusat Pengembangan Bahasa,

Kepala



Dr. Eka Sustris Harida, M.Pd

NIP. 19750917 200312 2 002