TEACHER'S STRATEGY IN TEACHING ENGLISH SPEAKING AT THE SECOND GRADE OF SMPN 2 PARE - KEDIRI

THESIS

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Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

By:

INDAH MERDEKAWATI
NIM. D35207003

ENGLISH EDUCATION DEPARTMENT
TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
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ADVISOR'S APPROVAL SHEET

This thesis by Indah Merdekawati entitled "Teacher's Strategy in Teaching English Speaking at the Second Grade of SMPN 2 Pare- Kediri "has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, August 22, 2011

Advisor I

(Khoirun Ni'am,Dr.Phil)
NIP. 197007521996031004

Advisor II

Hernik Farisia,M.Pd.I

ii

APPROVAL SHEET

This thesis by Indah Merdekawati entitled "Teacher's Strategy In Teaching English Speaking at the Second Grade of SMPN 2 Pare- Kediri "has been examined on (September 14th, 2011) and approved by the Board of Examiners.

Dean,

Dr.H.Nur Hamim, M.Ag
NIP.196203121991031002

The Board of Examiners
Chair,

Khoirun Ni'am, Dr.Phil
NIP. 197007521996031004

Secretary,

Hilda Izzati Madjid, MA
NIP.19860210201101201

Examiner I,

Dra. Arbaiyah Ys, MA.
NIP.196405031991032002

Examiner II,

Dra. Irma Soraya, M.Pd
NIP.196709301993032004

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PERNYATAAN KEASLIAN TULISAN

Saya yang telah bertanda tangan di bawah:

Nama : Indah Merdekawati

Nim : D35207003

Jurusan : Pendidikan Bahasa Inggris (PBI)

Fakultas : Tarbiyah

Judul Skripsi : *Teacher's Strategy in Teaching English Speaking at the 2nd Grade of SMPN 2 Pare - Kediri*

Menyatakan dengan sebenarnya bahwa skripsi yang penulis tulis benar- benar merupakan hasil pemikiran sendiri dan tidak berisi materi yang ditulis oleh orang lain sebagai prasyarat penyelesaian study di perguruan tinggi lain, kecuali hanya bagian- bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim.

Surabaya, ….September 2011

Penulis

Indah Merdekawati

ABSTRACT

Merdekawati, Indah.2011. *Teacher's Strategy In Teaching English Speaking at the Second Grade of SMPN 2 Pare – Kediri*. A Thesis. English Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisor : Khoirun Ni'am, Dr.Phil and Hernik Farisia, M.Pd.I

Key Words: Teacher's Strategy, Teaching, Speaking.

By mastering some methods used by the teacher in teaching English speaking, the teachers are able to use some appropriate method in teaching English. Here, the role playing as teacher's method can be an alternative strategy to help the student in mastering speaking better. By implementing the role play method, the students will fell explore and express their own idea in learning's activities. When the method of role play is used by the teacher in teaching and learning process, the student are more interesting and active in class. Furthermore, the student's motivation to learn English especially speaking increased. Considering about that, the study in teaching English speaking is conducted by using "teacher's strategy" to student of Junior High School in SMPN 2 Pare.

In line with the matter above, this research was conducted by formulating the research questions. Those are: (1).What are kind of method used by the teacher in teaching English speaking at the second grade of SMPN 2 Pare?(2). How does the method implement as strategy in teaching English speaking at the second grade of SMPN 2 Pare?. The researcher applied in qualitative research design. It took two observation checklists to find out the method, media, strategy, material, learning purpose and the last the evaluation of study. To support the observation, the researcher used interview as additional instruments.

The result of this study showed that the teacher used four methods in teaching English speaking, those are; effective discussion, debate, role playing, and daily conversation. Effective discussion, debate and daily conversation are methods used by the teacher but, role playing is the most appropriate method in teaching English speaking because the student practices habitually in this school

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CHAPTER I

INTRODUCTION

This study covers the problem of the study, objective of the study, significance of the study, the scope and limitation, and definition of key terms.

A. Background of the Study

Teaching is aimed to bring the learner in order to be good individual, including many activities that were done by the teacher to manage and organize learning in classroom activities. The teachers possess an important role in developing the student's ability. They should recognize every students and their specific skill, so they can give experiences needed by every students and optimally develop their ability based on the objective of education. In this case, teacher takes a role as communicator.

Another function of the teacher is that, teacher should be able to give motivation and encouragement to the students in teaching learning then to build the classroom to be fun, enjoy, and more interesting. Those explanations above based on Cassandra B. Whyte stated: Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation

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studied by psychologists in other fields[1]. Therefore, students sometimes need situated motivation, which is found in environmental conditions that the teacher creates in learning. Classroom can be fun when the teacher gives some ways to make the situation more active in class. In this era, many of teachers use some learning strategies but those strategies do not match with student's hope. Therefore, in the classroom students often felt bored in studying English. If the teacher as central of learning process, they should make the change in strategy, learning approach, and uses technology in teaching and learning process. Otherwise, they will be lost sense as professional teacher.

In the fact, we often heard the students complain about English material, especially in speaking. There are many factors that are complained by the student such as: they feel unconfident to speak English up, lack of vocabulary and error pronunciation. To overcome those problems, the teacher can use some ways, they are; the first, teacher should encourage the students to speak English up bravely. The second, the teacher can implement any appropriate strategy that can motivate students in teaching and learning process. And the third, the teacher can use any media that can motivate the student in teaching and learning process. Those ways are in line with Fulcher stated:

> *Learners use achievement strategies when they wish to express themselves but they have problems because they lack the knowledge of the language (grammar or vocabulary) to*

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[1] Whyte, Cassandra B. *An Additional Look at Orientation Programs nationally- (reprint of 1986 article in same journal)*. (National Orientation Directors Association Journal 15 (1), 2007), 71-77. http://en.wikipedia.org/wiki/Motivation#cite_note-3 (Accessed on September 22 , 2011 at 15:06 p.m

communicate the learners' tries to overcome this lack of knowledge by finding ways around the problems[2].

According to Nana Sudjana strategy is the teachers act to make lesson planning[3]. It means, the teacher use some variables in teaching and learning such as; aimed, methods, facilitates, and evaluation, all of them can influence the students to reach the main purpose of learning. The basic of strategy is the real actions in teaching and learning process through some effective ways. Actually, strategy and methods of learning activities are related, both of them are inseparable things. Due to, to achieve the goal of strategy, teacher should make some varieties methods in teaching and learning activity. Using the strategy is very depends on learning purposes, content, learning process, and learning activities. Learning strategy is the technique used by the teacher to source the learning material when they enter the class. that done by them individually or grouping. Thus, teacher has an important role to know some strategies used and implement in each learning meeting. To get main purpose of learning; the students and teacher should be active, be interact, and make good relationship. Hence, they need communication to develop totally and they will success to reach an achievement in the average level than before through speaking. The next, they can master English speaking.

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[2] Glenn Fulcher, *Testing Second Language Speaking.* (Pearson: Longman, 2003), 31
[3] Ahmad Rohani, *Pengelolaan Pengajaran*, (Jakarta:PT.Rineka Cipta,1995), 33

Speaking is a challenging people's skill in general. Language as means of communication between individuals is more used orally than written. Learning to speak English is more difficult than other skills, since they never practice English in real situation in spontaneous way[4]. This fact proves that English is important to be learned by all students.

The students felt bored if the teacher does not use their creativities to prepare the lessons. Using strategies used by the teacher in implementing the lesson will be built the students interest to learn more about English. From those explanations above, the researcher conclude those ways are appropriate in teaching learning process because the teacher uses some ways to solve the student's problem in class. The researcher was sure that they will be interested to learn English in class. Therefore, their speaking will increase.

Beside that, the researcher chooses SMPN 2 Pare as the subject to conduct this study, because the first, the school have gotten some achievements as the winner of various competition in English debates and speech contests. The second, the eighth students are good sufficient to conduct this study in implementing several strategies used by the teacher in the class, because they can implement the role play as the best way to improve their speaking in class.

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[4] Jack Richards & Theodore Rodgers, *Approaches and Methods in Language Teaching Second Edition.* (Cambridge : Cambridge University Press, 2001), 78

B. Statement of the Problems

Based on the background of study presented earlier, the researcher will try to answer the following question:

1. What are kind of methods used by the teacher in teaching English speaking at the second grade of SMPN 2 Pare?
2. How does the method to implement as strategy in teaching English speaking at the second grade of SMPN 2 Pare?

C. Objectives of the Study

1. This study is aimed to know the kind of methods used by the teacher in teaching English speaking at the second grade of SMPN 2 Pare.
2. This study is aimed to describe the implementation of the method as strategy in teaching English speaking at the second grade of SMPN 2 Pare.

D. Significance of the study

The researcher expects that this study would be useful for:

1. For English Teacher

   The result of this research can be used as reference in teaching English speaking.

2. For the students

   Student can be more active in learning activity and they can also speak up confidently.

3. For further research

This research will give a benefit in giving academic information and the basic for the future research.

E. Scope and Limitation of the study

The researchers focus this research about teachers' strategy in teaching English speaking at the second grade of SMPN 2 Pare. The strategy used by the teacher is specified into four strategies, they are; effective discussion, debate, role play, and daily conversation.

This study is also limited at SMPN 2 Pare, because this school has already had a good teacher and this teacher has so many ways to create good condition in class. Besides that, the student enjoy with teacher's strategy to motivate and interest their speaking practice. The researcher needs more than one meeting to do it in order to find out the improvement of the student's speaking ability.

F. Definition of Key Terms

In order to avoid misunderstanding of some terms used in this study, the following term will be clarified:

1. Teacher's Strategy : In generally the strategy is an action of teacher's effort to get the main purpose in teaching and learning.

2. Teaching   :   The work of a teacher.[5]

3. Speaking   :   a complex skill that happens in real time and spontaneously and it is a way to communicate with others.

The researcher chooses this research about Teacher's Strategy in teaching English speaking at the second grade of SMPN 2 Pare – Kediri. It means, the researcher wants to know about the strategy used by the teacher and the implementation of those strategies in teaching English speaking.

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[5] A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), 1225

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews the related theories and literature to understand and answer the research question theorically.

A. Teacher

1. Definition of Teacher

Teacher is very important role in social life. Teacher is a powerful and experiences person to motivate his student[6].Their profession are needed special skill and that duty will not be able to do by the person that does not have enough skill in teaching activities. Teacher should have a special criterion.

These are the characteristic of good teacher[7].

a. The good teacher comprehends and respect to the students.

b. The good teacher must respect to the material given.

c. The good teacher adjust the material with individual capability.

d. The good teacher gives explanation and does not word.

e. The good teacher activates the student to learn.

f. Teacher relates the lesson needed by the students.

g. Teacher has an objective with each material given.

h. Teacher not only gives one textbook but they give some methods variety.

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[6] Zakiyah Derajat, *Metodologi pengajaran Agama Islam*, (Jakarta, Bumi Aksara, 1996), 226
[7] S.Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta : Bumi Aksara, 1995), 8-13

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i. The good teacher is not only teaches in order to the meaning to transfer knowledge, but also always develops student individually.

Based on some description above, teacher is a person whose occupation is teaching others. Teacher is an educator and someone who help to reach their students success. A professional teacher is a person that sincerely and being happy to do some of educations duty.

2. Responsible of Teacher

According to Wens Tanlain and his friend, the characteristic of responsible of teacher, are:

1. Receive and obey in norms.

2. Realize the value and appear cause of acts.

3. Brave to teach and enjoy getting his profession.

4. Wise and be careful.

5. Obeying to God.[8]

The researcher concludes that a good teacher take an important role to develop the nations. Without them we do not read, write, and to be autonomous people.

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[8] Zakiyah Derajat, *Metodologi pengajaran Agama Islam...*, 227

3. The Teacher's Role

Teachers are probably the most important factors influencing the process of learning. Directing student learning at any level is a very personal and idiosyncrasy enterprise. How the teacher will teach the student depends on large of attention intensity from the students. If the student enthusiasms and respect to the lesson in classroom, the teacher will enthusiasms giving the material.

In psychology of teacher, the roles of teacher are all acts must be done by teacher to do his responsible as a professional teacher. Teacher has big roles in school, house, family, and general society.

In school, teacher has a duty to teach his student, to design of learning, and make reflexive of material. At home, the teacher has a responsible to teach their children or as the family educator. Likewise, in society the teacher has a duty of social development, social motivator, social innovator, and social agent[9]. Good teacher is a person who played well all roles. They take a part as:

a. Teacher as demonstrator

Teacher must master the material well that will be learned to their student. As a teacher, he must learn continually to enrich knowledge about education. So, the teacher can explain the material clearly and make students' understand the material well. The researcher makes conclude, they are:
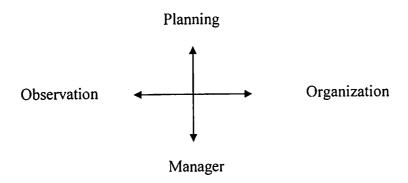
1.   Mastering the material first.

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[9] Mohammad Surya, *Psikologi Pembelajaran dan Pengajaran*, (Bandung:Pustaka Bani Quraisy, 2004), 89

2. Explaining the material uses simple language.

3. Applying some media clearly.

b. Teacher as learning manager

Teacher should be able to manage their students in classroom. The good environment that is around be challenged and can make interest the student to learn, giving the students satisfied and comfortable to rich in education's purpose, Teacher will manage all of about the school activities. Such as: make calendar academic, scheduling about school activity. The purposes are;[10]

<div align="center">

Planning

Observation ←——————+——————→ Organization

Manager

</div>

1. Planning the lesson

2. Organizing many source of learning to get learning purpose.

3. As manager, teacher can motivate and stimulate the student.

4. Observing all things, and identify what were already or not to use in learning purpose.

c. Teacher as mediator and facilitator

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[10] Dr.Wina Sanjaya, *Strategi Pembelajaran Beriorientasi Standar Proses Pendidikan*,(Jakarta:Kencana Prenada Media Group,2005), 23

As a mediator the teacher should be able to interact others, so the teacher must be creative uses their knowledge to interact and communicate others. This is aimed to create good atmosphere maximally to reach the good social interaction. Besides, the teacher as facilitator. So, they must provide sources of learning that can be used to reach purpose of teaching and learning process. In order for teachers to facilitate student learning several things need to occur. The processes that the teacher as facilitator needs to undertake are as follows:

1. Assesing the students;

2. Planning the learning;

3. Implementing the plan; and

4. Evaluating the process.

d. Teacher as evaluator

In learning process the teacher should be a good evaluator. Therefore, in teaching learning process they must complete some learning activities in order to all purposes of learning can be reached well. Furthermore, giving scoring must be done by teacher to know the goal of learning process[11].

The evaluation's form, they are:[12]

1). Demonstration's skill.

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[11] Drs.Moh.Uzer Usman,*Menjadi Guru Profesional*, (Bandung: Remaja Rosda Karya, 1995), 7-10

[12] Marno, M.Pd. & M.Idris,S.Si, *Strategi & Metode Pengajaran*, (Yogyakarta:Ar-ruzz Media), 92

After the teachers finished their material, teacher asked the student to perform then interpreting what's material about.

2) Applying new idea with another situation

After the teacher giving an exercise, teacher asked the student to make another tasks based on that material.

3) Expressing the student's idea

Teacher asks the student to play" role playing" then other partner giving comments about that.

4) Written exercise

To know the student's progression, teacher can give some written exercises or giving the question to student directly.

e) Teacher as corrector

Teacher should be different both of good or bad score to their students. He should be managing their student in or out side of school, from the way of his to say anything words to motivate their students.

f) Teacher as informer

Teacher will source of the learning material, such as: curriculum, science of knowledge, technology, etc.

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of

the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation[13]. When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it. Those statements are in line with Richey stated:

> *As professional person you may find it difficult at times to differentiate among your professional services in teaching, your personal life, and your work in the activities of the profession itself. Perhaps this sense of dedication is one of the distinguishing characteristics of a professional person[14].*

B. Strategy

1. Definition of Strategy

Generally, strategy means the ways of teachers' acts to find out the specific target. Likewise, in teaching learning process, strategy can define as general pattern from teacher activities to realize of learning activities[15]. A professional education psychology in Australia, Michael J.Lwayson (1988), has defined the

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[13] http://en.wikipedia.org/wiki/Teacher_in_role (accessed on september,16,2011).

[14] Marno, M.Pd. & M.Idris,S.Si. *Strategy &Metode Pengajaran,* (Jogyakarta:Ar-Ruzz Media, 2008), 34

[15] Ahmad Rohani, *Pengelolaan Pengajaran,* (Jakarta:PT.Rineka Cipta,1995), 33

strategy is mentality procedure that uses some of create to get special purpose[16]. According to Nana Sudjana in Ahmad Rohani [17]strategy is a "tactic" used by the teacher to influence the student in goal achieving as effective and efficient during teaching and learning process..

Those explanations above, the researcher make some concludes about it, strategy means the way or act by the teacher to make a plan the material, or teacher uses some their creates to manage the learning activities in the class to get some purpose of learning. Strategy used by the teacher is one of the best solution way in teaching, their uses variants ways, in using media, and uses the material to get the purpose of learning well. Strategies that facilitate active involvement include (a) providing cues and prompts that lead students to correct answers, (b) sequencing instruction so that high rates of accuracy are achieved, (c) asking frequent questions, (d) peer tutoring, and (e) cooperative learning. In this case, those statements giving more explain about strategy used by the teacher and implementation of learning activity. The process of strategy more complete thing if between strategy and methods in learning activities can be applied well.

In another reference there are some definitions about the method, this is aimed to avoid misunderstanding the reader about the definition between strategy and methods are same. Method is the way of doing to achieve the purpose of

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[16] Michael J.Lawson,"*Testing for Transfer Following Strategy Training*",evans,Glen (editor), *Learning and Teaching Cognitive Skills*.Hawthorn :The Australian Council for Education Research Ltd.

[17] Ahmad Rohani, *Pengelolaan Pengajaran*, (Jakarta:PT.Rineka Cipta,1995), 33

language teaching and learning[18]. Method is means or manner of procedure, especially a regular and systematic way of accomplishing something[19].Based on the definition above, it can be concluded that method is some ways that used by the teacher in building to teach the learning's process. Therefore, the learner can understand easily, giving feed back, and developing the material based on their ability.

Nana Sudjana explains about strategy in learning process above, so according to her the learning strategy as the real actions in teaching. Based on the argument above, the researcher can be concluded that strategy in teaching and learning should be included the description of the methods or the techniques that used during the learning. On the other hand, strategies have the larger definition than methods. It means, method is including by the strategy. From the method in learning activities can be real applied during in teaching and learning. The researcher will present more clearly about the different both of strategy and method as follows:

Strategy	Method
The systematic ways and procedure in learning activities to develop the improvement of student's learning.	The different ways to get the different purpose of learning based on the learning competence.

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[18] A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York:Oxford University Press, 1995), p.738

[19] http://www.thefreedictionary.com/method (Accessed on September 20, 2011).

2. Learning Strategy

Most of the teacher's success in the classroom is hinged on their use of teaching strategies, or to put another way, their approach to their teaching, how they implement instructions, how they teach, how they communicate, how they deliver information, and then how they communicate data to students.

Some examples of teacher strategies:[20]
1. *Have student monitor their own learning and thinking (example: have student monitor a peer's learning.*
2. *Have students learns study strategies.*
3. *Have student make predictions about information to be presented next based on what they have read.*
4. *Have student's related ideas to existing knowledge structures (Important to have relevant knowledge structures well learned).*
5. *Have students develop questions; ask questions of themselves, about what's going on around them.*
6. *Help students to know when ask for help (must be able to self monitor, require students to show how they have attempted to deal with the problem of their own).*
7. *Show students how to transfer knowledge, attitudes, values, skill to other situations or tasks.*

As we turn to a study of strategy in second language acquisition (L2), we will get the benefit by understanding the style of teacher in classroom. The acquisition of a language is a natural process; whereas learning a language is a conscious one. In the former, the student needs to partake in natural communicative situations. In the latter, error correction is present, as is the study of grammatical rules isolated from natural language. There are many ways or methods in teaching and learning process. Teacher used many ways to teach speaking; for example using media such as; (picture, magazine, education books,

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[20] Http://www.valdosta.peachnet.edu/~whuitt/psy702/cogsys/metacogn.html. (accessed on april 16,2007)

OHP (Over Head Projector), from internet, etc. it showed that teacher should be able to combine many strategies and to reach active learning maximally.

Based on the reason above, teacher is an important component in learning. He is one of believable person for general student because they are source education knowledge not only know about education but they must know the situation and psychologies of their students. Teacher is a figure that has an important role in teaching and learning activities. He or she takes their good position in classroom during teaching and learning process.

3. Learning strategy in teaching English speaking.

The teacher must allow suitable method to overcome the problem and create good situation in the class. Some methods are used by the teacher, stated as follows:

a. *Effective discussion*; discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture[21]. Students must also respond to one another, rather than interacting intellectually only with the instructor. Good discussion can be difficult to generate, however.

The procedures are:

Before the teacher giving the lesson the teacher ask some of students try to speak up about their own story based on their experience such as

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[21] Http://eagle.cc.ukans.edu/~cte/TT- ActiveLearning.html (Accessed on Jun 16,2005)

narrative, recount, or descriptive story whatever and anything the story what they want to share to others. Then the other student give suggestion, opinion, and question in order to them can discuss based on that topic. There are two explains of advantages and disadvantages in discussing strategy.

(a.1) Advantages: the students actively in class to responsible are confident; opening minded and should be able to do some duty well.

(a.2) Disadvantages: this strategy is needed more much time to prepare the students, so they can explore their selves in class.

b. *Daily conversation*, the teacher everyday always tries to speak English when they meet students in school. In this strategy, the teacher always gives correction in pronunciation of sentences although many of students make error pronunciation and grammar when they speak up. This is one of the strategies in teaching English speaking.

The student is needed to learn how to focus my talk in the right way in order to feel confident in my personal communication and achieve or goal of speaking. provided was a way to get past all of the programmatic ways of thinking about communication to make communication seem too difficult. There are enough obstacles in organizations as it does, not know how to approach someone shouldn't be one of them. Because the researcher know the

student or teacher make interact to communicate well they can improve their vocabulary to speak English up.

c. Role playing, role playing and simulation in class can be an excellent way to engage students. A well constructed role playing or simulation exercise can be emphasize the real world and require students to become deeply involved in a topic.[22]

The procedures are:

1. The teacher prepare the scenario will be presented.

2. Asking some of the students to learn about that scenario quickly before beginning the lesson.

3. The teacher divided the students consist of five in groups.

4. Giving explanation about the competence will be reached.

5. Asking one student in each group to action the scenario was prepared.

6. For the student in each group do observe that scenario.

7. After the students finished performing so the teacher will gives one framework to the student to give some note or comments on paperwork.

8. Each group must be showed the result of the scenario.

9. The teacher will give some addition comments.

10. Evaluation.

11. Closing.

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[22] Http://eagle.cc.ukans.edu/~cte/TT- ActiveLearning.html (Accessed on Jun 16,2005)

There are two the advantages and the disadvantages from role play in this column:

Advantages	Disadvantages
• Make the students to get full experience • Make the focus to the object directly.	• The student does not to comprehend based on the text actually. • They do not play in the entire role, and unrealistic.

d. Debates; can be a very useful strategy for engaging students in their own learning. Debates force student to deal with complexity and they are rich in imbedded content. Debates also improve student's oral communication skill[23].

The procedures are:

1. The teacher divided consists of two groups, pro and contra.

2. The teacher gives instruction to the students first and they will read the material's debate.

3. After the students reading finished all the material's debate, then the teacher asks one of the students in pro's group to speak, while the contra's group must be given respond to comment.

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[23] Http://eagle.cc.ukans.edu/~cte/TT- ActiveLearning.html (Accessed on Jun 16,2005)

4. The teacher writes the main idea from the students speaks during they do debate in class.

5. The teacher gives addition concept or an idea to solve the difficult problem.

6. Then the teacher asks the student to make some result of the material and try concludes from what someone said. This is good strategy to make effective class with debate.

According to Santoso cited in Arifin's thesis, debate has many advantages for the learner. They are:[24]

a. Giving more chance to explore all of mind by delivering opinion or argument.

b. Leading to someone who is head, partnership, and liberated.

c. Motivating attitude and leligious improvement.

d. Making physic and psychic to be stronger.

e. Creating good communication.

f. Showing the student's capabilities up more.

e. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students

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[24] Zainal Arifin, *Urgensi Penerapan Metode Pembelajaran Debat Aktif dalam Meningkatkan Keberanian Berbicara Siswa pada Bidang Studi Fiqih di MA Darussalam Kelas 2 Surabaya*, Unpublished Thesis, (Surabaya:Library IAIN, 2007), 47

can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility[25].

f. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

g.   Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that

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[25] http://iteslj.org/Articles/Kayi-Teaching Speaking.html (accessed on November, 11, 2006)

the students are not criticized for their ideas so students will be open to sharing new ideas[26].

h. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

i. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or

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[26] http://iteslj.org/Articles/Kayi-Teaching Speaking.html (accessed on November, 11, 2006)

her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class[27].

Advantages of using an Interview

1. Are useful for untangling complex topics.

2. The Interviewer can probe deeper into a response given by an interviewee.

3. Interviews produce a higher response rate.

Disadvantages of using an Interview

1. The interviewer can affect the data if they are not consistent.

2. It is not used for a large number of people.

3. The Interviewer may be asked closed questions.

j. Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

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[27] http://iteslj.org/Articles/Kayi-Teaching Speaking.html (accessed on November, 11, 2006)

k. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.[28]

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[28] http://iteslj.org/Articles/Kayi-Teaching Speaking.html (accessed on November, 11, 2006).

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences. Beside that, all of those methods as strategy above the researcher can be concluded some methods above, it's very effective to teach English in class. Teacher uses those method and implement in class to make be variant ways in teaching. Not only uses some theories but also can be implemented through practices.

C.   Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they access their progress in term of their accomplishments in spoken communication[29].

Language students need to recognize that speaking involving three areas of knowledge:[30]

[29] Grace Stovall Burkart (1998).*In modules for the professional preparation of teaching assistants in foreign language*, (Washington DC: Caner for applied linguistic) Retrieved from the world wide web :*http://www.nclc.org/essentials/speaking/teachingspeaking.htm* (Accessed on may 30th,2010).
[30] Http://www.nclrc.org/essentials/speaking/spindex.htm,(Accessed on May,28,2010,20.07 pm)

a. (Pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation.

b. There are two functions (translation and interaction) are know pure of basically and when precise understanding is not required.

c. Social and cultural rules and norms (turn talking, rate of speech, length of paused between speakers, relative roles of participants).

Based on the explanation above, the researcher concludes that if learner understand those speaking requirement, they will master English language an appropriately. They can practice English habitually in all conditions to reach the good communication with other people. Besides that, there is characteristic of a successful speaking activity, are:

4. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teachers talk or pauses.

5. Participation is even

Classroom discussion is not dominated by a minority of talkative participants, all get a change to speak, and contributions are fairly evently distributed.

6. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve a task objective.

7. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and an acceptable level of language accuracy[31].

The researcher concludes, learner can master their speaking fluently if they continually practice more about language special in English.

There are many components of speaking in mastering English language, the namely are:

a. Accent

Chastain described that there are two steps of teaching pronunciation:

• The first, to let the student to pronounce as can as possible

• The second, to make the student to imitate immediately the sound they have listened.

b. Fluency

Bailey explained that, fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of relevant native speech community[32].

According to Thornbury the features of fluency are:

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[31] David Nunan. *Second Language Teaching and Learning.* (USA:Heinle Publisher, 1994), 120

[32] Kathleen M.Bailey, *Practical English Language Teaching: Speaking International Edition.* (The McGraw – Hill companies:2005), 5

a. Infrequent and long silence.

b. Always make silence

c. To silence in transition points and,

d. Long run of syllables and words connecting pauses.[33]

The word 'communication' is used to talk about how people share information (including their thoughts and feelings). Often when people think about communication, they think about talking and listening.

However, people also send information by:

a. The tone of their voice

b. The look on their face (facial expression)

c. The way they use their hands (gestures).

d. The way they move and hold their body (body language).

The problem faced by the student to communicate others. Communication problem occurs when children have difficulty with:

a. Speech sounds (saying the words clearly or correctly).

b. Speaking fluently (without hesitating too much or stuttering).

c. Using words and grammar (rules about word order and use).

d. Putting words together to let others know what they think or want

e. Understanding what others say.

In addition communication problems can also be caused by:

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[33] Kenneth Chastain, *Developing Second-Language Skill: Theory of Practice*, (Chicago:Rand McNally College Publishing Company, 1976), 340

a. Lack of experience or stimulation to the student's brain.

b. Limited opportunities to talk with their friends.

D. Review of Previous Study

In this previous study, the writer aims to avoid replication of the study. These are two thesis use a similar of this, the first previous study is by Anis Sholihatus Yulfikar entitled *"Teacher's Strategies in Improving Teacher-Students Active Interaction in English Teaching at SMPN 1 Mojosari – Mojokerto"*.

In her thesis, these are three statement problems, they are: (1) how does the teacher implement strategies in creating teacher – student active interaction in English class? (2) Is there any effect of the teacher's strategies on active teacher – student's interaction in English class? (3) What are the problems faced by the teacher during the creation of active interaction in English teaching?. The objective of this study is to describe the form of classroom interaction in the large class. The writer uses descriptive and quantitative research. And the result of this study indicated that the form of classroom interaction in the large classes was not the same at all the time. In this research, the teacher uses three strategies in improving the active interaction. The teacher uses questioning, variation on interaction, and also positive classroom climate as the strategies in improving active teacher – student interaction in the classroom.

The second previous study is by Usriya Tas'adina entitled *"Strategies implemented in the teaching of speaking to the seventh graders of RSBI class in SMPN 5 Malang"*. This study is aimed at describing the strategies implemented in the teaching of speaking in the seventh grade of RSBI class of SMPN 5 Malang. It designed a descriptive qualitative. The subjects were the two English teachers of the seventh grade of RSBI class. The interview, field notes and documents were the instrument used to collect the data needed. Then, the relevant data collected from the instruments were gathered and analyzed to draw the final conclusions. There are six strategies used by the teacher implement. Presentation, Role play, discussion, interview, work in pair, and game zone. The writer wants to know about the implementation of speaking, make the students to understand in speaking class.

The third previous study is by ika fitri devi entitled *"Improving speaking through role playing method at the third grade of SDN Turi 01 Kodya Blitar"*. This study is aimed as describing Improving speaking through role playing method. Based on the result from observation showed that the problem study are: 1). how does the implementation of role playing method and 2). What is the implementation used by the teacher in improving students speaking?. It designed a descriptive qualitative classroom action research. The subject in this study is the students at the third grade of SDN Turi Kodya Blitar.

This research show that the implementation of role playing method can improve students speaking is success, such as ; intonations, pronunciation, and then an expression. Student averages get score 71,71% before , in the first meeting they can improve their score 86,64%. , The second meeting 94, 10%. From the result of data above, the researcher make some concludes that the implementation in using role playing method is very successfully. Because the teacher using appropriate method in SDN Turi Kodya Blitar.

The researcher makes some notes about those statements of thesis, and researcher will present that in her little is different with those thesis above.

1) In the first thesis, the writer presents questioning as teachers strategy to make students active interactions in class.

2) In the second thesis, the writer presents six strategies in teaching speaking. That strategy above has purpose to know students understand about English. The writer does not show the students can improve speaking or not after using those strategy.

3) In the third thesis, the writer present role play is the most appropriate in implementing to improve students speaking. The teacher is only present one method and analysis that method clearly.

CHAPTER III

RESEARCH METHOD

1. Research Design

The research is classified as *descriptive Qualitative method*. Descriptive

research means for exploration and clarifications about phenomenon or social fact

by describes of variable with the accurate units and problem of the

research[34].Descriptive research is aimed to explore and clarify a phenomenon or

social reality, by describing such variables which is referring to problem and unit

researched[35].

> According to Bogdan and Bicklen (1982) the characteristic of qualitative research are;
> 1. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.
> 2. Qualitative research is descriptive .The data collected is in the form of words of pictures rather than number.
> 3. Qualitative researches are concerned with process rather than simply with outcomes.
> 4. Qualitative research tends to analyze their data inductively.
> 5. "Meaning" is of essential to the qualitative approach[36].

Based on those statements above qualitative research is the research that

must be done intensively, the researcher as participant in that place , then write

each the events that happened, reflective analyze in each documents was found,

and make report of research.

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[34] Sanapiah,faisal,*"Format-format Penelitian Social"*, (Jakarta:PT.Raja Grafindo Persada,2007), 20
[35] Ibid, 20
[36] Prof.Dr.Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*,(Bandung:Alfabeta,2009), 13-14

In this study the researcher acts as observer from the real teacher in speaking class. Then the researcher, make an important note, watch closely how the teacher teaches and knows his learning method in teaching English speaking.

2. Research Setting and Subject

This research was conducted at SMPN 2 Pare. This school builds language environment by implementing daily conversation in improving the students speaking. This subject of this study is the student at the second grade of SMPN 2 Pare with consideration that student already good confident and more bravely than the first grade.

Because of that, the researcher was observing the teacher's strategy in teaching English speaking and this school has sufficient learning resource to conduct the successful teaching speaking class.

3. Data collection technique

In this study the researcher use two techniques, observation and interview.

1. Observation

    Observation is watching closely in using five senses to know the phenomenon of some objects.

    There are two ways for observation, the namely are:

    a. Non-systematic observation, the observer does not use observation instruments.

b. Systematic Observation, the observer uses some notes to observe instruments[37].

The researcher was direct observation by observing in class during teaching and learning process uses systematic observation. It was done for three days as long as English class was scheduled.

2. Interview

Interview can be differentiated in three ways, they are:[38]

a. In guided interview, it means the researcher can ask anything, but the question is still related to the topic.

b. Guided interview, it means the researcher make some notes about the complete questions. And the research was schedule before.

c. In guided and guided interview, it means the collaboration both of in guided interview and guided interview.

The researcher did not only interview the teacher directly to know about the teacher's way to create active classroom but also the researcher did interview the student, this is aimed to know the achievement of method used by the teacher in teaching English speaking.

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[37] Prof.Dr.Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT.Rineka Cipta, 2006), 157 -
[38] Ibid, 156

4. Instrument of Data Collection

There some instruments prepared in order to be easier in monitoring the implementation of teaching learning activities. All of those instruments are described as follows:

1. Observation checklist

    Observation is used to observe the teacher strategy in teaching speaking learning process. This observation have two subjects, they are: teacher and students. Thus, there are two observation checklists, for the teacher and the students. The observation checklist for the teacher are used to observe the teacher's activities in class when the real teacher, while the observation for the students are used to observe the student's activities during the teaching learning process.

    The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are about topic, teacher's activities and the student's activities in classroom[39]. The indicators were measured in this checklist observation are as follows:

    1   The purpose of learning activity.

    2   Strategy used by the teacher.

    3   Method used by the teacher.

    4   Media used by the teacher.

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[39] Muhammad Taufiq, *Using Digital Crossword As a Media to Teach English Vocabulary to the Eight Grade of SMP IPIEM Surabaya*, IAIN,Surabaya:2010, 27

5   The material used by the teacher.

6   Evaluation or the goal or learning activity.

An active involvement between student and teacher were done or not do the lesson's activities with use checklist **(√),** and if there is some activities the observer gives the statement or opinion in that (some) column.

2. Interview (guided interview)

The researcher was interview the teacher directly. This step is used to know the teachers method in teaching English speaking. The discussion about; the media used by the teacher, material, purpose of learning, etc.

In this study the researcher use guided interview, it means the researcher can ask anything, but the question still discuss about related topic based on some notes of question.

5. Data Analysis Technique

According to Patton the data analysis is the process to arrange all the data, pattern organizing, categorize and then analysis of basic theory[40].Based on the characteristic stated above. This study use descriptive qualitative method, so an analysis of this data uses descriptive qualitative technique is an analysis that described the research object with support the data qualitatively or written or sentences.

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[40] Lexy J Moleong, *Metodologi Penelitian Kualitatif* Bandung:Remaja Rosdakarya,1997),

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The research procedures were analyzed about the research. Start from choosing this research's title, planning design, doing the research, until writing this thesis.

The first is observation; the researcher observes in SMPN 2 Pare. The researcher watches closely the phenomenon in this place, and tries to make an important note. After the researcher doing those steps above, then the researcher would focus in observation, and concludes to find out some interest phenomenon. The researcher observes in classroom activities during the teacher gives some material and watches closely about their methods in teaching and learning are good or not. Then researchers would compared the result of her observes that class. The implementing some methods are good appropriate or not.

The second is interview: the researcher interview with teacher and student directly based on the questions note. The researcher gathered all the results of interview, and then she makes a summary to describe from it.

CHAPTER IV

RESULT FINDING AND DISCUSSION

In this chapter, the writer present about the description of teacher's strategy in teaching English speaking and discussion of the research finding.

A. The Description of Teacher's Strategy in teaching English speaking.

There are two processes in this research. This is the description about the researcher's observation. The topic was same in each meeting. The teacher prepared the topic in implementing the teacher's method. The description is explained follows:

1. The first meeting on July 12, 2011 at 09.00 – 10.30 am

Before teacher started to teach the student about the material of the day, teacher began the class by greeting, said salaam to the whole students. Then the teacher asked one of the students to lead praying to open the lesson according to their beliefs. Then the lesson was started under the title "Phone".

In warming up activities, the teacher made question related to the topic thought the picture on OHP (Over Head Projector) to through the background knowledge. The dialogue, which was done by the teacher and the students, was as follows:

Teacher : what picture is this? (Teacher showed the picture).

Student : phone, sir.

Teacher : Good, What do you know about the function of the phone?

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Student (1)   : to communicate, sir....

Student (2)   : to get information, sir....

Student (3)   : ???....

Student (4)   : to get a new friend sir...............

Student (5)   : ....?

Teacher   : Have you ever been communication with your family..........

Student (1)   : Yes, of course........

Student (2)   : Always....

Student (3)   : Yes , I have......

Then, the teacher began to give instruction to the students in class, and gave explained then giving an example the procedure how to used phone and study some expression related the phone. For example of study the following expression:

To start making a call, we can use:

a. Could I speak to....?

b. Can I speak to......?

c. May I speak to......?

d. Do you mind if I use.....?

To answer a call, we can use:

b. Sorry, he is out.

c. Yes, certainly.

d. Sorry, you get the wrong number.

e. Sure, OK.

When the teacher gave the material's explanation, teacher ask many of student to perform in front of class, consist of two or three student. And the first student opens the conversation; the second students and third student gave responses too. They were used role playing strategy based on the context above. In addition, for example the material role play are;

Rose   :   Morning, Eric.

Eric   :   Oh......hi rose. Good morning . How are you today?

Rose   :   I fell better today, thanks. uhmm.....is that today's news paper? Yeach...the one you are reading.

Eric   :   yup!

Rose   :   Did you read that articles in the paper about smoking? The person who wrote it must be crazy.

Eric   :   I don't think so, I think the government should do everything it can discourage people from smoking.

Rose   :   maybe so. But a law banning cigarettes does not good.

Eric   :   What do you mean? In my opinion, though you can suddenly make smoking illegal but it is important for the government to establish law that prohibits smoking in public places like cinemas and hospital.

Rose   :   ....

Eric   :....................

After the students finished doing it, teacher checking student's answer and discuss together about that material and (pronunciation) about the sentence. Teacher guided the student's pronunciations, vocabulary, and grammar in discussion.

He asked the student to find out the new word if they still confusing the student could ask to the teacher soon. The students looked interesting and felt enjoying by saying the right answer in class. Therefore, in class SBI, students more active than RSBI regular class, in RSBI class the teacher still wrote and answered the question and gave the translation in Indonesian.

In addition, the researcher make some additional information about this conditions, when the researcher met one of the RSBI student at her school, The researcher gave some question and try to interact with them. When the researcher spoke in English, they did not catch about my question directly, but they have to translate the sentence at first. They showed some strange expression and looked still found some difficulties about unfamiliar words. On the contrary, the teacher in SBI class used English in during the learning process in the class.

The students got good respond and they did not found difficulties in some vocabularies. This is fact; SBI class is more active and ready to in teaching English speaking. Due to, they get used to practice in using English, so they did not get some difficulties again.

In the explanation above, it could be seen that the teacher easy to manage the students in class. They felt enthusiasm followed the teacher's material; they

could apply their ability and very interesting during teaching and learning process. Teacher as the center in class; the teacher had to be very active and translated each of the instruction in English. It showed that between teacher and student has good communication and teachers are very friendly with their students.

Some methods used by the teacher in SBI class more effectively than RSBI class. Due to, SBI student could increase quickly and enrich many vocabularies in English material than RSBI class. In implementing the role play method is very suitable in this class.

The description of effective discussion method, the researcher took the observation data on July 12, 2011. Teacher opened the class with salaam at first. Teacher asked the students in RSBI C class, to make some groups to discuss about "firecracker".

Before doing that task, teacher divided the student into some groups, and one group consists of three students. Because in C class there are 27 students, so the teacher made 9 groups. The researcher saw in that observation that student looked enough participate; only some students giving more attention follow the class. Due to, not at all the students enrich some vocabularies to speak up more. So, the teacher was not successful in implementing this method in C class.

The description is about the implementation of daily conversation methods, the researcher took the observation data on July 12, 2011. The researcher found the results when teacher used this method. the student can make some

conversation in different topic every day, they tried to speak up other. Teacher would evaluate and some correct if they still got difficulties about anything in the material or from English book.

Teacher learned them to learn speak up and brave to explore their ideas. In daily conversation method was not easy matter, but if the student more learning so they can master it. Everyday teacher ask some student to know their condition and tried discuss about their problem. It could be seen as successful method.

Every day, when students started many activities in class or school they were always to practice English continually. Not only just with their teacher, but also when they were communicate to other friends.

The description of debate method, the researcher took the observation data on July 12, 2011 at VIII – D class. The topic in this method is "smoke". D class consists of 41 students. Teacher made some groups, one group consist of 10 students. It could be seen that methods are very difficult to be implemented that class. The researcher made some suggestion for it may be teacher could divide just 4 or 5 students in 1 group. In order to make a good class, be active and more interesting.

2. The second meeting on July 13, 2011 at 08.00 – 09.30 am

Before teacher started to teach the student about the material of the day, teacher is began the class by greeting, said salaam to the whole students. Then the

Debates material is given by the teacher in other class (VIII / D). The material is all about smoking. Teacher ask some students to make some groups and each groups consist of five students. Each groups should be explored their ideas about the topic.

Discussion material is all about the lesson in that school to make clear if there are some students are still got difficulties in learning activity. Teacher checked and give the respond to avoid the student confuse.

B. The Description of the Research Problem

1. The Result of the Observation checklist

The observation checklist is an instrument used by the observer to observe in teaching and learning process during teacher uses some method to improve student speaking fluently.

The strategy used by the teacher at SMPN 2 Pare is included some indicator about the variations method, media, English material, and evaluation that was made by the teacher to know how far the student mastery about English material.

The student can access some facilities in school easily and appropriately. The teacher was success to build up the student in teaching speaking and mastering their ability in speaking by using those ways. When the student got some difficulties to understand some material, teacher would help soon to avoid

them getting other difficult. Every day teacher and student each communicate in English. Although, some of student still get difficulties, but they learn more.

During teaching and learning in the class teacher did not only as teacher but also they would be parent and friend. Mr. Miftakhul Khaironi as English teacher in SBI or RSBI class felt all his effort to teach and gave the material was success well. Both of the teacher and student have good interaction with others. The next, there are some explanations more about the method and media.

Media is very useful in teaching and learning process to build up their mind to create some creativities and understand the material well. Teacher uses media in order to reduce the students bored during studying in class. This is aimed in order to progress of the study could run well based on the purpose of learning.

The next explanation is about the learning method. The method used by the teacher such as; using some conversation in role playing, making some topic to solve the problem and tried to make some conclusion about that topic in pro or contra topic. When they got some difficulties about the lesson they would ask the teacher soon to find out the correct answer and made small discussion to be active and be fluent for the student to speak in mastering some vocabularies.

Actually, media and method are needed in learning activity. Both of the media and method are inseparable thing. The teacher would learn material in class, and he needed some media to teach English. This is aimed to avoid the students were bored in class.

The method used by the teacher could explain into four method, they are; effective discussion, debates, role play, and daily conversation. Those four methods were implemented in SMPN 2 pare. Besides that, there are many variants media should be implemented in learning activity. The next is all about the material when teacher taught in class.

The material that used by the teacher did not make the student got difficulty. Because teacher gave the material use simple sentence in teaching and learning process. Then, teacher gave some material based on the students' ability, for example: in SBI class teacher did not use Indonesian but he explained in using English. Besides that, in RSBI class teacher use some materials but he did not use full English in teaching and learning process because they did not more practice English more habitually than SBI. RSBI students are still use Indonesian translates in class.

In conclusion of those results based on the observation checklist are;

1. Teacher used the method and media appropriately.

2. Teacher used some variant media to teach speaking in class.

3. Teacher gave some material based on student level. Every student had variation ability to understand each material.

4. Based on the indicator of strategy, it showed that strategy used by the teacher was implemented appropriately.

3. The Result of an interview

The variations media was used by the teacher in teaching speaking skill such as: LCD , TV, picture, electronic books, magazine, laboratory, library, etc. While the variation of interaction learning such as; discussion, demonstrate, pair work, debriefing. All of them includes some ways used by the teacher to give motivate the student in class .they could improve their speaking ability because they practice English habitually to their teacher or their friends. They were learned everything. Teacher try to overcome the entire problem in class especially in order to the students felt comfort in those situations. Besides the variation media used, there are the material sources.

According to the teacher, the material sources from internet, students could explore their background knowledge in around environments. According to Mr. Miftakhul Khaironi as English teacher had some reasons about that, he stated[41], beside from book they could apply many sources from internet in order to reduce students bored in class during teaching and learning and to easy the students search about the material that learned. For example the student can access from e-ducasi.net, BSE.

The using of role play method is more habitually implemented in that school, because not only during teaching and learning was given by the teacher directly in class, but also student could implement in out sides and tried to

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[41] Interviewed from Mr.Miftahul Khaironi as English teacher , SMPN 2 Pare – kediri, On July 06,2011

communicate other friends. So, role playing is one of good method as strategy to improve their speaking ability.

C. The Discussion of the Research Finding

1. The Discussion in Implementing of Teachers Method

a. Effective discussion

In this section, the researcher would explain about the implementation of effective discussion more clearly. The teacher asks the student to discuss about firecracker. In this case, the students did not get some problems. Although, there are some students made mistakes or error sentence when they were explored in orals ability. Teacher tried to understand about that, therefore, he would correct some mistake done by the students.

Teacher was anticipated uses some media to teach speaking in class. This is aimed to make the student more interesting and enjoying. Actually, effective discussion is very good to improve student speaking. But in fact, this student practices it rarely. And this method did not use to teach speaking in SMPN 2 Pare.

b. Active Debate

In this section, the researcher would explain about an implementation of effective discussion more clearly. The researcher has explained briefly in the chapter before. So the researcher made some the result and discussed about it.

Based on the observation, the student got some difficulties to understand all about the material in active debate. The material debate is about smoking. The student got some difficulties because whole student in that class did not could explore their own ideas well. Sometimes, some students did not brave to speak English up. Because not all the student more confident to express their skill in front of the whole people.

Active debate has aimed to rich some vocabularies and the student could depend on their argument based on their ideas. But this method did not also use as teacher method in SMPN 2 Pare.

c. Role playing

Before teacher teach in class, he prepared what material would be given to his students. he was entered in VIII-A class , teacher began the lesson by greeting and salaam to the whole students in class. During he explained some material last day; he asked the students to see their laptop and LCD. The gambits materials, "giving congratulations" such as:

a. Congratulations!

b. Happy birthday!

c. Happy Lebaran day!

d. Merry Chrismats!

e. Happy New Year!

f. Etc.

Main activities done by the students are: Answering questions about giving and responding congratulations, becoming the conversations model or dialogue by perform or accompany the teacher in front of the class, identifying the functions of answering questions about giving and responding congratulations, repeating the pronunciations and intonation of answering questions about giving and responding congratulations, brainstorming about vocabularies related the material, and the last paying attention to the grammar of the material.

And the next day, teacher as usual he prepared what material would be given to his students, he was entered in VIII-A class again, teacher began the lesson by greeting and salaam to the whole students in class. The second main activities done by the student are: making dialogue individually about answering question about giving and responding congratulations, practicing dialogue through role play from those expression, doing peer assessment each group to know and correct the mistake has their friend made. The writer observes, teacher success implemented role play strategy in that class. In this case, the student did not get some problems.

They might practice English habitually in using role playing method. Therefore, they could express their own ideas and the teacher more dominated in mastering the implementation some method in learning activities.

In fact, SMPN 2 Pare was implemented this method as teachers method to in teaching English speaking appropriately. Role play is one of the best methods used by the teacher in that school to teach English and improve their student

especially in English speaking also mastering their vocabulary. They were practiced spontaneous in mastering English language correctly.

d.   Daily conversation

Daily conversation used by the teacher to practice English everyday not only in school but also teachers hope their student could explore anywhere. The researcher presents daily conversation which is useful for student. The fact, the daily conversation did not use in implementing in this school also, because in SMPN 2 Pare that still implement yet. Actually, this school still uses two language, those are Indonesia and English.

In conclusion, the discussion above showed that teacher implemented the role playing as the best method in teaching English speaking. Because this method was gradually good and the student looked more interesting in using this method. Thus, this method was useful for them.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter dealt with conclusions and suggestions. Conclusion relates to the result and discussions. And a suggestion contains some notes that very important in teacher's strategy in teaching English speaking.

A. Conclusions

Based on the result study above, it can be concluded that:

1. We could see that the role playing strategy enabled the students to make understand easier and more active in class, teacher motivated the students to speak up more in teaching English speaking, used their ability to identify, make student to memorize new word and conversation in mastering English learning. When the role play strategy above were implemented student to learn and speak English up correctly.

2. The implementation of four strategies used by the teacher is very appropriate for students at the second grade, because the students are more active to speak up in class. Teacher divided the student to make some groups and given some materials to stimulate their mind in mastering some vocabularies to speak up during teaching and learning activities. Beside, discussion and debates are effective strategies to implement, because some students are eager to ask what they haven't known yet in learning process activity. The researcher made some note and conclusion about those strategies given by the teacher in

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teaching and learning process. The student might not to get some difficulties in using that strategy. It means that, based on some strategies used by the teacher this is the most appropriate in implementing in teaching speaking and more practice habitually.

B. Suggestions

Based on the result and discussion of the data analysis, there are some suggestions in using role play as teacher's strategy in teaching English speaking at the second grade of junior high school.

A. For the teacher:

a. The teacher should create the good situations in teaching and learning process. Teachers do not forget to explain the instructions and the rules easily and understandably. It is very important thing in teaching and learning appropriately.

b. The teachers should not to use unfamiliar word in teaching and learning process especially in speaking learning, in order to avoid the student difficulties in English learning.

c. The teacher should make and modify the technique in using some strategy and methods during teaching and learning process. Teacher can use some media, such as; film, television, tape recorder, and picture that related to the material. Therefore, those techniques or methods can make the student are very interested to join in speaking class.

B. For the school:

School should give more interesting picture as a media to develop the student's ability in English learning. By this media the student will have full motivation to learn English.

C. For the next researcher;

Besides, by giving some suggestions for teacher and school , the writer tries to give some suggestions to the next researcher to conduct the similar strategy with other respondents to find out the advantages in that place. Furthermore, other researchers can implement in different skill, such as; writing, listening, and reading. The researcher can also use another method such as; demonstrate, STAD, debates, etc.

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