

**STRATEGIES IN TEACHING SPEAKING FOR INTENSIVE
LANGUAGE PROGRAM OF PONDOK PESANTREN
MIFTAHUL HUDA PUTRI KROYA, CILACAP**



AN UNDERGRADUATE THESIS

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Requirements of *Sarjana Pendidikan* (S. Pd.) Degree**

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If later on my statement is not true, then I am willing to accept the applicable academic sanction (revocation of graduation predicate and bachelor degree).

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APPROVAL SHEET

This thesis, entitled:

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PROGRAM OF PONDOK PESANTREN MIFTAHUL HUDA PUTRI KROYA,
CILACAP**

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Assalamu'alaikum Wr. Wb.

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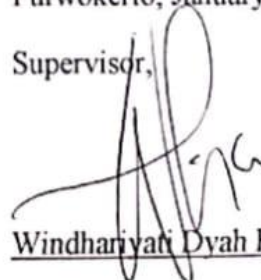
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ABSTRACT

STRATEGIES IN TEACHING SPEAKING FOR INTENSIVE LANGUAGE PROGRAM OF PONDOK PESANTREN MIFTAHUL HUDA PUTRI

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Abstract: This study aims to determine the teacher's strategies in teaching speaking for the Intensive Language Program at Pondok Pesantren Miftahul Huda Putri Kroya, Cilacap and to get students' perspectives toward the teacher's strategies from an English teacher. In conducting research, the author used qualitative research. The data was gathered through observation and interview were conducted to identify the strategies on teaching speaking and to gain the data about students' perspective toward the strategies. The result showed that the strategies on speaking used by the teacher were Discussion, Communication Games, and Simulation. In the meantime, students' perspective towards the strategies resulted in positive and negative attitudes toward the discussion strategy. Besides that, in communication games and simulation strategy, students provided a positive perspective. They responded that the strategies could help them to improve their speaking skills. Whereas students who gave a negative perspective on the discussion strategy, the students thought that the discussion was difficult for them.

Keywords: *teaching strategies, teaching speaking strategies, intensive language program.*

MOTTO

Adhang-adhang tetese embun, pasrah peparing marang Gusti

-Do your best, leave it to God-



DEDICATION

I dedicate my thesis for:

My beloved parents, Mr. Wahidin and Mrs. Muawanah, who always support,
motivate, and pray for me to finish my study

My brother Fahri Akbar Ainurrizqi and all of my family.

All the people who have supported me and makes me brave.



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It is a precious thing that the researcher finally accomplishes my thesis entitled *“Strategies in Teaching Speaking for Intensive Language Program of Pondok Pesantren Miftahul Huda Putri Kroya, Cilacap”*. It is presented to the faculty of Tarbiya and Teacher Training Department on State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto, in partial fulfilment of the requirements for the bachelor degree in English Education (S. Pd). The researcher would also like to express the deep gratitude and appreciations are expressed to the honorable:

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TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
APPROVAL SHEET.....	ii
OFFICIAL NOTE OF SUPERVISOR	iii
ABSTRACT.....	ivv
MOTTO	v
DEDICATION.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF APPENDICES	xi
LIST OF PICTURES.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Conceptual Definition	4
C. Research Question.....	5
D. Aims and Significances of the Research.....	5
E. Organization of the Research	6
CHAPTER II.....	8
THE THEORETICAL REVIEW.....	8
A. Teaching Strategies	8
B. Speaking.....	13
1. Definition of Speaking	13
2. Types of Speaking	15
3. Components of Speaking.....	16
C. Teaching Speaking	17
1. Definition of Teaching Speaking	17
2. Principles of Teaching Speaking.....	18
D. Teaching Strategies on Speaking	18

E. The problems that teacher frequently have when teaching speaking.....	27
F. Previous Studies	28
CHAPTER III	30
RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Research Site and Participant.....	30
C. Subjects and Objects of The research	31
D. The technique of Data Collection	32
E. The technique of Data Analysis	33
F. The Data's Validity	34
CHAPTER IV.....	36
FINDING AND DISCUSSION	36
A. Findings.....	36
B. Discussion	47
1. The teacher's strategies that used for teaching speaking in Pondok Pesantren Miftahul Huda Putri Kroya, Cilacap	48
2. Students' perspective to the strategies provided by the teacher in teaching speaking at Pondok Pesantren Putri Miftahul Huda Kroya, Cilacap.....	50
CHAPTER V	53
CONCLUSION, LIMITATION OF STUDY AND SUGGESTION.....	53
A. Conclusion	53
B. Limitation of Study	54
C. Suggestion	54
REFERENCES.....	56
APPENDICES	60
BIOGRAPHY	80

LIST OF APPENDICES

Appendix 1	Interview result with the tacher.....	57
Appendix 2	Observation sheets.....	60
Appendix 3	Obsevation result.....	61
Appendix 4	Interview result with students.....	66
Appendix 5	Pictures.....	75



LIST OF PICTURES

Picture 1	Discussion Activity One.....	37
Picture 2	Discussion Activity Two.....	38
Picture 3	Simulation One.....	39
Picture 4	Simulation Two.....	39
Picture 5	Communication Game.....	40
Picture 6	Communication Game.....	41



CHAPTER I

INTRODUCTION

This chapter describes the background of the problem, the statement of the problems, conceptual definitions, research questions, and structure of the research.

A. Background of the Study

English is an international language that is used to communicate around the world. Moreover, English has become the main or second language in some countries. In Indonesia, the position of English is a foreign language. English as a Foreign Language (EFL) is the term used to explain the observation of English by means of non-native speakers in international locations in which English is not always the dominant language (Nordquist, 2020).

Although English is a foreign language in Indonesia, it occupies an important role in the daily life of our society. This can be seen clearly in Education in Indonesia (Maduwu, 2016). In Indonesia, some educational sectors (from elementary school to the highest educational institution, such as universities) have made English mandatory for students to learn.

In education, teaching is the process of conveying knowledge to the students about a subject that they will learn. The goal of the teaching-learning process is to make students get knowledge and be able to comprehend it. To attain the goal of teaching, the instructor must be innovative in selecting resources and strategies in order to make the students easily understand the information. Besides that, the teacher's involvement is critical in ensuring a successful learning process (Fanshuri, 2019). Teaching is an interaction between a teacher and students that combines two actions. The focus of the teaching process is on the students learning activities. Teaching is defined as

an effort that is planned in order to prepare the conditions that allow the students to learn (Sujana, 2002).

According to the Constitution of the Republic of Indonesia No.14 (2005), the teachers and lecturers are required to have an academic qualification, competence, educators, physical and spiritual certificates, and meet other qualifications managed by higher education units. They are also required to grasp the national education goals. The teacher is a professional educator that they are able to do their main job consisting of educating, teaching, aiming, coaching, assessment, and evaluating the students at education formals and explain on subsection. In explaining the subject matter to students, the teacher also must prepare the strategies to be used in teaching, so that, students are able to understand the lessons.

In this era, commonly English lesson inside of the school focus on the material in the textbook. As an example, the students simply discovered the material without practicing their speaking or reading. It makes them lack of communication in English. So, many students are not confident to use English in communication. They consider that using English to communicate is difficult because they worry about grammar. It does not mean that learning grammar is not important, but these theories must be linked to the daily life. So that students understand when the framework should be employed and how to put it into practice in their daily lives.

Speaking is one of the four skills that students should learn along with listening, writing, and reading. Speaking plays an important role in daily life because it allows people to express themselves directly. It has an impact on a person's success in a variety of areas, including social, political, business, and educational. A good speech is given by someone who can speak well in front of a large group of people. English teachers face a difficult task in getting their students to speak English. It requires a long process of practice and learning (Khotimah, 2014).

One of the most significant things for students to notice is the strategy in learning to speak English, which is also a part of speaking ability. The strategy should be established in order to help the students to improve their English speaking abilities. The students should be able to recognize their own strengths and shortcomings while deciding the best strategy for them. Each student may use a different method than the other. Students' capacity to communicate in English will be determined by the strategies they adopt to acquire the language. Students who use effective strategies (that can make them comfortable in using English to communicate) will be able to solve many problems in speaking English (Noviyenty, 2018). The teacher also has to think about the strategies to use in teaching so that the students can go through the learning process well.

It is not only formal education that required the students to learn English, many non-formal educations also required the students to learn and even communicate in English because they are aware of the importance of English. Pondok Pesantren Miftahul Huda Putri Kroya is one of the many non-formal educations that use English as one of the foreign languages studied. As a foreign language, English was used to communicate with others for two weeks in a month regarding the schedule arranged by the boarding school. As a result, the teacher has developed some strategies to encourage the students for speaking English.

According to the preliminary research, English in the curriculum of Pondok Pesantren Miftahul Huda Putri Kroya provided an Intensive Program that was not too different from the English taught at school in general. The Islamic boarding school was still in belonging to management of the foundation. All students in the boarding school were also the students at the Junior High School called SMP Masyithoh Kroya. However, the Pesantren curriculum did not allocate much time for English and gave more time for religious lessons. English learning in this boarding school was carried out every morning in one week, after prayer. Students were required to take English

lessons and memorize some vocabularies. Then, the students came to the teacher to submit the vocabulary memorization. In one week, the students were also required to communicate in English. Afterwards, the language would be switched to another language. Pondok Pesantren Putri Miftahul Huda Kroya had three languages to communicate in everyday life. Therefore, the students should memorize the different vocabularies every week and the students can use that vocabularies to communicate with other students.

Based on the explanation above, the researcher is interested to conduct a research on the teacher's strategies for learning speaking English. The thesis is entitled "STRATEGIES IN TEACHING SPEAKING FOR INTENSIVE LANGUAGE PROGRAM OF PONDOK PESANTREN MIFTAHUL HUDA PUTRI KROYA, CILACAP".

B. Conceptual Definition

There are several definitions that provided to make the readers understand and have some perspective. The definitions decrease misunderstanding and ambiguity. There are some key terms, they are:

1. Teaching Strategies

According to Jarolimek and Faster in Aulia (2019), teaching strategies are procedures that a teacher does to achieve a specific aim. The teachers influence the majority of students' output. The teachers play a significant part in the teaching and learning process to achieve the aim.

2. Speaking

According to Ladouse (Nunan, 1991), speaking is an activity to describe someone in a certain situation or activity to report something. Meanwhile, according to Tarigan (1990), speaking is a way of communicating that can affect someone's life. The researcher can conclude that speaking is a way to express something in spoken language between two or more people.

3. Teaching Speaking

Teaching Speaking is an important part of the teaching and learning process. Teaching speaking is a learning process in which a teacher assist a students

in acquiring the purpose of learning process, which is to improve their overall performance in speaking ability (Mualiyah, 2017). The goal of teaching speaking skill is to communicative efficiency, due the fact, best in manner, students can express themselves and lern how to follow the social and cultural policies suitable in each communicative condition (Kayi, 2006).

4. Intensive Program

Intensive Program is one of the programs for students managed by SMP Masyithoh Kroya. The students who chose to enter the Intensive Program were required to live in a boarding school, namely Pondok Pesantren Miftahul Huda Kroya. Specifically for the intensive program, the students were not only given religious subject matter such as Islamic boarding school in general, but they also learned a foreign language. The students were also required to speak using 3 languages in daily life, which is Arabic, English, and Kromo Inggil (Javanese language).

C. Research Question

This research is aimed to answer the following question:

1. What are the teacher's strategies in teaching speaking skills for students at Pondok Pesantren Miftahul Huda Kroya, Cilacap?
2. How are students' perspective to the strategies provided by the teacher in English at Pondok Pesantren Putri Miftahul Huda Kroya, Cilacap?

D. Aims and Significances of the Research

1. The Aims of the Research
 - a. To find out teacher's strategies in teaching speaking for students at Pondok Pesantren Miftahul Huda Kroya, Cilacap.
 - b. To examine the students' perspective to the strategies provided by the teacher in teaching English at Pondok Pesantren Putri Miftahul Huda Kroya, Cilacap.

2. The Significances of The Research

The significance can be expected from this research are:

a. Theoretical Significances

The researcher expects this research can be able to develop knowledge about teaching English strategies on speaking skills, especially for the researcher and for the readers.

b. Practical Significances

Practical Significances of this research are:

1. For English teacher

This research is hopefully can be used by the English teachers and also help to develop many ideas for English teachers in teaching the students.

2. For the other researcher

This research hopefully can be additional references for another researcher with related issues.

E. Organization of the Research

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research is explained as follow:

Chapter I contains an introduction, which consists of the background of study, operational definition, research question, objective and significances of the research, review of relevant studies, literature review, research method and structure of the research

Chapter II contains the theories of teacher's strategies on speaking for intensive language program of Pondok Pesantren Miftahul Huda Putri Kroya, which consists of teacher's strategies.

Chapter III contains the research method. This chapter consists of the type of research, time and location of research, indicators of research, technique of data collection, and technique of data analysis.

Chapter IV presents the result of research which consists of the teacher's strategies on speaking for intensive language program of Pondok Pesantren

Miftahul Huda Putri Kroya based on observation, interview and also documentations. There are finding and discussion about the implementation of the teaching.

Chapter V presents the conclusion and the suggestion of the research. This chapter consists of conclusions and suggestion from the researcher related to the research.



CHAPTER II

THE THEORETICAL REVIEW

This chapter provides a review of the study's related literature. There is a review of previous research as well as a review of relevant theories.

A. Teaching Strategies

The terms of learning and teaching are two different events but between the two there is a very close relation. Even between the two, there is a relationship and interaction with each other. Those activities influence each other and support each other. In the learning process, teachers and students have a crucial position. The difference between teacher and student only lies in the role and function of each.

According to Brown in Karunia (2019), teaching is showing or helping someone to learn on how to do something, giving instructions, guiding the learning process, providing the knowledge, and helping the students to understand. Teaching is an interaction between teacher and students that combines two actions. The focus of the teaching process is on students learning activities. Teaching is described as a planned and prepared environment for students to learn (Sudjana, 2002).

The term strategy is often used in many contexts with diverse meanings. In teaching contexts, the teacher's desire pattern within the implementation of teaching might be regarded as a strategy. Strategy is a plan, approach, or set of actions aimed at achieving specific educational objectives. This means that a teacher must have preparations when teaching a lesson. So that, teachers can attain their educational objectives (Hamruni, 2009).

Teaching strategies are the methods and techniques that a teacher will employ to assist their students in learning process. A teacher will select the teaching strategy that is most appropriate for the topic being studied, the learner's level of expertise, and the stage in their learning journey. According to Grooper (1990), teaching strategy is a technique for achieving those goals. The teaching

strategy is made up of strategies and techniques to attain their goals. While Gerlach and Ely (1990) explain that teaching strategies are some of the ways used to convey learning methods in a particular learning activity. Suparman (1997) as well states that would be a combination of several sequences of activities, the ways to organize learners' subject matter, materials, equipment and time used for the learning process in activities that were determined. Teacher's strategy refer to a teacher's plan of actions which are decided to achieve a certain goal in the teaching and learning process (Ma'rufah, 2021). Based on the above explanation, teaching strategies can be interpreted as methods to implement plans that have been made in the form of real and practical activities to achieve learning goals. Teaching strategies implemented by the teacher will rely upon the approach used, while how to perform the teacher's teaching approach can decide which strategies are relevant to the method, and the use of these techniques every teacher has different strategies among teacher each other.

Nana Sudjana (2002) added that the teaching strategy was divided into three stages: first, pre-instructional stage, for example, the teacher asks about the presence of students and ask about the last material. In the second stage, the teacher explains the purpose and the main points of the material in order to emphasize the focus of the expected dreams. In the evaluation stage, the teacher tries to find out how students understand the material has been determined at the school, consisting of feedback on the implementation of all support.

There are five types of teaching strategies in learning according to the guidelines written by De Groot in Amini (2021):

1. Instructional Forms

Instructional forms are the main focus of content that will be given to students. Instructional forms optimizes the presentation, provides basic knowledge and arranges the information so it can be conveyed to students well. In instructional form, there are some methods, as follows: frontal teaching, story telling, demonstration, and film.

- a. Frontal teaching. It is typically used in lecture classes or learning situations where the teacher provides material to the students verbally, and the students subsequently record what the teacher explains.
- b. Story telling. This method is part of frontal learning strategies. There are presenting material through poetry, listening to the songs, or telling a story. Typically, the teacher chooses the stories, poetry, or songs that will be performed in class. However, it is essential to consider adapting to the students' interests. After listening to the story, poetry, or songs, the students will be asked to identify the meaning of the information presented.
- c. Demonstration. Usually, the teacher will give direction based on specific conditions, tools, and suitable experiments, while students will do what the teacher directs, following the necessary structures, commands, and logic.
- d. Film. Giving movies to students will support discovering new concepts and provide them with new information in different ways. Teachers should analyze in advance what films will be shown. The film can be a documentary, educational, or one that encourages students to discuss the story's plot.

2. Interaction Forms

Such as the meaning of interaction, the learning format takes the form of interaction by speaking to each other from student to student or student to teacher. In the interaction, experiences, information, and questions will be shared. The forms of interaction are divided into four: discussions, brainstorming, survey, and educational learning dialogue.

- a. Discussion. The discussion's main purpose is to solve problems and find solutions to encourage students to interact and share knowledge, ideas, and perspectives.
- b. Brainstorming is a method of coming up with an idea to solve a problem. Students are free to explore with their opinions so that it will provide interesting ideas.

- c. Survey. A survey can motivate students to form a coalition and promote effective learning because students are encouraged to think critically.
- d. Educational Learning Dialogue. Typically, learning will begin with an introduction to the subject via pre-selected questions, followed by students answering questions and receiving responses from other students, and then closed with the desired conclusion.

3. Assignment Forms

Assignments are works given to students, usually carried out individually or in groups with various results from these assignments. The following are assignments in learning: homework, collage, literature study, and mind map.

- a. Homework is done outside of class to prepare for training, discipline, and self-reliance, as well as to reinforce what has been learned in class.
- b. Collage. In this learning pattern, students will collect photos, text, or objects that visually express a message with an object in the form of symbols, messages, stories, or figures.
- c. Literature study. The teacher will ask students to analyze the text that the teacher provides, after which the teacher will provide questions and assignments. Literature study can improve students' ability to analyze and categorize information.
- d. Mind map. It is a creative learning method for explaining the subject and taking notes. In the mind map, students' thoughts will be exposed as well as the information provided. Furthermore, mind maps assist the students in memorizing materials and varying summaries.

4. Collaboration Forms

This learning makes students not only learn with the teacher but also learn with other students within clear goals and collaborate with all abilities of students from various backgrounds. Collaboration is divided into two, namely: group work and project work.

- a. Group work teaches students how to collaborate with others, learn responsibility, and develop critical thinking skills. However, it is

challenging to evaluate individuals because the assessment will tend to be group-based.

- b. Project work. In contrast to group work, project work focuses on specific subjects in order to develop students' creativity and independence.
5. Game forms. Learning through games tends to be fun and gives color to students. It focuses on experience. Games will also provide a learning process to students in everyday life. Games in learning are divided into five. There are: role play, bingo, pantomime, guessing word games, etc.

Teachers need some theory strategies for teaching, especially in speaking. Some strategies can be used so that the teaching-learning process can be exciting and make teaching easier for the teacher. So, strategy is important for teachers to teach and deliver teaching materials well and to set up a classroom to become more amusing and exciting. So, the achievement of learning goals, especially speaking comprehension, is increasing.

Effective teaching is difficult to define, and many factors combine to make good learning possible. Summarizing the important points, there are six components of excellent teaching (Coe, Aloisi, Higgins, & Major, 2014):

1. Content Knowledge

Most effective teachers have a thorough understanding of the things they teach, and when the teachers' knowledge goes below a particular threshold, it becomes a severe hindrance to students' learning. In addition to thoroughly mastering the material being taught, the teacher must comprehend how students think about the information, evaluate the thinking behind students' methods, and detect students' typical misconceptions.

2. Quality of Instruction

There is additionally strong evidence of the impact of the quality of instruction on learning. This includes teachers skilled at questioning and evaluating the effective use of evaluation. Good teachers also employ techniques such as revisiting previous training, providing sufficient time for students to practice, and ensuring that those students' skills are competently

implanted. Teachers impart knowledge by gradually introducing new skills and information when done correctly.

3. Teaching Climate

The quality of the teaching and learning relationships among teachers and students is crucial. A good teaching climate that constantly demands can encourage students to succeed. A good teaching climate places students in challenging settings, fosters competence, prioritizes work over potential, and promotes resilience in the face of failure. The study discovered some evidence that the classroom climate had an impact on student results.

4. Classroom Management

The ability of a teacher to maximize learning through optimal use of lesson time, coordinating classroom resources and space, and managing students' behavior with clear, regularly enforced rules are all important. These elements are perhaps the necessary conditions for excellent learning. Conversely, a properly ordered classroom with an ineffective lesson will not significantly impact.

5. Teacher Beliefs

Teachers use certain practices, the goals they hope to attain, their views about learning, and how it occurs. Their conceptual models of the nature and role of teaching in the learning process all appear significant.

6. Professional Behaviors

Reflecting on and developing professional practice. Participating in professional development, supporting colleagues, and interacting with parents are teacher behaviors.

B. Speaking

1. Definition of Speaking

Speaking is one among two types of productive skills capabilities besides writing. Nunan (1991) said that speaking is an efficient aural or oral ability. It consists of producing systematical verbal utterances to deliver that meaning. Speaking is a daily routine to talk with other people. As said by

Thornbury that speaking is so much part of everyday existence that we take it without consideration (Arodjiah, 2020).

Speaking is an efficient ability. Speaking cannot be separated from listening. Whilst we communicate, we create meaning of textual content. In verbal change, we will discover speakers, listeners, as well as messages and remarks. Furthermore, pronunciation cannot be separated from speaking (Atik Rokhayani, 2015).

Based on the definition of speaking above, the researcher concludes that speaking is the function of the usage of language and the ability to tell something to someone who communicates with us. Speaker needs to know what sentence he will talk about because the function of speaking is informed based on the communication goals built by the speaker and listener. According to Tarigan in Safitri (2021), the speaker has to be able to evaluate the impact of this communication on the listener and must know the standards that underlie all speaking conditions. Tarigan (1990) also states that speaking has three general purposes: to inform, entertain, and persuade.

Brown and Yule in Richards (2008) stated the function of speaking is divided into three parts:

a. Speaking as interaction

Speaking as interaction refers to what we commonly suggest through "conversation" and describes an interaction that serves a typically social function. For example: when people meet, they exchange greetings, engage in small conversation, recall recent events and so on. They are more aware of the speakers and hope to introduce themselves to everyone who listens to the message.

b. Speaking as transaction

Speaking as transaction refers to conditions where the point of interest is on what is stated. The message and making oneself understood clearly are the central focus, rather than the participants and how they interact socially with each other. Distinguishes between two specific

kinds of speech as transactions wherein the participants' consciousness mainly on what is said on carried out, consisting of asking someone type is a transaction. The second type is the transactions that focus on obtaining goods or offerings, including checking into a resort or ordering food in a restaurant.

c. Speaking as performance

The third kind of speaking is sometimes referred to as talk as overall performance. Such as classroom presentations, speeches, and relates to public speaking.

2. Types of Speaking

Brown in Arodjiah (2020) stated there are two types of spoken language:

1. Monologue

The monologue is talking in which one speaker uses spoken language for any length of time, consisting of speeches, lecturers, reading news, broadcast, etc. The listener must then assimilate the information without interruption, and the speech will continue regardless of whether the listener understands what the speaker is saying.

2. Speaking is a dialogue that includes two or more speakers. The disturbance may additionally arise in dialogue whilst the interlocutor does not understand what the speaker is announcing.

Brown (2003) designing acceptable assessment asks, as with all effective exams, begins with the formulation of a goal or criterion. Those objectives may be classified in terms of several types of speaking performances:

a. Imitative

Imitative speaking is a type of practising intonation or attempting to identify a certain vowel sound. It is done so that one can concentrate on a specific aspect of language form rather than engaging in meaningful conversation.

b. Intensive

The production of brief stretches of oral language is designed to demonstrate competence in a slender band of grammatical, phrasal, and lexical of phonological relationships (which include prosodic element intonation, rhythm, and juncture). Examples of substantial assessment responsibilities encompass directed response obligations, reading aloud, sentence and communicating final touch restricted image-cued project inclusive of sequences and dating up to the easy sentence level.

c. Responsive

Responsive assessment responsibilities covered interplay and test comprehension however at the rather constrained stage of very short conversations, standard greetings and a small speech, simple requests and remarks and so forth.

3. Components of Speaking

According to Hughe in Arodjiah (2021), there are at least five components of speaking skills concerning pronunciation, grammar, vocabulary, fluency and comprehension.

1. Pronunciation

When individuals speak to one another, pronunciation is often the first thing they notice since it creates a positive impression of the languages quality (Khasanah & As Sabiq, 2020). Pronunciation is the way students to produce clearer language when they communicate. It means that even if a student's vocabulary and grammar are restricted, they can communicate successfully with strong pronunciation and intonation. Based on this, the researcher can conclude that pronunciation is very important to learn for English students, so there is no misunderstanding in communication.

2. Grammar

Grammar is needed for students to arrange a correct sentence in verbal exchange. According to Nelson (2001), grammar is the study of how

words combine. As a result of the above statement, it can be inferred that grammar is a rule that students must follow in order to combine correct sentences in written and oral conversation. Therefore, the utility grammar is also the perfect way to gain knowledge in a language in oral and written.

3. Vocabulary

Someone cannot communicate their thoughts effectively or explicitly, both oral and written shape if a person lacks appropriate vocabulary. Without grammar, very little meaning can be conveyed, and without vocabulary there are no words may be conveyed. Based on this explanation, the writer concludes that without gaining knowledge of vocabulary sufficiently, the English students will not have the ability to speak or write English properly.

4. Fluency

According to Random House Webster's College Dictionary (1997), fluency refers to being able to speak or write smoothly, and easily respond capable of communicating. Fluency is one aspect that is owned by a speaker to communicate in a variety of tones and durations while without missing any crucial phrases in their speech or verbal exchange (Damayanti, 2022).

C. Teaching Speaking

1. Definition of Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. Teaching speaking is a process wherein a teacher facilitates the students to provide to facilitate them to acquire the studying purpose, which is the wishes to enhance their overall performance in speaking ability. The teacher would possibly encourage the students' choice in studying speaking talent at some stage in teaching and learning techniques to assist them acquire their goal (Mualiyah, 2017). The purpose of teaching speaking

skills is to improve communication efficiency. In the best way, students may express themselves and learn how to follow social and cultural policies appropriate for each communicative situation (Kayi, 2006).

2. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan (2003) such as:

- a. Consider foreign language learning context. In a foreign language context, the target language is not the language of communication in society. So learning to speak in this context is very challenging.
- b. Give opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which a speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually do when they use the target language.
- c. Give opportunity for the students to talk by using pair and group work.
- d. Consider about the negotiating for meaning. It can be done by asking for clarification, repetition, or explanation during conversation to get an understanding.
- e. Design the classroom activities that involve guidance and practice in both transactional and international speaking.

D. Teaching Strategies on Speaking

Speaking fluently is the language talent that is regarded as the evidence of language teaching and learning. Discussing about speaking ability, Woods (2005) stated that “Speaking effectively depends very much on the speakers’ ability to interact with an interlocutor”. Referring to Woods’ statement, it can be concluded that the ability to speak and interact with the interlocutor fluently and clearly.

Teaching strategy is defined in the context of learning as a pattern of teacher behavior that is repeated, applicable to different subject areas,

characterized by multiple teacher, and focused on relevant learning. In the teaching process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak well and correctly. Teacher's strategies in speaking skill are very important to overcome students' difficulties in speaking. The aim of teaching speaking is to give students the ability to express themselves in target language in order to deal with basic interactive skill (Brown & Yule, 2000). Teachers have a wide range of options for strategies they can employ to effectively teach speaking.

Teaching speaking strategies is the ways of the teacher to teach speaking to students variously. The goal of teaching speaking is the teacher should improve students' communicative skills because students can express themselves and learn how to use a language. Students can require assistance in developing connections and in explaining their knowledge and experiences to others. Therefore, teacher's strategies in speaking skill are very important to overcome students' difficulties in speaking.

According to Ur in Arodjiah (2021), stated that the teacher had certain strategies for resolving issues in the speaking class. The following term are used to explain the strategies:

1. Use the group work

The implementation of group work will raise the amount of students who can speak in a short amount of time and lower the inhibitions of students who are reluctant to speak in front of the entire class. The usage of oral practice increases when employing group projects compared to a full class setting. Even with occasional mistake of time left for productive, useful oral practice is still likely to be much greater than in a full class setting. However, this activity makes it possible for the teacher to monitor every students' speech, so not all utterances will be correct. The example of the strategy is the teacher assigns the task to the students. Then, the teacher forms a small group of between two and four students, depending on how much learning needs to be accomplished. Students work in groups

to discuss the subject the teacher has given them. After that, the group's work is presented in front of the class.

2. Direct the activities toward simple language

Language should be easily produced by students. So they can communicate fluently with the least amount of reluctance. Reviewing the necessary words before the activity sets is a good idea. The students should be able to recall and generate the level of language required for a discussion with least amount of difficulty. Teaching or reviewing key vocabulary before the activity begins is a good idea. As an illustration, the teacher used a dialogue about the students' everyday activities and a repeat exercise with greeting words.

3. Give advice or instruction on how to have discussions.

The discussion's participants should contribute, and each group should elect a chairperson to oversee participation. Include participation instructions when introducing the task if it is dependent on a group discussion. For instance, instruct students to ensure that every member of this group participates in the conversation; choose a group chairperson to oversee participation.

4. Encourage students to continue to use the language skills

The best strategies to keep pupils utilizing the target language are strive to be an example for them. Besides that by using it to constantly remind them to do so. Participants are being reminded by the teacher to speak the target language. The monitoring of the students' activity is another crucial factor. As an illustration, the teacher incorporates dialogue and role play into the learning process.

In addition, there are also some strategies used by teachers in the teaching learning process are referred to as teaching strategies. Teaching strategies is defined as the many ways activities that teachers use in the teaching-learning process. According to Harmer (2007) there are some strategies used in teaching speaking that propose by several expert are the activities such acting from a

script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

1. Acting from a script.

Students may be asked to perform scenes from plays or their textbooks, and the teacher may occasionally record the performance. A lot of times, students' will perform dialogue they have written.

2. Communication games.

Many communication games are designed to encourage students to communicate as quickly and fluently as they can. Information gap games and television and radio games are the two main genres, according to Harmer.

- Games with information gap

The game is based on a communication gap, whereby one student must speak to their partner in order to complete a problem, draw a picture, arrange objects in the proper sequence, or identify similarities and differences between two images. Activities that fill in information gaps have a variety of uses, including information gathering and problem solving. Additionally, neither partner gives the other the knowledge they require. Because everyone has the chance to speak extensively in the target language during these activities, they are effective.

- Radio and television games

Games from radio and television can often be used in the classroom to promote fluency. To provide a variety of speaking activities in the classroom, the instructor can play some games from TV or radio.

According to Chen (2002), highlighted a few advantages that games offer in language learning, particularly for speaking ability. In the beginning, games make learning more student-centered. Because each student gets the opportunity to speak and demonstrate their proficiency in the target language, increased student involvement will make the classroom teaching process more effective. Second, playing games encourages communicative competence, which is frequently thought of as the end

objective of communication in language instruction. Thirdly, language use in games is meaningfully contextualized. Numerous games and other activities are made with the intention of teaching target language qualities (Razi, Muslem, & Fitriasia, 2021)

3. Discussion.

Group discussion may be composed of three to five students' discussion in effective active activity or strategy in improving the students' ability because all components in the classroom (teacher and students) can play the role in the teaching learning process. They will practice their speaking skills with their relations regularly. In this line, Jones (1994), also stated that discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible available evidence for solution. Discussions are strategies intended to provoke thought, refute attitudes and beliefs, and improve skills. It is the oral communication that takes place while students are studying in a classroom, either between the teacher and students or between students themselves with the teacher serving as a facilitator (Pachina, 2020). It can be inferred from the definitions given above that the discussion approach is one of the ways to solve a problem through group thought, and cooperation

4. Prepared Talks

Students present on a subject of their choosing. We must devote some time to the steps and processes necessary for students to gain something from giving oral presentations. We must first give them time to prepare for the talks. Then, the class should have a practice session for the presentation.

5. Questionnaires

Questionnaires are developed in advance, this is useful because they guarantee that both the questionnaire and the respondent will have something to say. They may promote the usage of certain repeating linguistic patterns naturally, depending on how closely designed they are,

and can thus be located in the middle of our communication continuum. Additionally, students can create surveys on any relevant subject.

6. Role play

Students are asked to pretend to be in a variety of social circumstances and social positions during role-playing exercises (Harmer, 2001; Thornbury, 2002). Students act out parts that they would not typically perform in real life. Based on the needs of the students, the social roles in various fields were chosen, and these learning methods gave the students social experience in how to play the roles in particular communication contexts. Students act out a situation by pretending to be someone else. One of the ways we may provide our students the chance to practice developing a variety of real-life spoken language in the classroom is through role play.

Two types of role play can be distinguished: highly structured role play and less structured role play (Larsen-Freeman, 2000). Very structured role-playing, often known as scripted role-playing, involves interpreting either the dialogue from a textbook or speaking material that the teacher instructs the students on how to say. After all, the text's primary goal is to effectively communicate the meaning of language components. The term "free role play" or "improvisation" refers to the less scripted or unstructured role performance. The terminology to use and the direction the conversation should take must be decided by the students themselves. Good preparation from the teacher and students is absolutely important in order to complete this assignment.

7. Simulation

Simulation is an oral activity situated in an imagery real life which the participants have roles, function, duties, and responsibilities to participate actively in interaction, solve the problem and make some decision. According to Bygate (1987), simulation is a decision-making exercise in which participant can take on the roles of either themselves or other people. The participant cooperate with the constraints of the imagery setting. The players are learning through his performance rather than

amusing the audience. Simulation are very similar to role play, but what makes simulation different than role-play that they are more elaborate

Apart from the strategy already mentioned. There are the following added the theory from harmer in Imani (2020), which several strategies that can be used by teacher in teaching speaking.

8. Information Gap

The students are meant to work in pairs on this project; one student will have the information that the other partner lacks, and the pair will exchange their knowledge. Activities that fill in information gaps have a variety of uses, including information gathering and problem solving. Additionally, neither partner gives the other the knowledge they require. Because everyone has the chance to speak extensively in the target language during these activities, they are effective. According to Richard (2006), information gap is an activity that is founded on this premise. In information gap, people typically talk to obtain knowledge they do not already possess.

9. Brainstorming

A teacher uses the brainstorming approach or method in the classroom by posing a question to the class, to which the students then respond, share their thoughts, and possibly create a new issue. However, the method can also be seen as a quick way to generate ideas from a large number of students. The purpose of the brainstorming approach is to acquire ideas and perspectives, expertise, and experiences from all participants, similar to the discussion method. While in a discussion, other participants may support, supplement, diminish, or disagree with an individual's ideas. However, that cannot be allowed when using the brainstorming technique.

10. Interview

Students have the option of interviewing numerous people about particular themes. While it is a good idea for the teacher to give students a rubric so they are aware of the kinds of questions they can ask and the general direction to go, students can also prepare their own interview questions. Students have the opportunity to develop their public speaking

skills both inside and outside of the classroom by conducting interviews with real individuals, which also helps them socialize. Each student has the opportunity to present their research to the class after interviews. Additionally, students can conduct interviews with one another and introduce their partners to the class.

11. Story Telling

The technique is essential when using storytelling as a lesson in the classroom because it helps students improve their communication skills by helping them understand the lesson or value of the narrative. Additionally, teachers must be able to guarantee that the students comprehend what is being spoken. Teachers might use picture books to illustrate lessons and tell stories in the classroom. The teacher should be aware that the instructors must be able to exhibit storytelling skills. According to Kayi (2006), to encourage creative thinking, students can tell their classmates their own stories or briefly explain a narrative or story they have heard from someone else in the past. Additionally, it assists students with expressing concepts in the beginning, middle, and finish of a story, as well as the characters and environment. Additionally, students can make jokes or puzzles. For instance, the teacher might select a few pupils at the start of each class period to tell a few quick jokes or riddles. This will help the teacher focus the class' attention while simultaneously addressing the pupils' speaking skills.

12. Story Completion

The story completion approach is a type of speaking instruction method in which students in a group are instructed to complete the tale as delivered by the previous speaker using the information provided by the teacher. According to Kayi in Khasana (2020), stated the whole class really enjoys the process of finishing the story. A wonderful activity to encourage students to practice oral communication is story completion. The ability to develop an idea and engage with others is what it signifies for the student.

In addition, according to Brown and Yule in Hamzah (2019) the strategies that can be used to promote the students to speak mentioned above are follows:

13. Using Live Listening

This strategy is employed to increase learners' awareness of spoken language characteristics as well. Live listening increases the likelihood that students will participate in a learning activity alongside their teacher. The benefit of interactive live listening is that students can ask questions, get clarification on specifics, and request repetitions. Example: After a teacher presented a topic, students paid attention and engaged the material by asking questions, making comments, and presenting arguments.

14. Writing Tasks

Writing serves as an important first step in the appropriation of recently learned language for speaking. It might help make the transition from learning to using easier. In face-to-face interactions, learners frequently rely on a very small repertoire of remembered expressions. Consequently, encouraging students to talk in class serves a vital purpose. Learners broaden their repertoire of these attributes. The exercises can take the form of dictation, oral talks on paper, computer-mediated chat, or rewriting. Example: After the teacher has told a narrative, the pupils have written it down and then spoken it out.

15. Conversation

Over the years, classroom conversations have changed. A favorable environment for learning English as a second language is provided by conversation. The greatest place to apply conversation is in a regular grammar-focused lesson. She encouraged them to practice with their friends, for instance.

16. Outside-Class Speaking

With the smooth transition from the classroom to the outside world, learners can develop their speaking skills. The teacher can assign the method as an assignment to complete outside of class. Example: the teacher

accompanied students on their outings. Teacher instructed the students to look around them. Teacher then asked the students to speak about what they had seen about their surroundings.

E. The problems that teacher frequently have when teaching speaking

In teaching speaking, the teacher will find several problems that must be overcome. According to Al-sobhi in Putera (2018), there are five problems that frequently arise when teaching speaking, including: lack of exposure to language, lack of motivation, students' anxiety, limited knowledge of English, Insufficient teaching methodology. Lack of exposure and inadequate English proficiency are quite related so may presume that if someone doesn't speak in English on a regular basis, their English proficiency is relatively low. Lack of motivation can also be a problem when teaching speaking since it affects how well the student's brain can process the information that has been delivered to him or her by the teacher. The other factor is student anxiety. Anxiety hinders learning, and language learners who experience language anxiety perceive speaking a foreign language as a difficult experience (Goh and Burn, 2012). Their speaking abilities might suffer as a result of this event, and they might avoid or even stop attending speaking classes.

In light of these numerous issues, teachers should think about what approach is best for their students in order to make them feel at ease and have the speaking lesson be successful. To start, we can use games to solve this issue, like communicative games. According to Hadfield in Dewi, Kulsum, and Armadi (2017), a set of well-designed, entertaining exercises called a communicative game can encourage interaction in the classroom. The participant in this game must participate actively in class by speaking up to provide knowledge and voice their opinions. Due to the game's ability to develop interactional habits, the learner's confidence and fear may improve. Second, the teacher may encourage the students to speak more by assigning them oral tasks that required them to collaborate in pairs or groups (Al-Sobhi, 2017). In contrast to solitary tasks, pair and group work required interaction

between group members so that participants may build confidence. Not only that, but through group and pair projects, students can also learn English from a friend who speaks it more well than the other friend. Roleplaying, simulation, or theatre are examples of activities that require group or couple labor. The activity of the communicative game also includes pair and group work. Regarding this assignment, the teacher was simply able to watch and provide feedback to the student.

F. Previous Studies

Based on the several kinds of research related to this research, the researcher presents several previous studies that have a correlation to this research.

First, research from Nyak Sukardi (2019), with entitled *Teacher's Strategies in Teaching Speaking (a Case Study at Youth Education center Banda Aceh)*. By integrating an English instructor and a class of 22 students, this study aims to show teachers' strategies for teaching speaking to students at the secondary level and identify students' reactions to the strategies. The result of the study that the strategies on teaching speaking were cooperative activities, role-play, creative tasks and drilling. Students responded well to the strategies, claiming that they helped them talk, gave them the opportunity to express the subject visually, physically, and audibly, and that they were concerned with the oral production of students whose participation was prioritized. The similarities between the current studies and the previous study are both of them focused on the teacher's strategies in teaching speaking, also students' perspective of the strategies. Based on Sukardi's study, she was found four strategies that used by the teacher. Minewhile, the writer's study only found three strategies. In addition, the strategies found between the two studies also different

Second, a thesis entitled *The Strategy of EFL Teacher in Improving Student's Speaking Skills (a case study at Pondok Pesantren Daarul Mubtadiin Jayanti Kab. Tangerang)* by Muhammad Taupik Arip, 2017. This research aimed to examine the strategies of EFL teachers that used in teaching English

at Pondok Pesantren Daarul Muftadiin. The similarities between the current studies and the previous study are both of them focus on the teaching strategies on speaking skills at Pondok pesantren. The differences in this research area are in the method and data collecting. The method of this studies uses quantitative; meanwhile, the researcher will use qualitative as a method of the research. In this research, the writer have found some strategies that are used, there are: make a structural organization of the language, make a program English days, Established language infrastructure, and gave the vocabularies every day.

Third, research entitled *Teacher Strategies in Solving the Problem in Teaching Speaking Skill of the Eleventh Grade Students at Global Islamic Boarding School* by Rina Aulia, 2020. In this case, the similarities between the current studies are the objective of the research re to identify the strategies in teaching English especially speaking skills. In the research methodology the researcher also uses descriptive-qualitative. The differences are the technique of collecting the data, in this research use observation; meanwhile, the researcher will use interviews and questionnaires. In this research, the teacher used four strategies, namely: base the activity on easy language, kept the students target language, discussion or training activities language, and use a group work.

Fourth, a journal entitled *Teaching Strategy to Promote Students Speaking Skill in Extracurricular of the 2nd Grade at Azmania Boarding School in The Academic Year of 2018/2019* by Aris Stiowati, Risqi Ekanti A.P, and Siti Asiyah, 2019. The purpose of this study was to analyze the teaching strategy at Azmania Boarding School, Ponorogo. The similarities between the current studies and the previous study are both of them focus on teaching strategy. The research design also used qualitative research with the data collecting are observation and interview. The differences of this research are about data collecting, in this previous study does not use document as data collecting. Based on finding in this study, the teacher's activities in classroom were learning by playing game, singing, and story telling.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher provides a description of the research methodology. The method of this research design, data source, techniques of data collection, the technique of data verification, and data analysis

A. Research Design

Based on the title "Teacher's Strategy on Speaking for Students' Intensive Program of Pondok Pesantren Miftahul Huda Putri Kroya," the research type of this study is field research. A qualitative descriptive approach was used in this research. Qualitative descriptive research is research that describes a phenomenon, facts, or reality by using explanation to solve the research problem. According to Moleong (2014), qualitative research aims to comprehend the phenomenon of what is experienced by the study subject, such as behavior, perception, motivation, action, and so on, holistically, in a unique natural context, using a variety of natural approaches. While the qualitative research utilized by the researcher is a type of field research.

B. Research Site and Participant

1. Research Site

This research took place in Pondok Pesantren Miftahul Huda Putri Kroya located in Jalan Cendrawasih, Semangkir, Bajing Kulon, Kroya, Cilacap, Central Java. The researcher decided to choose Pondok Pesantren Miftahul Huda Putri Kroya because this Islamic boarding school was a partner of SMP Masyithoh Kroya which is one of the school in Cilacap that had two programs, namely Regular Program and Intensive Program. The difference between the two programs lies in the focus of the learning process. The Regular Students program focused on the learning process about academics and religion at the school. Whereas, the Intensive Program assigned the students to stay in boarding school as a must.

Intensive students had the obligation to use three languages in daily communication, they are English, Arabic, and Javanese (Kromo Inggil). This research on the intensive program was motivated by the fact that this program required students to live in boarding school and use English as daily communication. Therefore, the researcher is interested in finding out how teaching strategies on speaking are carried out by the teacher in this boarding school.

2. Participant

The participants involved in this study were an English teacher and nine students. An English teacher was involved as an informant who explained about the strategy on teaching speaking, while the students were asked about their perspectives as students towards the strategy in teaching speaking applied by the teacher.

C. Subjects and Objects of The research

a. The subject of the research

The subject in this research was an English teacher of Pondok Pesantren Miftahul Huda Putri Kroya and the Intensive's students of the eighth grade of Pondok Pesantren Miftahul Huda Putri Kroya. The researcher choose this subject because the teacher implemented teaching strategies for the students. There the reason choose the eighth-grade students was because they had been studying at the boarding school, and they were able to express their perspectives about the strategies used by the teacher in teaching.

b. The object of the research

The object of the research is data sources which are directly provided to the researcher. The object of this research was observed the strategies used in teaching English, especially speaking skills at Pondok Pesantren Putri Muftahul Huda Kroya.

D. The technique of Data Collection

The researcher used technique of collecting data to find out the data needed. Without techniques for collecting data, the researcher will be unable to find valid data. The following are the techniques used to collect the data:

a. Interview

Interview is a conversation carried out by two people with a specific purpose, as emphasized by Lincoln and Guba (1985:266), among others: constructing about a person, event, motivation, etc. (Moleong, 2017). The interviews were carried out in the form of semi-structured. The researcher prepared a list of questions to be asked with the English teacher of Pondok Pesantren Miftahul Putri Huda Kroya. Moreover, the researcher also listened and wrote the information from the source. The purpose of the interview was to find out the strategies that the teacher used in learning English, especially speaking skills, and also to find out the student's perspective of the strategies used by the teacher.

b. Observation

Observation was implemented enable the researcher to gather directly primary data or first-hand information for this study for a more accurate description and interpretation. The researcher came to the classroom when the teaching and learning activity was going on. During observation, the researcher investigated the teacher's strategies. In this study, the reasearcher was used observation checklist as the research instrument. The instrument was adapted from: Fanshuri, Hamzah (2019). *The Teacher Strategies in Teaching Speaking at MTs Annur Tangkit*. Jambi: UIN Sulthan Thaha Saifuddin.

Table 3.1 Research Instrument Observation Checklist

No	Variable	Indicator	Meeting 1	
			Yes	No
1.	Pre- Activity	Greeting		
		Pray together		
		Brainstorming		
2.	Main Activity	Explain the material		
		Using live listening		
		Writing tasks		
		Drama, role-play, and simulation		
		Conversation		
		Outside-class speaking		
		Discussion		
3.	Closing Activity	Students memorization vocab was given at previous meeting		
		Giving motivation		
		Closing and pray together		

E. The technique of Data Analysis

According to Bogdan in Sugiono (2017), it is "the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". According to Miles and Huberman (1984), activities of data analysis are such as data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The first step in data analysis was data reduction. The researcher collected a vast amount of information through observation, interviews, and documentation to obtain the data. Afterward, the researcher summarizes, selects essential data, and categorizes or deletes some irrelevant data.

2. Data display

The data display heavily influences the composition of the study's result. It is a kind of factual validity of data that had previously been reduced by the researcher, as well as a reference for researchers and readers in understanding the contents of the researcher. According to Miles and Huberman (1984), narrative text was the most prevalent form of displaying data for qualitative research. After the researcher has reduced the data, the following stage is to show it. The data was displayed by gathering all of the facts and data that had been obtained so that it would be easy to understand what occurred.

3. Conclusion

The conclusion is the final part of this research. The first conclusion is temporary, it can be changed if the researcher cannot uncover sufficient evidence. The data can be considered reputable if the researcher discovers valid and consistent data. Following the researcher's data display, the next step was to conclude from the information. The purpose of this study was for the researcher to conclude the data collected through observation, interview, and documentation. Data analyses on teacher's strategies for speaking for the students of the intensive language program of Pondok Pesantren Miftahul Huda Putri Kroya, Cilacap yielded a conclusion.

F. The Data's Validity

The data gathered from the research is in the form of observation and interview to see whether the researcher's findings are credible or not, so it should be checked. The researcher employs triangulation to ensure the reliability of qualitative data. According to Creswell (2009), data will be

triangulated using different sources such as observation, interviews, and documentation. Triangulation is a data-based correction approach that takes anything from the data to verify or compare to the data.



CHAPTER IV

FINDING AND DISCUSSION

In this research, the researcher would like to present the data concerning the problem formulation in chapter one. Therefore, this chapter is divided into two sections. The first is about the teacher's strategies in speaking, and the second one is about students' perspectives on the strategies provided by the teacher in teaching English, especially on speaking skills at Pondok Pesantren Miftahul Huda Putri Kroya.

A. Findings

1. **The teacher's strategies in teaching speaking at Pondok Pesantren Miftahul Huda Putri Kroya.**

The English language is the most important foreign language in Indonesia, and it is required for all students from elementary school until the university level. Not only in formal education, but also in non-formal education, boarding school have started to include English lessons, even requiring students to use English for communication. Pondok Pesantren Miftahul Huda Putri Kroya is one of the non-formal education programs that have required students to use English. Language learning and teaching activities should focus on speaking as a language skill. Thus, students must master speaking as a language skill to develop their speaking skills.

Based on the interviews with Mrs. NA as the English teacher of Pondok Pesantren Miftahul Huda Putri Kroya that have been conducted. That is the teacher presents the material and uses a blackboard in teaching process. As for teaching speaking, the teacher used several strategies in order to help students improve their speaking skills. There are discussion, simulation, and communication games.

a. Discussion

The first strategy that teacher used in teaching speaking is discussion. Here, the teacher answered the researcher's question about discussion strategy. She gave the following statement about this strategy.

“I apply discussion in class with the hope that students can be more active in speaking. So that the speaking ability increases. In addition, discussions can also train their critical thinking. For its implementation I usually make groups. Then they will discuss about a topic and then they will describe the results of their discussion in front of the class. However, I rarely use this method because there is not enough time in class. So sometimes I make this as homework, and students will explain later”.

Based on the teacher's statement, discussion is an interactive activity where students talk with each other about a topic or a problem. In this strategy, the teacher gave a statement that this strategy is used with the hope that it will be a forum for students to facilitate their skills in speaking English. In addition, teacher also hope that students can increase their confidence to express their opinions with their critical thinking using English.



Picture 1: Discussion activity one



Picture 2: Discussion activity two

Based on observation, there are steps taken by the teacher in carrying out this strategy. The first step, teacher is motivating the students and tell that students can say anything about their feelings or ideas. Then, the teacher remind students to keep speaking in English. In note, if the students do not know the terms in English, they can say “How to say...”. The aim is to keep students speaking the target language. The teacher then divided the students into groups for the discussion activity. Students are assigned to discuss a topic, and the results of the discussion will be presented in front of the class. The topics given by the teacher are topics that are not too foreign to students, for example: health protocols in the pandemic era, and other topics regarding the internet.

b. Simulation

The second is simulation strategy. The teacher gave information about simulation as one of strategies that teacher used in teaching speaking. The following information that:

“...we used to call it khitobah, aims to train students' confidence to speak in front of many people. This activity is where students make it like a seminar or recitation event, and they have to act as figures in the event. This activity is only done once a month”.

From what the teacher stated, the researcher concluded that speaking in front of an audience doesn't happen frequently once a month. In this activity, students are encouraged to create mini-events such as seminars or other activities. Carried out alternately for the officers in each room. What they must do is act as presenters, as well as presenters and specific individuals for welcome speeches. In front of all other students, those who are on duty will carry out their tasks. This activity is intended to simultaneously train students' mental and self-confidence to be able to undertake public speaking, as well as practice speaking pronunciation.



Picture 3: Simulation Activity one



Picture 4: Simulation Activity two

c. Communication games

Communication games are the following strategy. The communication game is a technique for keeping students' attention while teaching. The teacher gave information on the communication game that is used in instruction as seen below.

“...if the students looks like quite bored and sleepy, so I also insert games during the teaching and learning process. But I apply games that can improve students' speaking skills”.

On the interview section with the teacher, also mention communication games. Communication games are intended so that students do not feel bored when learning in class. In addition, with communication games, teachers want students to be able to improve their speaking skills in a fun way.



Picture 5: Communication Game



Picture 6: Communication Game

When the researcher observed in the classroom, the researcher mentioned that the teacher took a short time to apply the game during the learning process. Based on observed in English class, the researcher found that teacher also insert a language game. Even though the games used differ. Regarding the kinds of games the researcher observed. They include:

- **Guess the word.** Guess the word, which is played in pairs. One of the students must show a movement related to the word that must be guessed. The task of one is that she has to guess what word is mean by the demonstration. The specified word can be a verb, noun, or a sentence.
- **Who am I?.** This game is similar to the guess the word game. But in this game, the student must mention the clues to the word that have been determined, and may not make any movements. One student has to guess what word is meant. This is certainly useful for increasing students' vocabulary, and can train students to improve their fluency in speaking English.
- **Spelling bee.** In this activity, players work in teams to spell words in the order the teacher provides. In addition to training students'

concentration because they have to spell alternately. The spelling bee is very useful. With the spelling bee, students can also learn to improve the pronunciation of English vocabulary quickly and accurately.

2. Students' Perspective to the Strategies Provided by the Teacher in Teaching English.

As stated in the objective of the research, the researcher will discuss about the students' perspective on the teacher's strategies in teaching speaking. This information was gathered on June 24, 2022, from the results of an interview with eighth-grade Pondok Pesantren Miftahul Huda Putri kroya students about their perspectives on teacher strategies for teaching speaking.

Based on the questions that the researcher asked the students, their opinions about whether the strategies that the teacher used on teaching speaking were effective or not. The questions that the researcher gave to the students referred to the explanation from the teacher about the teacher's strategies used, such as discussions, communication games, and simulations. The students also expressed various perspectives on their claim. As followings:

a. Students' perspective on discussion strategy

The first question concerns their thoughts on the discussion strategy. The following is how they justify their viewpoint. The students' perspective on discussion elaborate to point of view. Some students provided a positive attitude, however some students gave the opposite attitude. The detail elaborate is explained following:

Student 1: *"The discussion is also effective, because we also practice to give our opinion using English. Although sometimes, the language used is slightly mixed"*.

First perspective given by a student about the strategies. She said that discussion strategy are effective to practice students to interact and sharing knowledge each other.

Student 2: *“I think discussion is not a bad thing to learn English, just like muhadatsah because it can train our speech to be more fluent. The difference is that muhadatsah only talks with one friend, but discusses with several group friends. So discussions need more confidence for speaking English”*

Another reason from the students, she added that discussions and *muhadatsah*/conversation could help people develop their English-speaking skills. Discussions, on the other hand, call for greater self-assurance because participants must voice their viewpoints in front of several group members.

Student 3: *“I think this is effective, and I like discussion. Discussion can train us to speak English to be more fluent”.*

She explained that the discussion could train them in speaking English. Because in the discussion they are required to be able to give their opinion with practice used English, so that they can practice speaking skills to speak English more fluently.

Student 4: *“I personally like discussion, because it can helps us to more understand through knowledge sharing, and sole problem together, so discussion are effective”.*

Another opinion from a student, she was sure that every member of the group by the end of discussion will understand the material holistically. They will be faced with problem which taken their attention to develop their critical thinking.

The results of the interview above show the positive attitude of students towards the discussion strategy applied by the teacher in teaching. Not only had the positive perspective gave by the students, some students also showed the opposite attitude towards the discussion strategy. Which will be shown below:

Student 5: *“not effective, because many children still do not participate”*

The student mentioned there are still many students who do not participate in the discussion. They tend to be passive when the discussion takes place. Only a few students dared to express their opinion in the discussion activities.

Student 6: *“For discussion, I am not sure it is effective or not, because sometimes there are still some students who are passive and don't want to have an opinion. May have to continue to be used discussion, so that they are encouraged to be active in the discussion”.*

This student believed that some students continued to participate in the debate but did not add anything. She also believed that discussion should be done frequently to encourage students to actively express their viewpoints and help those who are not used to discussions become used to them.

Student 7: *“In my opinion the discussion strategy might be less effective. I cannot explain my opinion if the topic is too hard for me”.*

This student claimed that a talk would be less beneficial for her if the subject matter was too complex. She found it challenging to express her opinion. She also mentioned that the teacher adds games into the classroom. Students might get more interested in the lessons that follow by participating in activities and singing. Students can also retain the vocabulary they have learnt by playing games.

Student 8: *“I don't think it is effective because not everyone can talk, only those who used to talk active, because they are shied other students smarter than them”.*

Another student added that she found it difficult to articulate brilliant ideas, which prevents them from wanting to talk. When contrasted

to other students' thoughts, which they perceive to be smarter, there is always a gap within that makes it difficult for them to be active.

Student 9: *“I think the discussion is still too difficult for me, because when I speak English, I'm afraid to say the wrong thing. So I rarely participate and only listen to friends who talk”*

This student said that he still had difficulty speaking during the discussion. Besides that he is also still worried about tenses, and worried if he speaks wrong. So he rarely participates when the discussion takes place

The findings of students' interviews on their perspectives on strategy discussions have been shown above. Some students expressed positive attitude toward the discussion method and said it might be utilized to help students with their speaking abilities. On the other side, some students have the opposite attitude about this strategy. According to the results of the interviews, students had a tendency to express unfavorable opinions more frequently than positive ones, and for various reasons. However, there is not a significant difference in the proportion of students who have positive and negative perspectives.

b. Students' perspective of communication games

Next is the students' perspective about communication games as a strategy. Based on interviews that have been conducted by the researcher to students, it has resulted in answers that are not too significant answers between students with one another. The following is the perspective of the students who have been presented:

Student 1: *“...this strategy in my opinion is quite effective for learning English better. The games strategy is fun and not bored. The game is quite communicative because it can practice our speaking pronunciation”.*

The first perspective gave by a student. She said that game strategy is communicative game and quite help them on practice their pronunciation gets better.

Student 2: *“With the language games, it makes me not easily forget the vocabulary that I already know. Because the games that are done are usually still related to the vocabulary that has been memorized in class”.*

This student gave her perspective that by using communicative games, it can be effective in maintaining the memory of the vocabulary they have memorized and learned, so that they do not quickly forget the vocabulary.

Student 3: *“I like interactive and communicative games. In the game we also practice speaking in English to direct our partners”.*

Here she explains that in games, they are required to give direction to their playing partners using English. So that, they can continue to improve their speaking skills by providing that direction.

Student 4: *“...the game is fun. Although sometimes I get bored, because the game is just that. But it's good for a distraction so you don't get bored while studying. Besides that, games also make it easier for us to learn because games sometimes require concentration”.*

Almost the same as the other answers, the students' perspective show that they are more motivated in learning English within communication games as strategy. That communication games are also effectively used in learning speaking, and with games students do not feel bored and have fun.

c. Students' perspective on simulation

Below are presented several perspectives on simulation that have been given by students through interviews.

Students 1: *“The simulation strategy, for me also effective because can train our confidence to appear in front of friends”.*

This student mentioned that simulation can help students in train their confidence to be able to speak and appear in front of the other people with English.

Student 2: *“Khitobah in my opinion is quite helpful for growing self-confidence. Besides that, we can also practice public speaking”.*

The second student gave her perspective through simulation. She said that apart from increasing their self-confidence, the simulation also trains them in public speaking. Because basically, this activity provided students with the experience to be able to act out something that is the same as the real event.

Student 3: *“In my opinion simulation is also very helpful for us in practicing speaking. Because usually we have to make a speech or something. So it's quite effective to learn speaking”.*

Likewise with simulation, where they usually practiced speeches or the like using English. It made them practice continuously so that they can speak fluently. The activity was also the same as they practice speaking independently.

Student 4: *“I also think Khitobah is effective, because it can increase self-confidence and practice memorization to be able to speak English in front of many people”.*

She also mentioned that simulation is effective because apart from being able to build self-confidence, it also made them practice speaking continuously before performing in front of many people.

On the simulation strategy, the students gave a positive perspective. Their perspective are almost the same as each other. They said that this strategy was effective to use in practicing speaking and practicing to increase self-confidence.

B. Discussion

The section presents the discussion of the research finding. There is problem statements proposed in this study and in the discussion only focused on the problem. As mentioned in the previous chapter, the aims of study are known strategies by the teacher in teaching speaking in Pondok Pesantren Miftahul Huda Kroya, Cilacap. The second is the students perspective about the strategies that teacher used.

1. The teacher's strategies that used for teaching speaking in Pondok Pesantren Miftahul Huda Putri Kroya, Cilacap

Teaching strategies are very important. In this case, teaching speaking skills would encourage students to respond through speaking. According to Harmer (2007), there are seven strategies used by teacher in teaching speaking. There are: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. The researcher discovered that teachers use one of three different strategies to teach speaking. Those strategies are: Discussion, Communication Games, and Simulation.

The first strategy is discussion. Based on the interview and observation, the teacher divided the class into various groups for discussion. Each group received a case or problem from the teacher. The group then had to talk about how to remedy the issue. In this line from Jones (1994), discussion is an activity in which people converse with one another in order to share knowledge about a subject or issue or to look for potential solutions. The teacher had told students that students must use English when during the discussion. However, some students continue to use Indonesian, especially if they were stuck with syllables or vocabulary that they do not know. According to Ur (1991), that one strategy used to keep students speaking the target language and assisted them in resolving speaking issues is group work. It might aid in problem-solving and the improvement of speaking abilities. The teacher struggled to maintain control in class discussions on whether or not students always speak English.

A good discussion strategy can help students improved their speaking skills and develop critical thinking skills when responding to a topic or issue. Kayi (2006) stated Discussion encourages speedy decision-making and critical thinking, and students learn how to politely voice and defend their own opinions when they disagree with others. Before

engaging in communication during a discussion, it could be beneficial for students to practice disagreeing politely. Before started the debate about the students' manner of expressing their opinions, the instructor should provide direction at this point.

The second strategy is communication games. In order to make an interesting activity, the teacher tried to create several strategies, such as communication games. The teacher combined the game with the teaching activity. This was done, so that students were not bored during learning activities. As for the game applied by the teacher, it was a game that supported the development of students' in English. Language games can be categorized based on the language focus, resources, classroom management, and organizational requirements they have (Brewster, Ellis, & Girard, 2002). It focused on experience. Games provided a learning process for students in everyday life.

Regarding the games that are communication games that researchers discovered while conducted observation. As for the name of this games is guess the word, and who am I?. When one student must instruct the others regarding a word in question without mentioned the word. As well as Harmer's (2007) statement that communication games which are designed to provoke communication between students frequently, so that one student has to talk to a partner in order to solve a puzzle. The spelling bee was another game used by the teacher. This spelling bee can help students practice spelling a word. According to Westwood in Dewi (2015), he considers that spelling accuracy is critically important to learn, and that intensive instruction from a young age is required to assist kids in mastering spelling principles. Which then also can helps them improve their pronunciation in English.

The third strategy is simulation. The teacher and students called this *khitobah*. Based on the characteristics of the activity on *khitobah*, the researcher can conclude that *khithobah* is the same as simulation. Students at this school were required to create a small event, like a seminar, as part

of the simulation exercise. As in a real seminar, students here take on the roles of the necessary figures. This simulation or *Khitobah* was performed in groups because like seminars generally, multiple key roles were needed. According to Brown (2001), a simulation technique is a complex interaction between groups and individuals that is based on the simulation of real life and experiences. Moreover, Bygate (1987) stated that simulations are an activity that involves decision-making, in which the participants may act as themselves or in social roles.

Simulation was an oral activity that was located in a real-life picture where the participants had roles, functions, duties, and responsibilities to actively participate in the interaction. In this activity, students learn through their performance. Simulation is a decision-making exercise in which participants can take on the role of either themselves or someone else. In this case, the students still appear in front of the audience, but they do this to gain experience to themselves and focus on the role they are carrying out, regardless of the audience. As Harmer in Kayi (2006), the students play a different part in simulation activities, which therefore boost the self-confidence of hesitant students. It may be said that through simulation, students will become more comfortable speaking in front of people and will continue to improve their speaking skills. They gain the ability to enhance their speaking skills via practice.

2. Students' perspective to the strategies provided by the teacher in teaching speaking at Pondok Pesantren Putri Miftahul Huda Kroya, Cilacap.

The following part will elaborate the students' perspective. The perspective divided into three strategies, such as discussion, communication games, and simulation.

The first point is the students' perspective on the teacher's discussion strategies for students practicing speaking skills. The assertion made by the students regarding how it affects them to be able to improve

students' teamwork, critical thinking, and speaking ability. The ability of discussion to help students process the knowledge they learn from discussion. It has a positive impact on improving their understanding ability. Even though some students might first choose to remain silent, a well-run conversation encourages all students to join. According to Campbell, et al (2001), teachers want students to be more engaged in their own learning and to work in an examined way. Similarly, students' opinions that if discussions were held more frequently, it was possible that this strategy would be used more effectively and that students who previously did not dare to speak would dare to participate on their own.

On the other hand, discussion was ineffective when there are two issues. First, a class with too many students will negatively impair the teacher's performance. The teacher must keep an eye on the students since doing so enables them to assess and manage the discussion. Second, the students found the subject matter to be either bored or excessively difficult. It was in accordance to Victor and Brown (2017), which applying an interesting topic will stimulate the students to speak. The emotional state of the student determines whether they will participate or not. Therefore, the teacher must be able to choose material that would be appropriate to be given to students in discussion activities.

The second point is that students were motivated, more interested, and more confident. Students feel happy when learning used communication games. They said that this learning made them less bored in learning English. In order to teach speaking skills, communicative games should be used as planned activities. When the teacher applied the game, besides being able to practice speaking and remembering the English vocabulary that students had. Teachers must made an effort to encourage students to communicate by used games and a communicative approach, in the hopes that it can provide a favorable environment, motivate students to participate actively, and raise the level of students' communicative proficiency (Dewi, Kultsum, & Armadi, 2017). Besides being able to

increase students' enthusiasm in learning English, especially speaking. The communication game also serves to train students' concentration through completing a game. Indirectly, they have also tried to practice their speaking to be more fluent.

The third point is the students' perspective on simulation. Students provide perspective on the simulation applied by the teacher. Basically, this simulation is not used every day, but every two weeks. So that students do not mind and have time to practice before performing. The students also admitted that this simulation was useful to improve their speaking skills, as well as build their confidence to be able to speak in front of many people. According to Rocha (2000), students in classes using experiential learning techniques thought they were more capable practitioners than those in classes not using them. Simulations are one type of experiential learning that is utilized in educational and community contexts. Participants in the simulations learn from each other as well as from the wise man or woman on stage.

From the students' perspective of the teacher's strategies employed more students hold negative views about the discussion strategy than positive ones. The majority of students continue to believe that using discussion strategies will be challenging. In contrast to the discussion strategy, the most of students expressed a favorable opinion of communication games. Games that promote communication are not only simple to use but also entertaining for students. For the simulation, the students also did not expressed any negative views regarding the simulation strategy. Students benefit from simulation by developed their speaking confidence in front of other students.

CHAPTER V

CONCLUSION, LIMITATION OF STUDY AND SUGGESTION

This chapter is divided into three sections, there are conclusion, limitation of study and suggestion. The first section gives the researcher's conclusion based on the data gathered. The second section offers suggestions for the teacher, students, and future researcher.

A. Conclusion

The goals of this research were to find out the teacher's strategies used to teach speaking in the Intensive Language Program at Pondok Pesantren Miftahul Huda Putri Kroya and the students' perspective on the strategies used by the teacher in teaching speaking. After analyzing the data, the researcher concluded the following conclusion.

The first research question analyzed the teacher's strategies on teaching speaking skills. Based on the result of the research, it was found that the several strategies that the English teacher of Pondok Pesantren Miftahul Huda Putri Kroya employed in teaching speaking skill. The various strategies that the subjects of this research used were Discussion, Communication Game (guess the word, who am I?, and spelling bee), and Simulation.

The second research question investigated the students' perspectives on the strategies used by teacher. The students with unfavorable opinions are more prevalent than positive ones for the discussion strategy. Most students are still convinced that they are going to find out difficult to use discussion strategy. Different from discussion strategy, almost the students gave positive perspective on communication games. Besides easy to use, communication games are also fun and not boring for students. The final one is the viewpoint of the students regarding simulation. Students didn't have an unfavorable opinion of the simulation strategy. Simulation also helps students increase their confidence when speaking in front of the other students.

B. Limitation of Study

Although this research was conducted as thoroughly as possible, it still has many limitations:

1. The number of English teacher is only one. So it cannot be used as a comparison of teaching strategies in the classroom.
2. In the process of collecting data during the interview with students about students' perspective, some students seemed confused to explain their perspective. Some students were not giving a full answer. Thus, researcher needs to dig deeper for the answer by asking more questions while also being more specific.

C. Suggestion

1. For the teacher

These strategies should always be used by the teacher to assist students in improving their speaking ability. It is important since employing appropriate teaching strategies should help students' speaking abilities. It can also assist teachers in determining the level of students' speaking skill. The findings of this study should serve as a guide for deciding on appropriate instructional strategies for speaking. Hopefully, the teacher can apply other creative strategies that can support students' speaking skills.

2. For students

The strategy implemented by the teacher has many benefits for students. For that students should be able to follow the learning well. Apart from going through the strategies implemented by the teacher, students can also use other suitable strategies to improve students' speaking skills, and can be applied when studying outside of class hours. It is hoped that through the strategies that the teacher applied, it can help students master speaking skills and reduce student anxiety.

3. For next researcher

This research can be developed by the next researchers that are interested in doing research about the teaching speaking strategies. Besides, it is important to make other attempt in other three skills of language (listening, reading and writing). It can serve as a model for creating a more effective study for another researcher who want to research the same topic.



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APPENDICES



Appendix 1: Interview with the teacher

a. Interview Guidelines for Teacher

Research Focus	: Teacher's Strategies on Speaking for Intensive Language Program of Pondok Pesantren Miftahul Huda Putri Kroya
Interviewer	Mrs. Nur 'Aini, LC. MM.
Date	: May, 28 th 2022

Question:

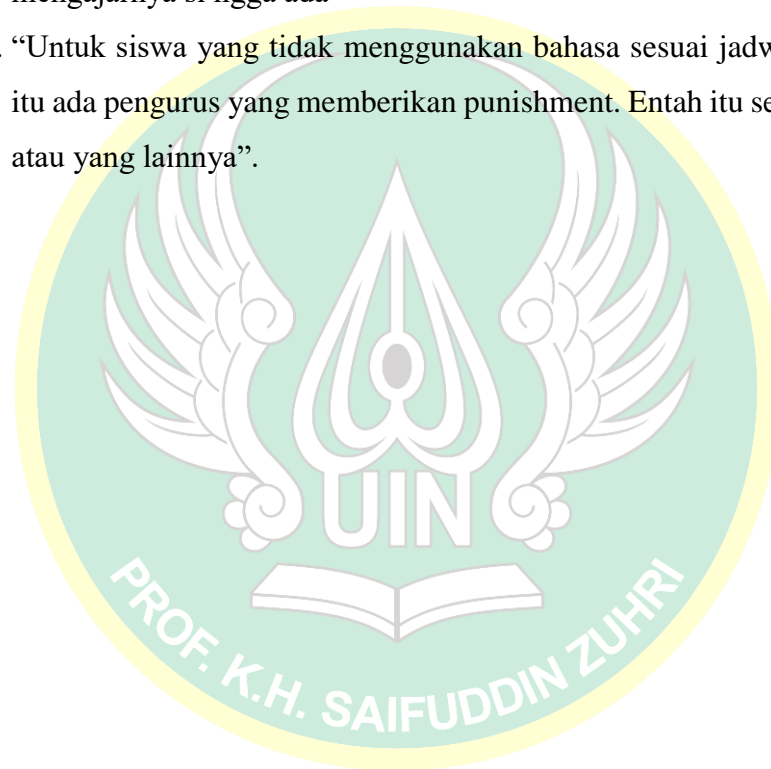
1. Hal apa yang pertama kali anda lakukan untuk mengajar speaking?
2. Apakah pada kurikulum pesantren juga mempunyai silabus atau RPP untuk mengajar speaking?
3. Apa tingkat pencapaian yang harus dicapai siswa dalam pembelajaran speaking?
4. Strategi apa yang anda gunakan dalam mengajar speaking?
5. Bagaimana anda menerapkan strategi tersebut?
6. Mengapa anda memilih strategi tersebut untuk diterapkan kepada siswa?
7. Apakah anda juga menerapkan diskusi ketika anda mengajar speaking?
8. Apakah ada strategi lain yang anda lakukan dalam mengajar bahasa Inggris, yang bersifat di luar kelas/ di luar pelajaran?
9. Evaluasi apa yang anda lakukan ketika siswa tidak mencapai target?
10. Apakah pembelajaran bahasa Inggris dilakukan setiap hari?
11. Masalah apa yang anda hadapi ketika proses mengajar berlangsung?
12. Bagaimana jika masih terdapat siswa yang menggunakan bahasa Indonesia disaat siswa harusnya menggunakan bahasa Inggris?

Answers:

1. "Sebelum mengajar, biasanya saya membaca ulang dan memahami materiapa yang akan saya sampaikan ke siswa. Materinya dari buku modul, dan terkadang juga saya cari dari internet."

2. “Kurikulum pondok beda dengan kurikulum sekolah. Kita tidak menggunakan kurikulum khusus dan tidak menggunakan rpp maupun silabus. Jadi langsung mengajar saja”.
3. “Untuk pencapaiannya, karena disini wajib menggunakan bahasa Inggris untuk berkomunikasi sehari-hari, jadi siswa diharapkan dapat menguasai dan dapat berbicara bahasa Inggris dengan baik. Dengan begitu siswa sudah termasuk memenuhi tingkat keberhasilan. Selain itu, saya juga mengapresiasi kepada siswa yang mau menggunakan bahasa Inggris dengan percaya diri”.
4. “Untuk mengajarnya saya menggunakan metode klasik ya. Ya mengajar biasa, menulis materi di papan tulis, nanti siswa mencatat. Kalau untuk strategi speakingnya saya tekankan pada kegiatan muhadatsah/conversation ya. Tapi selain itu juga terkadang ada singing karena siswa biasanya lebih mudah menghafalkan kosakata dengan nyanyian ya, sama ada khitobah juga”.
5. “Muhadatsah itu conversation mba, biasanya saya berikan mereka teks dialog, nanti mereka bercakap-cakap menggunakan dialog itu. Untuk khitobahnya ya kaya biasa mba, biasanya giliran perkamar, ceritanya ya kaya buat acara gitu. Bisa seminar atau event apa. Nah nanti siswa berperan, ada yang sambutan jadi ketua panitia, trus ada pembawa acaranya juga, ada missal yang jadi bu nyai atau narasumber utama”.
6. “Alasannya ya karena mudah digunakan dan saya rasa strategi-strategi itu bisa membantu mereka dalam berlatih dan meningkatkan speaking mereka ya”.
7. “Diskusi ada, Kalau diskusi, biasanya siswa saya bagi menjadi beberapa kelompok, kemudian berikan topik atau pelajaran, nanti mereka berdiskusi tentang topik tersebut. Nanti mereka mencatat hasil diskusinya apa saja. Terkadang juga mereka saya beri tugas diskusi untuk membuat percakapan”
8. “Kalau kegiatan di luar kelas biasanya sebulan sekali ada outbond aja sih buat have fun santri”

9. “Mengulang pelajaran ajasih, tidak ada evaluasi khusus. Karena gurunya masih saya sendiri, paling dibantu sama pengurus untuk memantau bahasa yang mereka gunakan”
10. “Setiap hari tetapi saat English week saja. English week gentian sama Arabic week. Jadi dua minggu English, dua minggu Arabic, nanti gentian English lagi, begitu seterusnya.”
11. “Masalah yang dihadapi ya siswanya ngantuk mba. Biasalah ya, santri kalo belajar suka pada ngantukan. Kalau masalah yang dari segi mengajarnya si ngga ada”
12. “Untuk siswa yang tidak menggunakan bahasa sesuai jadwal biasanya itu ada pengurus yang memberikan punishment. Entah itu setoran vocab atau yang lainnya”.



Appendix 2: Observation sheet

No	Variable	Indicator	Meeting 1	
			Yes	No
1.	Pre- Activity	Greeting		
		Pray together		
		Brainstorming		
2.	Main Activity	Explain the material		
		Using live listening		
		Writing tasks		
		Drama, role-play, and simulation		
		Giving new vocab		
		Conversation		
		Outside-class speaking		
		Discussion		
3.	Closing Activity	Students memorization vocab was given at previous meeting		
		Giving motivation		
		Closing and pray together		

Adapted from: Fanshuri, Hamzah (2019). *The Teacher Strategies in Teaching Speaking at MTs Annur Tangkit*. Jambi: UIN Sulthan Thaha Saifuddin.

Appendix 3: Observation result

a. First Meeting

First meeting done on Monday, 30th Mei 2022.

No	Variable	Indicator	Meeting 1	
			Yes	No
1.	Pre- Activity	Greeting	✓	
		Pray together	✓	
		Brainstorming	✓	
2.	Main Activity	Explain the material	✓	
		Using live listening		✓
		Writing tasks		✓
		Drama, role-play, and simulation		✓
		Conversation		✓
		Outside-class speaking		✓
		Discussion	✓	
		Communication Games		✓
3.	Closing Activity	Students memorization vocab was given at previous meeting	✓	
		Giving motivation	✓	
		Closing and pray together	✓	

b. Second Meeting

The second meeting was done on Tuesday 31st Mei 2022

No	Variable	Indicator	Meeting 1	
			Yes	No
1.	Pre- Activity	Greeting	✓	
		Pray together	✓	
		Brainstorming	✓	
2.	Main activity	Explain the material	✓	
		Using live listening		✓
		Writing tasks		✓
		Drama, role-play, and simulation		✓
		Conversation		✓
		Outside-class speaking		✓
		Discussion		✓
		Communication Games	✓	
3.	Closing Activity	Students memorization vocab was given at previous meeting	✓	
		Giving motivation	✓	
		Closing and pray together	✓	

c. Third meeting

Third meeting was done on Wednesday, 1st June, 2022

No	Variable	Indicator	Meeting 1	
			Yes	No
1.	Pre- Activity	Greeting	✓	
		Pray together	✓	
		Brainstorming	✓	
2.	Main Activity	Explain the materials	✓	
		Using live listening		✓
		Writing tasks		✓
		Drama, role-play, and simulation		✓
		Conversation		✓
		Outside-class speaking		✓
		Discussion	✓	
		Communication Games	✓	
		3.	Closing Activity	Students memorization vocab was given at previous meeting
Giving motivation	✓			
Closing and pray together	✓			

d. Fourth meeting

Fourth meeting was done on Saturday, 4th June 2022

No	Variable	Indicator	Meeting 1	
			Yes	No
1.	Pre- Activity	Greeting	✓	
		Pray together	✓	
		Brainstorming	✓	
2.	Main Activity	Explain the materials	✓	
		Using live listening		✓
		Writing tasks		✓
		Drama, role-play, and simulation		✓
		Conversation		✓
		Outside-class speaking		✓
		Discussion		✓
		Communication Games	✓	
3.	Closing Activity	Students memorization vocab was given at previous meeting	✓	
		Giving motivation	✓	
		Closing and pray together	✓	

Appendix 4: Interview guidelines for students (students' perspective about teacher's strategies on teaching speaking

Question:

1. Apakah anda menyukai pembelajaran speaking? Jelaskan!
2. Apakah anda menyukai strategi “discussion” pada pembelajaran speaking? Jelaskan!
3. Apakah strategi “discussion” efektif untuk belajar speaking? Jelaskan!
4. Apakah anda menyukai “conversation” dalam pembelajaran speaking? Jelaskan!
5. Menurut anda, apakah strategi “conversation” efektif untuk belajar speaking?
6. Apakah anda menyukai strategi hafalan kosakata bahasa Inggris? Jelaskan!
7. Apakah strategi menghafalkan kosakata bahasa Inggris efektif untuk belajar speaking? Jelaskan!
8. Bagaimana pendapatmu tentang Khitobah/simulation?
9. Bagaimana tanggapanmu tentang communication games?
10. Setelah belajar menggunakan strategy tersebut, apakah kamu menjadi percaya diri untuk speaking? Jelaskan!
11. Masalah apa yang anda hadapi ketika pembelajaran bahasa Inggris berlangsung?
12. Jika anda mengalami kesulitan saat pembelajaran speaking, apa yang guru lakukan?
13. Dengan strategi yang guru gunakan, apakah anda merasa lebih mudah dalam belajar berbicara bahasa Inggris?

Adapted from: Muthia Azizah (2021). *The Students' Perception toward Their English Teacher's Teaching Strategies in Speaking Skill at The Second Grade Students of MA Al-Ittifaqiah Indralaya in Teaching The Academic Year of 2021/2022*. UIN Raden Intan Lampung

Answer:

A. Name: FAN

Answer:

1. Lumayan menyukai, walaupun terkadang tidak terlalu paham, tetapi terkadang juga mengerti tapi saya lumayan menyukai.
2. Saya sedikit menyukai diskusi karena saat diskusi kita juga latihan untuk berbicara menggunakan bahasa Inggris, meskipun bahasanya masih campur campur.
3. Kurang efektif, karena saat diskusi berjalan, banyak yang masih menggunakan bahasa Indonesia.
4. Menghafalkan kosa kata, saya kurang menyukai, karena lebih menyukai praktik langsung dalam menggunakan bahasa Inggris, daripada harus hafalan dulu.
5. Kurang efektif, lebih efektif langsung praktek tetapi juga diselingi dengan menghafalkan vocab
6. Conversation. Kurang menyukai karena hanya sedikit vocab baru yang didapatkan.
7. Sedikit efektif, karena tidak terlalu banyak mendapatkan kosakata, tetapi saya juga menjadi paham tentang susunan kalimat, karena dipraktikkan saat muhadatsah.
8. Menurut saya khitobah tidak terlalu sulit. Kegiatannya juga tidak setiap hari dilaksanakan. Dari khitobah kita juga bisa berlatih untuk lebih percaya diri untuk bicara bahasa Inggris di depan orang banyak.
9. Iya, guru suka mengadakan games bahasa Inggris, menurut saya itu menyenangkan dan tidak membosankan saat pelajaran. Itu juga bisa membantu kita dalam mengingat ngingat kosakata yang pernah kita pelajari.
10. Saya lebih percaya diri saat conversation, karena praktiknya hanya didepan teman teman saja.
11. Grammar. Soalnya menurut saya, itu masih sulit.
12. Guru selalu memberi kita motivasi dan semangat, supaya percaya diri untuk bicara bahasa Inggris.
13. Ya, saya lebih mudah belajar speaking karena guru mengajar melalui banyak aktifitas yang melatih saya berbicara bahasa Inggris, tidak monoton pada materi saja.

B. Name: RSA

Answer:

1. Tidak terlalu menyukai, karena kadang membosankan
2. Saya tidak terlalu menyukai diskusi. Karena cukup sulit bagiku untuk mengutarakan pendapat menggunakan bahasa Inggris maupun bahasa Arab
3. Kurang efektif, diskusi menggunakan bahasa Inggris susah

4. Suka, karena dikelas terkadang hafalannya dibuat lagu, jadi asyik
5. Lumayan efektif, karena mendapatkan kosakata baru untuk latihan speaking.
6. Saya lumayan menyukai muhadatsah karena enak aja gitu, kita praktek percakapan
7. Lumayan efektif, karena selain kita mendapat kosakata yang kita pelajari, kita juga mendapatkan kosakata baru dari lawan bicara kita.
8. Menurut saya khitobah sangat membantu untuk meningkatkan rasa percaya diri dan belajar public speaking juga.
9. saya suka permainan yang komunikatif dan interaktif. Dalam permainan kita juga bisa melatih speaking kita bersama pasangan bermain, karena harus memberikan arahan.
10. Saya lebih percaya diri saat muhadatsah, karena hanya percakapan dua orang. Kalau diskusi saya tidak percaya diri.
11. Saya tidak terlalu suka bahasa Inggris, jadi kadang saya malas. Tetapi saya tetap harus mengikuti kelas.
12. Kalau mengalami kesulitan, biasanya guru memberi arahan yang benar itu seperti apa
13. Biasa saja, tidak terlalu mudah, tapi juga tidak terlalu sulit.

C. Name: JMS

Answer:

1. Saya suka, karena sangat mudah dipahami
2. Saya suka saat diskusi, meskipun terkadang bahasa yang saya gunakan campur campur
3. Untuk saya lumayan efektif, karena melatih saya untuk berpendapat menggunakan bahasa inggris.
4. Saya suka menghafalkan kosakata, karena menggunakan lagu dan sangat mudah dihafalkan
5. Efektif, karena menggunakan lagu-lagu, Tanya jawabpun menggunakan permainan, jadi tidak cepat membosankan
6. Saya menyukai muhadatsah/conversation, karena mempermudah untuk latihan berbicara bahasa inggris dalam sehari hari
7. Efektif, karena mudah
8. Menurut saya khitobah sangat membantu dalam melatih speaking ya kak, karena kita biasanya membuat pidato atau semacamnya. Sehingga itu sangat membantu dalam belajar speaking.
9. Dengan communication games membuat saya tidak mudah lupa kosakata yang pernah saya pelajari. Karena gamenya juga tidak jauh dari materi yang sudah kita pelajari di kelas.

10. Saya percaya diri saat muhadatsah dan hafalan kosakata, karena keduanya mudah dilaksanakan dan dipahami. Untuk strategi yang lain juga saya percaya diri aja sih.
11. Masalah yang saya hadapi saat belajar kadang saya ngantuk atau malas
12. Guru selalu membantu jika ada yang kesulitan dan bertanya.
13. Strategi yang guru gunakan memudahkan saya untuk belajar speaking

D. Name: NR

Answer:

1. Suka, karena asyik
2. Tidak suka, karena sulit dan tidak percaya diri
3. Tidak terlalu efektif, karena membosankan, jarang ada yang berani berbicara.
4. Suka, ditambah dengan metode pembelajaran dengan bernyanyi
5. Efektif, karena semakin kita menghafal banyak vocab, itu memudahkan kita dalam berbicara bahasa inggris
6. Suka, karena asyik.
7. Efektif, karena kita berlatih percakapan menggunakan bahasa Inggris.
8. Saya juga berfikir khitobah itu efektif digunakan, soalnya dapat meningkatkan percaya diri kita, selain itu kita juga praktek hafalan untuk berbicara di depan orang banyak.
9. Game itu megasyikan. Meskipun gamenya terkadang membosankan, tapi game nya bagus untuk menghilangkan rasa bosan ketika pelajaran. Permainannya juga bisa membuat kita lebih mudah belajar dan membuat kita konsentrasi.
10. Saya kurang percaya diri dalam speaking, karena takut pelafalannya salah.
11. Saya takut pelafalan saya salah saat berbicara bahasa Inggris.
12. Guru terus melatih dan mengingatkan kepada kita supaya tidak takut salah dalam berbicara bahasa Inggris.
13. Iya, strategi yang guru gunakan mudah dipahami.

E. Name: AF

Answer:

1. Suka, karena cara guru menjelaskan tentang speaking membuat saya paham, dan menarik. Sehingga tidak membosankan
2. Suka, karena diskusi melatih kita untuk berbicara menggunakan bahasa Inggris.
3. Menurut saya efektif, karena melatih percaya diri untuk menggunakan bahasa Inggris.
4. Suka, karena kita juga akan memerlukan bahasa Inggris.

5. Iya, karena dari kosakata itu saya jadi lebih mudah untuk belajar speaking.
6. Suka, karena menurut saya strategi conversation dalam bahasa Inggris adalah awal dari belajar speaking.
7. Efektif karena kita juga melatih berbicara menggunakan kosakata yang sudah dipelajari.
8. Khitobah menurut saya bagus untuk melatih percaya diri, karena harus berpidato di depan teman-teman. Tapi bagi para penonton juga efektif untuk melatih listening soalnya kita harus berusaha memahami apa yang speaker katakan.
9. Saya suka permainan, soalnya permainan yang ada juga bisa melatih speaking kita ya. Karena harus memberi arahan kepada teman kita menggunakan bahasa Inggris.
10. Lumayan, tapi saat harus berbicara di depan orang banyak, percaya diri saya berkurang.
11. Terkadang saya merasa kesulitan dalam membaca kosakata bahasa Inggris.
12. Guru menjelaskan ulang jika ada materi yang kurang jelas.
13. Iya, strategi yang digunakan memudahkan saya dalam belajar bahasa Inggris.

F. Name: SRA

Answer:

1. Suka, karena menyenangkan juga asyik aja sih.
2. Tidak terlalu suka, karena kadang kita bingung mau bicara apa.
3. Kurang efektif, karena susah untuk berpendapat dan bicara spontan menggunakan bahasa Inggris.
4. Suka, karena kita bisa menambah pengetahuan kosakata.
5. Efektif aja sih, soalnya untuk bisa speaking kita juga perlu tau banyak vocab.
6. Suka, ya asyik aja, jadi seolah-olah kita ngobrol, cuma susah kadang lawan bicara ga tau arti yang kita omongin.
7. Bagi saya efektif aja sih, soalnya kadang juga jadi tambah vocab yang baru yang saya tahu dari lawan bicara.
8. Karena khitobah tidak setiap hari dilaksanakan, jadi menurut saya efektif aja ya. Saat kita giliran bertugas kita juga ada waktu untuk latihan dulu. Jadi lebih bisa percaya diri ketika bertugas saat khitobah.
9. Saya rasa semua anak suka permainan. Karena seru dan tidak membosankan.
10. Percaya diri aja si, soalnya ngapain malu, karena berlatih conversation juga akan berguna.
11. Pelafalan bahasa Inggris agak susah.
12. Mencontohkan pelafalan yang benar itu seperti apa.

13. Strategy yang digunakan sangat membantu dalam belajar bahasa Inggris.

G. Name: AH

Answer:

1. Karena proses yang dilakukan oleh guru saya banyak belajar dari lagu Inggris, dan itu membuat saya menyukai proses belajar
2. Biasa saja, karena saat diskusi biasanya kita mengutarakan pendapat, jadi mungkin akan sedikit sulit bagi kita yang belum terlalu lancar.
3. Sebetulnya efektif untuk orang yang sudah lancar bahasa Inggris, untuk saya kurang cukup meskipun terkadang saya suka bingung dan tidak faham
4. Suka, karena sering dibuat lagu, akan lebih mudah untuk dihafalkan
5. Sebenarnya jika hanya menghafal menurut saya kurang efektif, dan lebih efektif lagi jika kita lebih banyak praktik speaking dengan kosakata baru
6. Suka, karena akan lebih membantu kita dalam memperlancar speaking
7. Efektif, karena melatih kita untuk berani melakukan speaking di depan orang lain, dan memperlancar speaking
8. Khitobah cukup mudah dan efektif aja sih menurutku. Tidak terlalu sulit, tapi mungkin sedikit gugup ketika mau tampil
9. Suka aja sih sama gamenya. Cuma kadang bosan, soalnya gamenya itu itu saja. Tapi suka dan membantu buat belajar bahasa Inggris.
10. Saya lebih mengutamakan percaya diri saya dulu daripada speaking saya, bisa dibilang pelafalan saya salah tidak apa apa, yang penting percaya diri
11. Saya sedikit kesulitan mengenai grammar
12. Guru membantu saya membenarkan beberapa susunan kalimat yang kurang tepat.
13. Ya, ketika guru berbicara bahasa Inggris, guru juga memberi translate kepada kita sehingga kita paham tentang apa yang guru katakan.

H. ZFE

Answer:

1. Menyukai, karena dengan pembelajaran speaking menjadi lebih baik dalam pengucapan bahasa Inggris.
2. Lumayan menyukai, karena bisa melatih speaking saya dan melatih percaya diri.
3. Mungkin jika sering dilakukan akan efektif, tapi jarang ada diskusi, jadinya kurang efektif.
4. Kurang menyukai karena menurut saya ketika kita terus menghafalkan kosa kata tanpa diperhatikan biasanya akan cepat lupa.

5. Efektif karena menurut saya langkah awal yang kita perlu pelajari dalam belajar speaking yaitu dengan cara menghafalkan sedikit demi sedikit vocab. Ketika kita sudah menghafal banyak vocab maka akan mudah menyusun kata.
6. Menyukai, karena dengan adanya conversation kita bisa membenarkan pelafalan dalam percakapan bahasa Inggris dengan baik dan benar.
7. Efektif karena menurut saya conversation bisa menjadikan kita lebih percaya diri berbicara bahasa ingris dan bisa melatih kita untuk lebih memahami bahasa ingris.
8. Saya menyukai khitobah sih, karena tugasnya bergantian dan kita juga bisa mendapat ilmu baru dari khitobah.
9. Jelas suka. Permainan itu yang paling dinanti saat pembelajaran, karena terkadang pembelajaran itu membosankan.
10. Percaya diri karena saya ingin bisa bahasa ingris dengan strategi mengajar bahasa saya menjadi lebih paham pengucapan bahasa Inggris.
11. Terkadang sulit dalam mencari arti kosa kata bahasa ingris dan cara membaca bahasa ingris yang benar.
12. Guru selalu melatih dan memberi dukungan kepada siswa.
13. Saya merasa lebih mudah dalam berbicara bahasa ingris yaitu ketika guru melakukan strategi belajar dengan mendengarkan lagu ingris, menonton film bahasa ingris, dan ketika guru berbicara dengan bahasa ingris.

I. UF

Answer:

1. Iya, karna guru menjelaskan dengan pelan, juga dari materi yang lebih mudah
2. Tidak terlalu suka, karena membosankan
3. Bagi saya kurang efektif, karena susah, apalagi jika topic yang diberikan cukup sulit. Jadi saya tidak aktif berbicara saat diskusi.
4. Lumayan, karena menghafal bahasa Inggris lumayan mudah tapi kalau membaca bahasa Inggris tidak semudah membaca bahasa Indonesia.
5. Iya, karna itu untuk latihan juga agar pembaca mudah memahami dan menghafal dengan benar vocab tersebut.
6. Suka, karna percakapan bahasa Inggris menyenangkan.
7. Iya karna untuk melatih murid untuk bisa percakapan lebih baik dan sekaligus untuk latihan menghafalkan vocab.
8. Biasa saja sih. Khitobah ya seperti itu. Seperti acara acara, tapi tugasnya giliran. Kita latihan public speaking ketika kita bertugas
9. Suka aja, seru, dan tidak bikin ngantuk dan bersemangat.

10. Kurang percaya diri karena jika berbicara bahasa Inggris Agak gugup, karna takut salah baca atau lupa percakapan yang sudah dihafal.
11. Arti bahasa yang tidak tau, juga penulisan kadang salah.
12. Menjelaskan lebih lanjut materi yg tidak paham, sabar, mengajarkan soal yang lebih mudah agar murid lebih paham.
13. Sangat memudahkan kita dalam belajar bahasa Inggris

Appendix 5: Pictures

1. Discussion Activities



2. English Class



3. Simulation Activities



4. Communication Games Activities



BIOGRAPHY

A. Personal Detail

Name : Alifa Dina Utami
Student Number : 1717404048
Place, dare of birth : Cilacap, January 1st 2000
Address : Jl. K.H. Syarbini, Welahan-Wetan, Adipala,
Cilacap
Name of Father : Wahidin
Name of Mother : Muawanah

B. Educational Detail

1. Formal Education:

- i. MI Ya BAKII Welahan-Wetan
- ii. MTs Raudlatul Huda Adipala
- iii. SMA Islam Buana Kroya
- iv. UIN K.H. Saifuddin Zuhri Purwokerto

2. Non Formal Education

- i. Pondok Pesantren Al-Hidayah Kroya

C. Organization Experience

1. HMJ Tadris Bahasa Inggris 2018-2019
2. Javelin Community



معهد مفتاح الهدى للبنات

PONDOK PESANTREN

MIFTAHUL HUDA PUTRI KROYA

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SURAT KETERANGAN

No : 13./12./22/mif-put/2022

Yang bertanda tangan di bawah ini:

Nama : Nur 'Aini, LC. MM.
Jabatan : Mudir Pondok Pesantren
Unit Kerja : Pondok Pesantren Miftahul Putri Huda Kroya

Menerangkan bahwa

Nama : Alifa Dina Utami
NIM : 1717404048
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di Pondok Pesantren Putri Miftahul Huda Kroya, Kabupaten Cilacap, pada tanggal 28 Mei – 25 Juni 2022.

Demikian surat ini dibuat untuk menjadikan periksa bagi yang berkepentingan.

Dikeluarkan di : Pondok Pesantren Miftahul
Huda Putri Kroya

Pada Tanggal : 28 Desember 2022

Mudir Pondok Pesantren
Miftahul Huda Kroya

