CHAPTER I

INTRODUCTION

In this research the researcher discussed six topics related with the research. The topics included background of the study, research problem, and objective of study, scope and limitation, significance of study, definition of key terms. The researcher will discuss the research as follows.

A. Background of the Study

Speaking is one of four language skills, which is basic function of language as communication instrument. Students who study at the school which use certain language will be a good speaker, different from students who study at the other school. They will get difficulties in using English to speak each other; it is caused by condition of school environment and media that is used in teaching them.

Teaching speaking to young learners and adolescent is different from teaching speaking to adults. This is because different age has different needs, competencies, and cognitive skills. Their different characteristics become the main consideration in treating them differently as the teaching subjects. Teacher has an important role to build children's speaking. Teacher should know the factors in teaching such as methods, strategies, techniques, and materials, so that the teacher can convey the materials well in accordance with student's

characteristics. Evan and Lang (2006: 123) said that a good method was useless in teacher's hand who did not know how to use it and a good teacher could not be effective if she/he used a bad method.

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, as cited Cahyono and Widiati (2011:67), they claimed that who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful.

Teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. According to Cole (2008: 61) assumed that the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

According to Brown and Yule (1999: 112) said that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances and speaking skill is typically a sign of successful language learning these become the focus of the study. In hence, the teacher should apply variety strategies to solve student's problems in English especially speaking skills.

Nowadays, many students who have graduated from junior high school instead high school still cannot speak to other. These students factors such as of different talent, perseverance, motivation and interest to the materials. Besides, the teacher needs some strategies to solve student's problems in learning English speaking fluency. In these, the teacher makes the students more focus and attention in teaching-learning process.

The success of teaching and learning process, including teaching and learning speaking is greatly influenced by some components namely the teacher, students, method, motivation, and the linguistic factors. Learning speaking can be done effectively if the whole influencing components support each other to reach the goal. So identifying the problems and the causes of the problem in learning speaking is very important.

In MTsN-1 Kota Palangka Raya had achieved many performance and good acreditation. It often obtained appreciation from institutions and imported native speaker as guest speaking. Besides, no

body took research the teacher startegy in teching speaking base on Islamic school yet before. In fact, this school emphasized students to speak English.

Based on the statement, the researcher was interested to conduct the research under the title: **"The Teacher's Strategies in Teaching English Speaking at the Students of MTsN 1 Kota Palangka Raya".** Considering those explanations, the students in this school the students more confidence and talk-active to practice in front of class after the teacher used the strategy in improving their skills in speaking. In fact, most of students still confuse to speak and communicate to other before the teacher used the strategy caused they have problems in learning English.

Therefore, this research focuses on teacher strategies in teaching speaking to students and improves their speaking skills fluency. Then, the research will found the students response and the teacher strategies in solving their speaking problems.

B. Problem of the Study

The Problem of the study is stated as below:

1. What strategies does the teacher employ in teaching speaking to students of MTsN 1 Kota Palangka Raya?

2. How does the teacher use the strategies use in teaching speaking to solve student's problems?

3. How do the students response to strategies employed by the teacher of MTsN 1 Kota Palangka Raya?

C. Objective of the Study

The research is conducted to investigate furthermore about the teacher strategies in teaching speaking English at Eight grade students of MTsN-1 Model Palangka Raya. The research is aimed:

1. To describe the teacher strategies in teaching English Speaking at eight grade students of MTsN 1 Kota Palangka Raya

2. To describe how the teacher's implementation of strategies in teaching speaking.

3. To know how the students' response the strategies employed by the teacher in teaching speaking at eight grade students of MTsN 1 Kota Palangka Raya

D. Scope and Limitation

The research focuses on description of the teacher's strategies in teaching English speaking and to find out student's response to the strategies employed by teacher in teaching English speaking to students of MTsN 1 Kota Palangka Raya. Here, the writer took the teacher who teaches the students at eight grade class. The teacher had good achievement of teaching speaking.

However, the writer did not intend to report on all aspect of teaching activities. The writer only focused on the activities of the English teacher in teaching English speaking at eight grade students at MTsN 1 Kota Palangka Raya.

E. The Significance of the Study

The study makes the anticipation toward the emerging problems related to speaking skill so that implemented strategies are delivered efficiently to students. Besides, this research enables teachers to selectively consider proper teaching strategies for students in classroom. Moreover, it gives the students to understand the material and speak English easier.

The study provides contribution of reference to other researchers who are interested to relate teaching speaking English to students, and offer an input educator, parents or institution to consider the way of teaching speaking English.

F. Definition of Key Terms

1. English teachers

   The researcher means by English teachers is everyone who teaches English at MTsN 1 Kota Palangka Raya.

2. Strategy

Cathy and Robert (2004: 67) argued that strategy in teaching is used to make the learning environment come alive and make the lesson learned last beyond the next test.

3. Speaking

Tarigan (1990: 78) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum (2006), that speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint construction of text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

4. Teaching Speaking

Teaching speaking is a process of giving lessons to students, in which the objective is making and helping students speak English. According to Lieberman (2007: 14) claimed that teaching speaking in this study refers to the teaching of English skill where speaking as the main skill is taught to achieve the objectives. The research specifies that the students are EFL

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students, which English is taught and used as foreign language in Indonesia.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of literature to support the study. This includes: previous study, speaking, teaching speaking in junior high school, the characteristics of junior high school, the quality of teaching and learning, teacher's quality and condition in teaching, and characteristics of successful and unsuccessful English learners.

A. Related Studies

First research, a study conducted by Ayu Rahayu, *Teaching Speaking to Junior High School Students Through Four Corners Game.* State University of Padang. In this research, the researcher states that the goal of four corners game technique is to train the students to speak English by discussing and expressing their opinion to four groups. Then, this technique gives some benefits for English teacher and students. This way it can be interesting to gain student's ability in learning English.

Second research, a study conducted by Dedi Efrizal, Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. In this research, the writer mentioned about communicative language teaching. The researcher knows about communicative language teaching is general method that she studied. It should also be focus on one

of communicative language teaching to teach speaking. This research indicates that the using of communicative language teaching method can improve students' speaking achievement at the first year students of Mts Ja-alhaq.

Third research, a study conducted by Indah Medekarwati, *Teacher's Strategy in Teaching English Speaking at the Second Grade of SMPN 2 Pare – Kediri 11*. The researcher found that the most of students interested during the lesson by using this technique. Students also have improvement their understanding of the material after the teacher were taught them by using this kind of technique. Then, the researcher wants to teach speaking by using problem sticks in learning process. The result of this strategy is the students more confidence and talkative to speak in classroom.

B. **Speaking**

1. **Definition Speaking**

Speaking is the ability to produce words in language practice.. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and

interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and Marrow (1981: 70) argued that "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Language is essentially speech, and speech is basically communication by sounds. Speaking is a skill used by someone in daily life communication whether at school or outside. Because speaking is one of the central of communication, it was an important part in daily life (Huebner, 1960: 5).

According to Bailey (2000: 25) claimed that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other by using words or

sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

2. **Teaching Speaking**

Chaney and Burk (1998: 13) claimed that speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

According to Harmer (1998: 88) assumed that there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are:

a. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

b. Feedback

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Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

c. Engagement

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

When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and

collaborative learning serve best for this aim. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

3. **Types of Speaking Performances**

According to Brown (2004: 271) described that there are six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students" speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group

work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The

students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

4. **Principles of Teaching Speaking**

Nunan (2003: 54) stated that there are five principles of teaching speaking such as:

a) Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.

b) Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which 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 say when they use the target language.

c) Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

d) Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It

can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

e) Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

5. Aspects of Speaking Activities

In teaching speaking, there are some aspects which need to be considered by the teacher. According to Brown (2001: 268-269) proposed that four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the teacher to design the speaking activities for his/her students. Therefore, a good speaking activity has to cover all these four following aspects.

1) Fluency

A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. Speakers need to know where he/she has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her

speaking (Nunan, 2003: 55). Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses).

2) Accuracy

Nunan states that accuracy happens when students" speech matches what people actually say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Thus in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

3) Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

4) Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students" English speaking fluency. They can generate sentences only by using words so it is impossible to speak fluently without having an ample site of vocabulary. In fact, some students have only limited

vocabulary so they meet some difficulties in speaking. Therefore, it is necessary for the English teacher to put some effort in order to enrich the students" vocabulary.

6. **Speaking Classroom Activities**

According to Kayi (2006) explained that there are many activities to promote speaking, which are:

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

Role play is another way of presenting dialogues. Pupils pretend to be someone else in a role play. Teacher of young learners go from the structured to the more open type of activity. This can be done in the following way. Beginners can start by learning a simple role dialogue by heart and then it is acted in pairs. When teachers work with children who are from five to seven years of age, they are supposed to give them a model role

play first by acting the dialogue with some object (e.g. a puppet) and getting them to repeat the sentences after a teacher.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

There are many reasons for using storytelling in language teaching. Wright states that stories which rely so much on words, offer major and consonant source of language experience for children. Moreover, stories can motivate children, stimulate children's imagination and arouse children's interests, etc.

7. Characteristics of Successful Speaking Activity

The success of teaching and learning process, including teaching and learning speaking is greatly influenced by some

components namely the teacher, students, method, strategy, motivation, and the linguistic factors. Learning speaking can be done effectively if the whole influencing components support each other to reach the goal. Therefore, if students felt bored with the activities run in the classroom, most of them felt sleepy when the activities running, and finally, their motivation in following the lecturing activities decreased slowly. Ur provides some characteristics of successful speaking activity (Ur, 1991: 120).

a) **Learners talk a lot.** As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b) **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.

c) **Motivation is high.** Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d) **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

C. Strategy

1. Definition of Strategy

According to Brown (2001: 128) stated that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

The term *strategy* originally used in the military and it is means as the art of tactics in war, especially related with the movement of army navigation in which position they feel the most advantage to get victorious. Today, the term *strategy* borrowed by many other sciences and it also educational science (Ahmadi, 2005: 11).

Generally, strategy is a guidance to achieve the determined goals. If this term related to the teaching and learning, the strategy can means as describing the teacher and students activity in teaching and learning to achieve determined goal.

In education, strategy means a plan, method or series activities designed to achieve a particular educational goal. Teaching is focused to do something for students. Teaching is formal action to bring about a greater opportunity for the students becoming educated.

A purpose of teaching is to help the students to learn. Each student learns, however, from his own efforts and experiences. A

teacher may inspire students to want to learn and may guide them in experiences from which he may learn some fact, attitude or skill. Therefore, the teacher has more than one duty in the classroom. He has to prepare the learning objective, the material, and also the media. Then, deliver the material and using the teaching strategies to make the students understand to the material. In other words, he has to be a leader to manage and give the students motivation when teaching and learning in the classroom.

2. **Teaching Strategies**

Teaching strategy is all components of teaching material and teaching procedure that are used to help students to achieve a goal of teaching in teaching learning English. In this study, teaching strategy is the teacher's own way of trying their best to help students learn English (Riyanto, 2012: 28).

Teacher has a big role to make their students success in learning. Therefore, more strategies in teaching process are needed. These are some strategies in teaching English that can be used to teach young learner:

a. Cooperative Learning

Cooperative learning is a teaching strategy involving children's participation in small group learning activities that promote positive interaction (Lyman and Harvey, 1988: 127). The function of cooperative learning is to help the children in helping

each other when they are facing some problems in learning English. In cooperative learning teams, low-achieving students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others. Well-constructed cooperative learning tasks involve positive interdependence on others and individual accountability.

b. Communicative Learning

Language learning is understood as learning to communicate through communication. Communicative teaching is often organized in the three phase framework. Pre-activity, while-activity, and post activity (Savignon, 1983: 146).

a) Pre-activity is organized to arouse interest in the learner towards the main task, motivate performance, to activate in learners their prior knowledge and prepare them for the language that can be necessary to perform the main task.

b) While activity is organized as oral or written communication is based on engaging the learners in the communicative tasks.

c) Post-activity is reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drill and interrogation with other skills.

Communicative language learning is based on the real-life situations that require communication. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general motivation and making the English language classroom a fun and dynamic place to be.

c. Active Learning

Many studies show that learning is improved when students actively involved in learning process. Active leaning is environments that allow students to talk and listen, read, write and reflect as they approach course content through problem solving exercises, informal small groups, simulations, case studies, role playing, and other activities. In active learning, the children directly learn by their self and make their own concept base on their experience.

The purpose of language learning is to communicate in that language. This means that language teacher should be meaningful, natural, and useful to their students. Teacher can come out with interesting, authentic and essential topics that students can discuss or talk about especially in the target language; the related topics should be easy and understandable.

3. **Strategy of Teaching Speaking**

According to Nation and Newton (2009: 114) explained that a various number of speaking teaching strategies are utilized and used in

the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item. Role plays are activities where students are asked to pretend to be in various social contexts and various social roles. Creative tasks resemble real-life tasks as Solcova (2011: 56) asserted that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Thornbury (2005: 81) argued that drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulator control over language.

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use. Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose. Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to

message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts.

Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Richard and Rodgers, 2002: 67). Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship.

D. Teaching Speaking in Junior High School

Teaching speaking is a very important part of second language learning. Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that become hard-to-break habits. Conservative, the shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the purpose of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in classroom. Break the silence and get students communicating with

whatever English they can use, correct or not and selectively address errors that block communication.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency in junior high school.

Oral skill has hardly been neglected in EFL/ESL course though how best to approach the teaching of oral skill has long been the focus of methodological debate.

"Teachers and textbooks make use of apply a variety of approaches, ranged from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies" (Richard, 1990: 67-85).

In the teaching of speaking, the teacher mostly emphasizes his teaching product of speaking. It means that the teacher occasionally practice the teaching of speaking, started by only explaining the topic the student are going to speak about while the students listen to the explanation. No model is provided to the students as the example. The students are asked to write and read short dialogue or composition in certain time allocated without practicing to speak in oral or to produce what they have learned before.

The characteristics of Junior High School

Cameroon (2001: 15) categorized that those children in the ages between 12 and 14 years as older children and between 7 and 8 years as younger children. Thus, students of junior high school, based on their level of ages, are still called as young learners. In line with Cameroon, Brown (2001: 34) stated that junior high school students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, as follows:

a) Intellectual capacity adds abstract operational thought around the age of twelve.

b) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.

c) Varieties of sensory input are still important, but, again, increasing capacities of abstraction lessen the essential nature of appealing to all five senses.

d) Factors surrounding ego, self-image, and self-esteem are at their pinnacle.

Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of

the most important concerns of the secondary school teacher is to keep self-esteem high by:

1) avoiding embarrassment of students at all costs,

2) affirming each person's talents and strengths,

3) allowing mistakes and other errors to be accepted,

4) de-emphasizing competition between classmates, and

5) Encouraging small-group work where risks can be taken more easily by a teen.

Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from "here and now" nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analyses.

In junior high school, the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. As language is a mean of communication, students have to be accustomed to speak English orally. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process. Considering the fact that the students of junior high school are still young learners, the teacher has to organize the lesson based on their needs, interest, and characteristics as well. They need

enjoyable activities, which involves body movement, pictures, real objects, during the teaching and learning process.

When focusing on young learners, they are able to express emotions, communicate intentions and reactions in their own language. Pinter (2006: 56) specified that "Children are not necessarily competent communicators even in their mother tongue".

E. The Quality of Teaching and Learning

The quality of teaching learning process in junior high school should be effective in order to gain the learning objective. There are some components which affect the quality of English teaching and learning process. They are listed as follows.

1. Teacher

Teacher plays a very important role in bringing the class to get a good quality of learning. Teacher has some roles in the classroom activities. Harmer (2007: 108) proposed that the roles of a teacher during the teaching and learning process. The following presents a discussion about the roles of a teacher.

a) Controller: when teachers act as controllers, they are in charge of the class and of the activity-taking place and are often 'leading from the front.

b) Prompter: in this stage, the teacher often gives a prompt or takes charge in order to encourage the students to be active during the lesson.

c) Participant: teacher sometimes wants to join the activity done in the teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities.

d) Resource: in this stage, the teacher can be one of the most important resources in the teaching and learning process. Teacher can provide all information needed by students.

e) Tutor: acting as tutor, the teacher can combine both prompter and resource role during the teaching and learning process.

2. Student

Another essential component in the teaching and learning is students or learners. Students or learners are all very different. They differ in obvious ways such as age, gender, nationality, language level and personality. The students' attitudes in the classroom are affected by their motivation, needs, educational and cultural background, and learning styles and personalities. In English teaching and learning process, the students should be given an equal opportunity in using English during the classroom activities. In other words, the students have to actively involved in every stages of teaching and learning, so that the teaching and learning activities run well.

However, students' active involvement does not go far from active learning. Bonwell and Elson (1991: 134) defined that active learning as that which involves students in doing things and thinking about the things they are doing. They list the following general characteristics of strategies that utilize active learning in the classroom.

a) Students are involved in more than listening

b) Less emphasis is placed on transmitting information and more on developing students' skill

c) Students are involved in higher-order thinking

d) Students are engaged in activities

Related to the quality of teaching and learning, Mulyasa (2006: 174) defined that the quality of teaching and learning process can be seen from two aspects: process and products. From the process, it can be said that the quality of teaching and learning is effective if all of the students or at least 75 % of them get actively involved physically, mentally, and socially in teaching and learning process. From the product, it can be said that the quality of teaching and learning is effective if all of the students or at least 75 % of them have positive changes towards their behavior.

3. Classroom Interaction

Classroom interaction is the internal process of learning that consists of sequence of the external interaction between two participants: the teacher on the one side and the learners on the other.

Another definition of classroom interaction is proposed by Carter and Nunan (2001: 120), they stated that the term classroom interaction refers to the interaction between the teacher and learners, and among the learners. Each of those components interact one another during the teaching and learning process.

In the teaching and learning process, the teacher and the student are not the only participants in the classroom interaction. Maalamah (1991: 13) argued that they also interact with the material, teaching aids and other components that are involved in the English teaching and learning process. Hence, it can be said that classroom interaction is the sequencing process of exchanging information, ideas among the participants in the classroom. In addition, teachers need to notice the class situation so that students feel more fun. It means teacher has to try in order to students are having fun and enjoyable in learning English class. Remember that teacher is influencing their attitude to language learning. Fun class situation to encourage and make sure children feel comfortable, and do not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repair their mistakes.

Therefore, to reach a good quality of teaching and learning process, the teacher should encourage the students to be actively participating in teaching and learning process. The students must engage in asking question, answering questions, giving opinion, and

the like. Therefore, in this study, it can be concluded that a good quality of teaching and learning of English can be seen from how the teacher teaches and how the students actively involved in the teaching and learning process.

4. School Environment

Students' academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a students' learning experience. As schools are faced with more public accountability for student academic performance, school level characteristics are being studied to discover methods of improving achievement for all students.

According to Zais (2011: 27) stated that school environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, and to promote

learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Through teacher modeling and classroom strategies based on cooperation and mutual support, an environment is created where students feel comfortable to pursue inquiries and express themselves. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment. Therefore, the image of the school is seen through the administrative capabilities of the head teacher. Students must be effectively involved in the administration system of the school. The head teacher must encourage team work for none is extremely perfect. To this extent, a good head teacher is one who involves the staff and students in administrative functions and one who the learners are able to consult when in need. Daniel and Felix (2014: 240) emphasized that the head teacher is expected to set an atmosphere of order, high expectation for the staff and students, encourage collegial and collaborative leadership and building commitment among the students and the staff towards attainment of the school goals.

Since the school is considered a second home for the students, the head teacher should develop a rapport and understand the feelings of the students take and these feelings into consideration and provide a school environment in which the child safe and confident.

F. Teacher's Quality and Condition in Teaching

The teacher as one of essential components to the quality of teaching and learning process should consider many aspects in order to be an ideal teacher for the learners. The teacher should know well how to control the class. A good teacher also needs to have a good media, setting the condition for learning, and classroom management.

Teachers cannot be dissociated from the schools they teach and academic results of their schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teachers. It has been proved that teachers have an important influence on students' academic achievement. Teachers play a crucial role in educational attainment as they are tasked with the responsibility of translating policy into actions and principles based on practice during interaction with the students.

In their study, Wright, Horn and Sanders (1997: 57-67) concluded that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. This is regardless of how similar or different the students are in terms of individual potential in academic achievement.

According to Rivkin, Hanushek and Kain (2005) explained that the influence of teacher characteristics such as gender, educational qualifications and teaching experience on students' academic achievement with varied findings. Teachers' experience and educational qualifications are the prime predictors of students' academic achievement. Teacher's management of students' homework and assignments have an impact on student achievement, especially when it is well explained, corrected and reviewed during class time and used as an occasion for feedback to students.

The teacher's attitude contributes significantly to student's attention in classrooms. Whereas Adesoji and Olatunbosun (2008: 67) illustrated that student's attitude is related to teacher characteristics. The implication is that teacher's attitude directly affect students' attitude.

The important role of the teachers in the teaching-learning process is unquestionable. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities without which their influence may not be reflected in their students' performance in their subject. Teachers must use appropriate and effective instructional methods so that students can easily transfer what is taught in school and apply it to solve problems in real life.

G. The Factors in Learning Second Language

Second language learners come from many backgrounds. The differences in learner's motives, skills and requirements make their methods in learning the language varies. The various methods make different outcomes. Thus, the use of second language is implied in the various learning methods.

According to Ellis (1985: 10) assumed that there are five general factors that contribute the individual learner; they are age, aptitude and intelligence, cognitive style, motivation, and personality.

1. Age

Age is a major factor in about how and what to teach. People of different ages have different needs, competences and cognitive skills. The most common beliefs, young children learn faster and more effectively than other age group as the first three years is a golden period of brain development.

Children who learn a new language early have a facility with a pronunciation which is sometimes denied older learners. But, older children (children from about the age of 12) seem to be far better learners than younger ones in most aspects of acquisition, pronunciation excluded.

2. Aptitude and intelligence

We often have to face a situation when some students are better at learning language than others. It is caused by these

two factors in the learning process. People have different aptitude and intelligent for different kind of study.

Intelligent is general ability that governs how well we master a whole range of skills, linguistic and non linguistic, whereas aptitude refers to the special ability involved in language learning.

3. Cognitive style

People learn and process new information in different ways. It means everyone learns and processes information in their way. Cognitive style is less about decisions that individual actually make and more about the processes used to make them. Individuals vary in predictable ways along four dimensions of cognitive style. That is, they differ in the way in which they gather and process information.

4. Motivation

Based on theory of SLA, learner motivation and needs have always had a central place in learning language. Learners who are interested in the social and cultural customs of native speaker of the language they are learning are likely to be successful. Conversely, learner with little interest in the of life of native speakers of the second language or with low instrumental motivation can be expected to learn slowly and to stop learning some way short of native speaker competence.

In addition, Jeremy explained that motivation comes from two sides. They are outside factor or extrinsic motivation and inside or usually called by intrinsic motivation. Extrinsic motivation is the result of any number of outsides factors.

1. **Problems in Learning Speaking**

    In learning speaking, students get problems to talk. Ur (1991: 121) stated that there are some problems faced by students in learning speaking, they are:

1. Inhibition

    Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

    Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

    Only one participant can talk at a time if he or she is to be heard; and in the large group this means that each one will

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have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less „exposed" if they are speaking their mother tongue. If they are talking in small groups it can be „quite difficult" to get some classes particularly the less disciplined or motivated ones to keep to the target language.
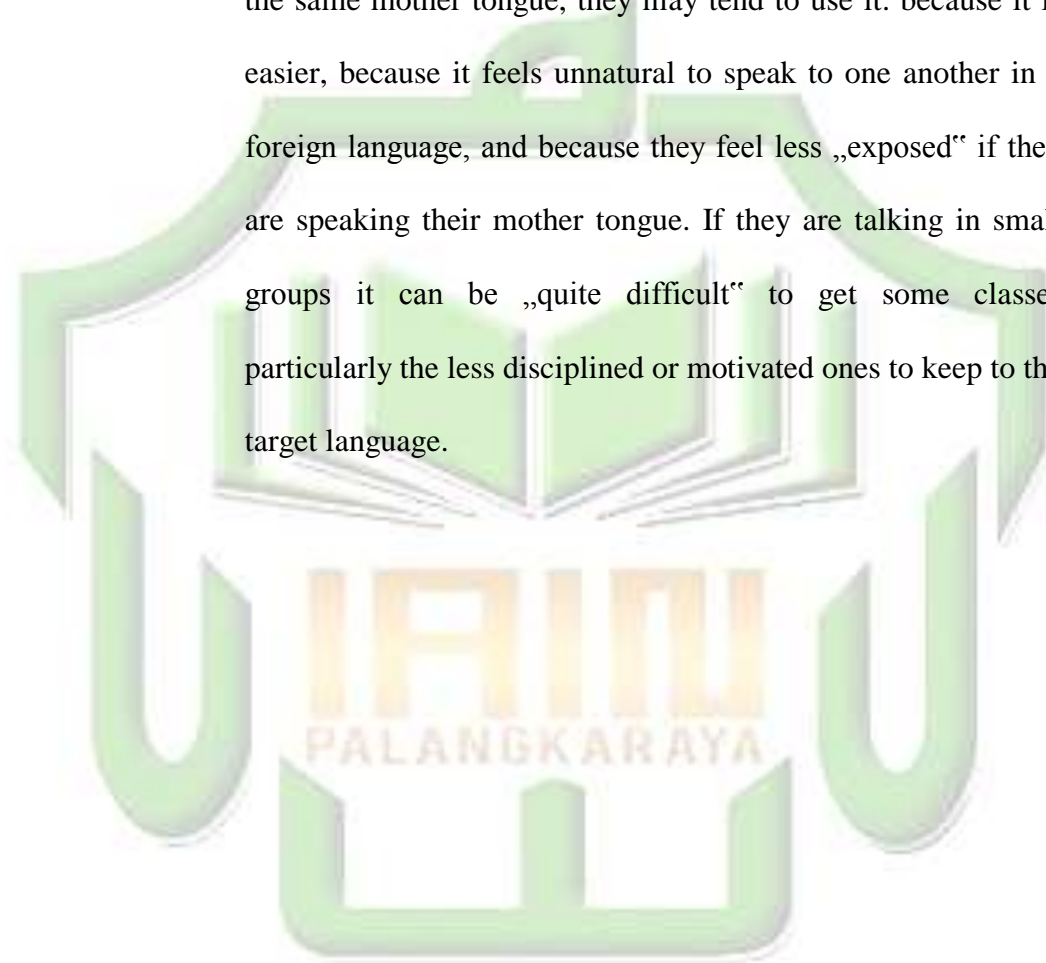
CHAPTER III

RESEARCH METHODS

The research methods applied in this research is discussed in this chapter. The discussion involved the research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

The researcher used descriptive qualitative as the research design of this study. Hatch (2002: 113) argued that qualitative study is intended to explore reality about human behaviors within naturally present setting and contexts. The sample of qualitative research, which is called informant or participant, is a theoretical sample since the aim of qualitative research is to bear new theory and selected purposively according to several considerations and particular aim.

This research belonged to qualitative-case study. According to Donald Ary (2010: 29) claimed that a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. It is to arrive at a detailed description and understanding of the entity (the "case"). In this case, the researcher identifies what are teacher strategies in

teaching speaking and students response employed by the teacher in MTsN 1 Kota Palangka Raya.

B. Subject of the Study

Relevant to the purpose of this study and the research question which are aimed at exploring teacher's strategies in teaching speaking and student's response to the strategies employed by the teacher. Besides, the researcher took only one teacher as a subject of the study because this teacher had unique strategy in teaching English speaking. Then, the teacher emphasized speaking than others skill to teach the students.

This research is designed to obtain information and description concerning about the strategies used by English teacher teaching speaking at eight grades (VIII-6) in MTsN 1 Kota Palangka Raya and students response about the strategy employed by the teacher. Therefore, it ascertained the suitability of descriptive study to achieve the goals of this research as what this research deals with is describing its variables, which has nothing to do with measurement to discover the effectiveness of one variable to another.

In order line and consistent with research design employed in this research, there are characteristics of a qualitative research to consider; (1) the focus of the research is 'quality', (2) the aim is

description, findings and understanding, (3) the settings are natural, (4) the sample is small and purposive, and (6) the data collections consists of researcher as the main instruments, interviews and observations (Wasilah, 2008: 92).

C. Source of Data

There were two sources of data in this study; they are the primary and secondary data. The primary data taken from teacher and students were as an informant. From the teacher, the data gained from the English teacher strategy in teaching speaking in class. Then, the students responded about the strategy employed by the teacher to take data from students.

The secondary data took from book, e-mail, article and internet. From the secondary data, it gained to equip the data if need it.

D. Research Instrument

1. Classroom Observation

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted. In this classroom observation, the subjects of observation are teacher and students' activities in English language teaching learning (Nunan, 1992: 93). The researcher will use video

recorder and photo to answer the first research question when the teacher teaches speaking in classroom. It involves to identifying teacher's strategies in teaching speaking and makes students speak up which faced by the teacher and how to deal with it. The observation can provide with sample data necessary to achieve the purpose of this research. The instruments used in this research is observation which is adapted, developed, translated and field note to keep details of what happen in the classroom.

2. Questionnaire

The next instrument is questionnaire. It administered to the students to gain the data about their response towards the strategies of teaching speaking that employed by the teacher. Here, the writer used questianairre to support the data. Its not to measure number or score of each items but it used to analyze students answer in the depth analyzing into narrative text.

According to Arikunto (1996: 128) stated that questionnaire is some written questions used to get the information from respondent about their personality or anything that she\ he knows. There are two types of questionnaire; open questionnaire (unstructured questionnaire) and close questionnaire (structured questionnaire). Meanwhile, *close questionnaire (structured questionnaire)* contains the question and alternative answer to them. The answers provided for each question should be

exhaustive of all possible responses and at the same time mutually exclusive. *Open Questionnaire (unstructured questionnaire)* gives the respondents freedom to reveal their opinions and attitudes.

The statements gave in *Bahasa Indonesia* in order to help the students express their thoughts and feeling more easily. The respondents mark The respondents mark YA (yes), Kadang-Kadang (sometimes), and Tidak (no). In the meantime, the questionnaire constructed based on some considerations about the attitude toward English, the response toward lesson content, strategies and the impact of the strategies.

3. Interview

To support the validity of data, interview administered to the teacher. The interview developed to cover some questions about teacher's strategies. Interview used as directive means of finding what people are thinking, feeling, and doing. According to Cohen, Manion, and Morrison (2007: 41) stated that interviews functions to look into participants' experience and concern of situations from their own point of view. For this reason, interviewing teacher will suppose to avoid subjectivity of in answering the first research questions about teaching speaking strategies used by teacher.

4. Documentation

According to Arikunto documentation is a searching of data about things or variable thought notes, transcript, book, newspaper, magazine, and so on. This technique is used to collect the data which are related to the research. It is used to support of data though documents or writings that have connect with study. The data are taken from some cases as follows:

a. The general description of the location of the study.

b. Documentation the strategies that use by the teacher.

c. The strategies in teaching used by the teacher in teaching English speaking at eight grade students of MTsN- 1 Model Palangka Raya.

d. The students respond about the strategy employed by the teacher.

e. Recording and photos.

E. **Data Collection Procedure**

There were two main factors that influenced the quality of the result; there were the quality of instruments and quality of data collection procedures. Since the research used descriptive method, it required certain appropriate instruments for collecting the data needed. The researcher used triangulation as the source of the data and to strengthen the quality of the research. It is an attempt to combine more

than one method of data collection. The form of the data is information deriving from the interview and observation in the classroom. Besides, the sources of data research from the teacher and the students' questionnaire.

Moreover, the data collection conducted by employing the instruments through in depth interview, questionnaire, and observation. Before conducting this research, the researcher has a preliminary research which is a classroom observation focused on teacher strategies in teaching speaking and student's response to the strategies employed by the teacher. The clearer data of the research problem collected after passing the proposal examination.

The details processing of collecting the data were as follow:

a) To answer the first research question, What strategies does the teacher employ in teaching speaking to students of MTsN 1 Kota Palangka Raya, the writer have an in depth interview with each of the English teachers.

b) To answer the second research question, how the teacher employ the strategies to solve student's problems in speaking.

c) To answer the third research question, how do the students respond to strategies employed by the teacher of MTsN 1 Kota Palangka Raya, the writer have observation to the teacher teaching English speaking in classroom.

In this research, triangulation technique used to check the validity of instruments. The collected data based on observation, questionnaires, and in interview is merged. It related with some theories which have provided in the review of literature.

F. Data Analysis Procedure

Data analysis is very important to make sense or to give meaning to the data. It may come about simultaneously since researcher begins to undertake data collection up until the purpose of the research are pursued and completed. It implies that data analysis is interrelated to data collection and considered as an ongoing process throughout research investigation.

There are several steps undertaken to analyze the data gained. The steps undertaken to analysis divided into three main part, which analyzing classroom observation, interview data from teacher, and questionnaire from students. To analyze data, Denzin and Lincoln (1998) proposed that an interactive model as this is an ongoing process throughout the whole investigation process, containing three sub-processes: data reduction, data display, and conclusion drawing/verification.

The procedures of data analysis can be drawn as below:

1. Data Reduction

The data collected from the observations, interviews and questionnaires were carefully detailed. The more the data collecting process conducted, the more data gathered. Therefore, in this process, the data were reduced. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form (Moleong, 2006: 51).

2. Data Display

After the data were reduced and the important items remained, the next step was to display the data. It could be in the form of graphics, tables, charts, or citation. In qualitative research, data display can be presented by brief narration, tables, flow chart, or interrelation of categories. Miles and Huberman as cited on Sugiyono (2007: 341) stated that most of display data for qualitative research data in the past has been narrative text. Here is when the research has to make a deep understanding to the data until particular relationships between one item and another comes up and creates certain pattern. Once the pattern is found, it must be supported by data along the research and displayed in the end of the report.

3. Conclusion Drawing and Verification

Conclusion drawing and verification involve interpretation of researcher to make sense of the data. It

includes the discussion of the instruments used in answering the two research question. The instruments use in this research is observation, interview, and questionnaire.

G. Data Endorsement

To find and to make the endorsement of the data, the writer engaged some endorsement of the data.

a. Credibility

In qualitative research, the notion of internal validity can be related to credibility and external validity to transferability. This is not just a change in terminology; credibility and transferability differ from quantitative notions of validity in theoretically important ways. In test of data credibility or internal validity, the data must be admitted and must receive the truth by the source of information and the study effort. In order to the truth of the result of the study is believed; it is supported by some ways, as follow:

1) Triangulation

Triangulation will be used to check the truth of data by exploiting something out of the data for checking necessary or as standard of compression.

2) Member check

Members are asked to check and re-check the subject of the study in order to get a similarity of perception. The objective of member check is to make information that is gotten to the study and is used in writing the report of the study.

b. Transferability

Transferability relates to question namely, how far the result of the study can be applied in other context. It means the writer gives details description about the result of the study that is done, where someone will re-read the result of the study in the next time.

c. Dependability

In addition to maximize the credibility and transferability of their findings, qualitative researchers seek to demonstrate that the findings are dependable that they have reliably characterized the research context and relationships among the participants. Researchers can establish dependability through several means. Dependability based on quantitative research is called reliability. This case is done by a way called "audio trail", namely an effort to explore data gotten by checking carefulness in collecting the data. Thus, it ap convention that the report is really suitable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on the research findings and the discussion. It is including result of data and discussion.

A. Data Presentation

The data of the research on the English teacher's strategy in teaching speaking at MTsN-1 Kota Palangka Raya by using observation, interview and questionnaire as the instrument for collecting the data. There are two statements problems that have to be answered on this research. The first problem is about how is the teacher's strategy implemented in teaching English speaking in English class of eleventh grade students at MTsN-1 Kota Palangka Raya. The second problem is the students' responses toward the teacher's srategy. The data of this research are collected from questionnaire, interview and observation. Questionnaire is used for collecting the data about the students' responses toward teacher's strategy. The observation is used for collecting the data about the the teacher and students activity in English class. The interview uses to collecting data from the teacher about her strategy in teaching English speaking.

1. **Observation**

When observe the class and interviewed to English teacher, the writer observed the teacher's strategies in teaching English actually in teaching speaking. The writer also checked the steps that she used in teaching speaking by using observation sheet, so that the data here can be complete, in other words the writer wants to know about what are the strategies that applied by the teacher in teaching English actually in teaching speaking to the student from the process of teaching learning has done by her.

Based on the observation, the writer conducted three step activities by the teacher. The first activity is *pre-activity*. the teacher opened the class by greeting to the students; ask the students' condition and checking their attendance by calling their names one by one and every one will raise their hand if they have present, then the teacher prepares the material. Before the teacher start her lesson, she asked the students about something which related with the material. She explored their background knowledge about material that they would learn. In other word we can call this warming up or brainstorming.

The second activity is *whilst-activity*, the teacher explains the material first. Then, she asked the students to repeat some words and sentences that she said. The teacher says something, and the students will be repeating it later. The processes continue and

repeat like that. There are some conversations, the teacher asked the students to go to in front of the class and do practice. To make sure that the students understand what the teacher have already taught, she asked some questions related the material one by one. And the students answered it. The teacher always appreciate everything that done by them. Usually she said "good job", "great", "excellent work", etc. The teacher always says these words because she wanted their students felt comfortable and much appreciated. So the students became more confident. But if during explanation some students made some mistakes gave wrong or not appropriate answer, for example, the teacher did not blame directly, but she gave opportunity to other students to answer the question. After other students answered the question, the teacher would re-explain and clarify it.

The third activity is *post-activity*, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them to close their books or modules, and asked the students about the material that they just have learnt, the students answered the questions from the teacher, she also read some words on the white board loudly and asked students to repeat after her. Then, the teacher asked one students to conclude their lesson that they have learned. At the end of teaching and learning

process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, and then the teacher motivated them to learn English especially in speaking skill, after that the teacher closed the lesson by saying Hamdallah.

From the observations that the writer holds, it can be concluded teacher planned the lesson, prepared materials, and achieved the learning goal and the students' condition well. The teacher can control the classroom activity well in teaching speaking, although in the last observation the writer found that the students look little bit bored, but the teacher can solve it with some strategies. For overall, it can be concluded that the teacher has given her best shot. It can be seen from students' responses too, that were very interested and enthusiastic in teaching and learning process appropriate with teaching material and purpose of teaching and learning. The teacher always do drilling and then she will repeat her explanation if some students still did not clear about what she taught. It took a lot of time and it made the allocation time of learning became so long.

2. **Interview**

The researcher was doing interview at the teacher. The interview was done in teacher's room. The researcher asked some questions that are asked to the teacher about the teacher's strategy

in teaching speaking at eight grade students of MTsN-1 Kota Palangka Raya.

From this interview, the researcher found some reasons:

a) To make the students more understand about the material

The teacher used code switching when the teacher explained the new word. But before it, the students should look for the meaning first. If it was possible to use Indonesian, the teacher still used Indonesian.

b) To help the teacher to know the students understanding about the material.

When the teacher explained the new word or the new material and the students did not give response, it shown that the students did not understand. It also based on the situation. The teacher used Indonesian to make the students more interactive and it shown that they understand about the material. To give

c) Feed back to the students.

The teacher used code switching to give students feedback. The teacher tried to explain the material with English. If the students still did not understand, the teacher explained the material more slow, but when the students did not understand too, the teacher used Indonesia and helped them solving their problems.

Teaching Strategy of English Teacher in MTsN-1 Model Palangka Raya

a) Explaining the material using storytelling

Almost every school has the same material content to be presented to students. However, every teacher must have different strategies to explain the material. At the time the researcher conducted the field observation, this teacher used a different strategy conveyed the material with storytelling tale style. It is in accordance with the teacher that the strategy is done to attract students' attention. According to her, junior equivalent students are still counted beginners learn English. With this strategy teachers can divert the attention of students to prefer the English language first.

> *"The students here would prefer if I explain the material like telling a tale, bro. So that way I find it easier to attract their attention so they focus more on learning. In addition, the classroom atmosphere is also more active if we make the material interesting ".*

Researchers observed that this strategy is very effective to help students learn English. Because, a professional teacher must be have a strategy to attract student learning. Thus, the atmosphere of teaching and learning in class will also look active and alive.

b) Using text script

Using text to learn speaking is very helpful for students' speech difficulties. That way, students easily practice speaking English when using text. However, to note is the strategy to make students speak English without seeing text during practice. The students wouldn't develop if they always continue using scripts. From the observation, the teacher studied using text script strategy by continuing to guide the students. This teacher always takes care of the student practice when using text. If there are students who have difficulty, teachers direct them using a short, easy word. it is very helpful to students easily and can develop their ability in using English.

> *"When they want to practice in front of the class, I tell them to practice first by looking at the text. However, we still have to pay attention to them and also to make them easier. if I let them practice on their own, then they get used to seeing the text go on and not grow. That's why I keep watching them during practice. "*

Most teachers instruct students to use the text to practice speaking but do not pay attention to students' difficulties so that students are accustomed to using text. And finally students cannot develop to speak English without using script.

c) Watching the video

The use of media is very helpful in the development of students learn English. Moreover, watching a video based on folklore or a kind of English-language cartoons. This helps students develop English through audio-visual.

"By watching videos they are easier to understand. The use of audio visuals can help their speaking because except to see they can also practice through hearing ".

In accordance with the submitted by the teacher that students can easily receive the material using audio visual. Because, the students not only saw the videos but they can also learn to hear. Provided that the media displayed matches the level of student needs.

d) Learning outside the classroom

Teaching and learning process is always dominant in the classroom. Because the class is a place to learn so it can be done well. However, the teacher who is thorough researcher uses teaching and learning strategies other than class, he also uses places outside the classroom. According to her, students learn outside the classroom to create a different atmosphere so that students are not only focused in the classroom. It also helps the learning process of students and attracts their attention.

"Because I think learning in one place, especially in the classroom must be boring, so I invited them out. In addition they get a new atmosphere, they are also more free and eager to learn ".

This strategy made students can learn freely and new atmosphere. Then, this strategy helps students not feel bored and keep the spirit of learning, especially learning English.

Table 1.

**Teacher's Strategy in Teaching Materials and Students' Impact**

No.	Strategy	Impact
1	Storytelling	The strategy is done to attract students' attention
2	Using text script	Very helpful for students' difficulties to speak
3	Watching the video	Developing students learn English using audio visual is easily receive the material

4	Learning outside the classroom	Helps the teaching learning process and attracts their attention. Students not feel bored and keep the spirit of learning

3. Questionnaire

Presentation of data on this questionnaire items is not to measure the score of students' answers on each item but this data analyzed into descriptive text. Besides, the data will be analyzed in depth, adjusted for the reason that the students answer each item. After performing data collection, the next step is analyzed by description. The data will be displayed per-item with an average of reasons according to their alternative answers. In the questionnaires, researchers used three alternative answers such as Yes (YA), Sometimes (KK), and No (TD). The use of alternative answers is used in accordance with instructions to make it easier for students to choose and understand them.

Table 2.
Chart of Students Response in Questionairre Items
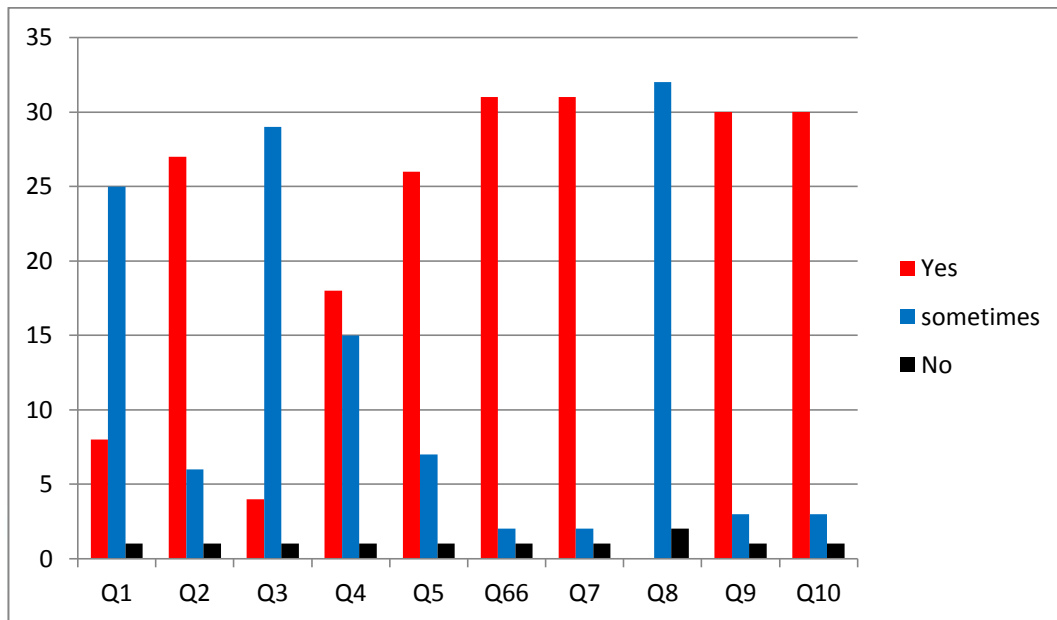
Data will be displayed below:

a. English teachers deliver lessons using English

In item 1, students who answered YES = 8, KK = 25, and TD = 0.
Students who answered Yes on item 1 there are 8 students who on
average reason that teachers deliver materials using English. In
addition, there are also students who say that teachers deliver
materials using English so students are familiar with the English
language. Furthermore, the students who answered the KK on item
1 had 25 students who on average reasoned that the teacher
delivered the material using English, the students could not
understand with what was delivered by the teacher. There is also a

reason that the mix language teacher, to facilitate students understand the material and not boring.

b. Teacher gives english lessons interesting and fun.

   In item 2, students who answered YES = 27, KK = 6, and TD = 0. Students who answered Yes on item 2 there are 27 students who on average reason that english teaching is interesting and fun. From these reasons students say motivated and interested in English. Teachers who teach english interspersed with joke will make the atmosphere more lively and not boring. In addition, students also say that they are encouraged to learn english and get a new vocabulary. As for the students who answered the KK there are 6 students who reasoned that they are less interested if the teacher deliver the material seriously. There is also a saying that english lessons look interesting or not depending on the material presented.

c. Teachers give every assignment entry in English lesson

   In item 3, students who answered YES = 4, KK = 29, and TD = 0. Students who answered yes argued that the teacher gives the task to know how far the ability of students in understanding the material is English. Furthermore students who answer the average KK averagely that the teacher gives the task if the teacher does not go in and also time constraints. Most of the students reasoned that the teacher was more likely to explain the material until the students really understood and understood.

d. English teachers explain lessons that are easy to understand by students

In item 4, students who answered YES = 18, KK = 15, and TD = 0. Students who answered YES on average reasoned the lesson provided interesting and fun so easy to understand. In addition the teacher gives an example to the students and explains the material until the students really understand, good and simple. While students who answered the average KK reasoned that not all the material easily understood and controlled by the students because sometimes they are constrained by the explanation of teachers who submit materials using english. In addition there is also a saying that depending on the material described by the teacher. Hard to understand and to practice english.

e. English teachers invite students to speak English in the classroom

In item 5, students who answered YES = 26, KK = 7, and TD = 0. Students who answered YES mean that teachers invite students to speak english in the class so that students can be fluent, accustomed, understanding, eloquent and not rigid. In addition there are also students who say because it is the obligation of teachers english train students speak english. Some say that if they can and get used to it, it's easier to talk to strangers. While students who answered the average KK reason that they can not and

understand english. Some students say to practice and add to their vocabulary

f. English teacher helps students difficulties in speaking English

In item 6, the students who answered YES = 31, KK = 2, and TD = 0. Students who answered YES mean that teachers should help students' difficulties to correct wrong words and pronunciations. In addition, students can understand and understand what is delivered by the teacher. Then, students can speak English well and correctly. While students who answered the average KK reasoned that teachers help them if students have difficulty.

g. English teachers motivate students to learn to speak english

In item 7, students who answered YES = 31, KK = 2, and TD = 0. Students who answered YES on average reason that they are always motivated by the teacher so that they can be better than their teacher. In addition, students are more confident, fluent, fluent and eager to learn english. While students who answered the average KK reasoned that teachers motivate them if there are students who are lazy to learn. There is also an answer that time much focus to the lesson so as not to give motivation.

h. Teachers use media / tools to help learn english

In item 8, students who answered YES = 0, KK = 32, and TD = 1. Students who answered YES did not exist. While students who answer KK the average reasoned that not all materials should used

the media unless there was difficulty and is needed only. Media used such as laptops, projectors and others. It is used to help students learn and refresh the brain like watching videos. Then, the students who answered NO justified that they only use the book only.

i. Teachers give students the opportunity to ask if they do not understand

In item 9, the students who answered YES = 30, KK = 3, and TD = 0. Students who answered YES on average reason that the teacher always gives the students an opportunity to ask if there are still who do not understand. While students who answered of KK the average also have the same reason.

j. Teachers teaching English invite students outside the classroom

In item 10, students who answered YES = 30, KK = 3, and TD = 0. Students who answered YES on average reason that the teacher invites students to learn outside the classroom such as in library and mosque. While students who answered the average KK a reasonable reason. In addition, learning outside the classroom so as not to feel bored and get a new atmosphere.

Table 3.
List of Students

No.	Name	Class	Gender
1.	Abdul Khair	VIII-6	Male
2.	Annisa	VIII-6	Female
3.	Ariani Safitri	VIII-6	Female
4.	Astri Nur Baiti	VIII-6	Female
5.	Aulia	VIII-6	Female
6.	Ayu Andini H	VIII-6	Female
7.	Dwi Wahyunisyahrul Najib	VIII-6	Male
8.	Imelda Devi Novita Sari	VIII-6	Female
9.	Juraidah Jumiati	VIII-6	Female
10	M. Dzakiyuddin A.R	VIII-6	Male
11	M. Ismail H.W	VIII-6	Male
12	Mufida Fitriasari	VIII-6	Female
13	Muhammad Ifan	VIII-6	Male
14	Muhammad Izza Isnaini	VIII-6	Male
15	Muhammad Nagib Muzaki	VIII-6	Male
16	Muttma 'Innah Nur Rahmah	VIII-6	Female
17	Mutya Talitha Jannah	VIII-6	Female
18	Nanda Nasrullah	VIII-6	Male
19	Nanda Oktaviani Setiawati	VIII-6	Female

20	Norrahimah	VIII-6	Female
21	Nur Dimas Abimanyu	VIII-6	Male
22	Nur Rahmatina	VIII-6	Female
23	Pebriani Nurhalizah	VIII-6	Female
24	Rahmida Hayati	VIII-6	Female
25	Rangga Pangestu W.	VIII-6	Male
26	Rayhan Firdaus	VIII-6	Male
27	Rifky Alfi Putra N.A	VIII-6	Male
28	Rizka Annisa Putri	VIII-6	Female
29	Salsabilun Nisa	VIII-6	Female
30	Siti Patimah	VIII-6	Female
31	Syifa Adibah	VIII-6	Female
32	Wulan Syahara H	VIII-6	Female
33	Zulva Salsabiella Zahra	VIII-6	Female

B. **Research Findings**

1. **The Teacher Strategies in Teaching Speaking at Eight Grade Students of MTsN-1 Model Palangka Raya**

The data that researchers describe below is the result of data from interviews with teachers and observation in class VIII-6 teacher teaching strategies on speaking on learning English. Results of the study are described in the form of description of

strategies that use by teachers. Based on observation and interview, the teacher uses some strategies are storytelling, role play, drilling and creative task.

The first strategy is communicative activity in teaching speaking. The teacher divided students into small group then the teacher explained the material using storytelling. According to the teacher says that story telling really help students learn English activity processed. Students are very like to learn English if the content material contains stories that are interesting and entertaining. Thus, teachers easily attract the attention of students to love learning English. Then, the teacher explains material with style as telling a fairy tale. According to her, the students will be paying attention to the teacher when describing the material as it is. Furthermore, students are invited to communicate as they listen to the delivery of the material. It was to help the students can absorb the material that they listen to. The material is conveyed through the story will make the atmosphere more active and enjoy the class. After that, the teacher invites students to practice the material according to what they have learned. Students who are having difficulties will be assisted to be easily mastered the material. According to teachers, the strategy is to increase the ability of the students speak English although it is still passive and stammering.

Therefore, the story telling is an easy and effective technique in teaching English to students.

The second strategy is teaching English speaking using role play. The teacher said that this technique is the one that is favored by their students. The students looked learning enthusiastic in the classroom when the material story practiced with role play. First of all the students told to portray the characters in the story. Then the students were given a chance to practice before advancing the next class. It was to encourage the spirit of students learning to speak English with ease. Students who practice will be accompanied and guided by the teacher so that they don't feel afraid of wrong in speaking as well as practice in front of the class. After that, the teacher advised the students recite and the repeating Read transcripts of each character's role. In doing so, students will be easy and familiar with what they are learning. Role play is able to motivate students learning English processed. The teacher always provides motivation against students who are lacking understanding English. In addition, the teacher invites them to study more actively so that later were able to compete in the outside world. Therefore, teachers always give encouragement and excitement to students who have trouble speaking English.

The third strategy is to teach English speaking using drilling strategies to students. Drilling is one of the techniques

helped facilitate students in learning to speak English. When students got assignments from their teachers, directly exercises before practicing in front of the class. The teacher explained that this strategy will greatly help students who are having difficulties. Sometimes they feel afraid and shy-if if sent directly in front of the class practice. Therefore, the teacher told them to exercise before going forward in order to control and correct the difficulties they face. Then, the teacher also said that before using any strategy, students look low passive anticipation and learn English. It is because they are still Beginners learning English. But after using the techniques students are more active and confident. Teachers use stories to attract the interest and attention of students to love the English. That way, students can easily learn and they are more vibrant.

The fourth strategy is teaching speaking using strategy creative task. In this strategy the teacher told the students to make a word of wisdom from each alphabet on their behalf. Thus, the teacher can see their ability in learning English. Besides of ability of speaking, they can also be trained to make a sentence or phrase. In other words, students are not only honing their skills through one skill only. The strategy is to contribute to the students. Then, it is also able to develop skill-skill them in learning English. Thus, they can improve and find an idea to create a sentence.

Table 4.

Teaching Speaking Strategies

NO.	Teaching Speaking	Strategy
1	DRILLING	• Students are directed before practice in front of class • Paying attention to students' readiness for practice speaking skills • Direct the way pronunciation (pronoun) text material • Encourage students to remember new vocabulary • Directing students using easier language
2	ROLE-PLAY	• Students are divided into groups • Students are given the opportunity to bring the script before practice • Directing students during practice • Helping students pronunciation difficulties • Mobilizing all students to participate • Each group is given the opportunity to ask questions about the material • Encourage the spirit of students to continue to

		practice speaking
		• Evaluate and conclude the material that has been studied
3	COMMUNICATI VE ACTIVITY	• Students divided into small group
		• Students pay attention to the teacher when she explained the materials.
		• Students are given instruction before practice
		• Students are encouraged to dare practice speaking (self confidence)
		• Students are motivated
		• Students observed during practice speaking skill (telling story)
		• Students are directed to pay attention to friends in front
		• Students are given the opportunity to ask questions about the material
		• Students invite teachers to conclude the material being studied
4	CREATIVE-TASK	• Directing students to follow material instructions
		• Guiding students to make sentences / wise words of each letter in their name
		• Delivering assignments in front of the class

C. Students' Responses Of Teacher's Strategy in Teaching Speaking

The following data is an analysis obtained from the questionnaire answers provided by the students. From the questionnaire the students' answers that they like English as well as the teacher's strategy. They make variations of different answers from each of these items. So that the analysis data created must be analyzed in depth obtained through answers from questionnaires and limited interviews.

The students say that the teacher explains the material using a mixed language in class. It aims to make it easier for them to understand the content of the material discussed. They explain that teachers use Indonesian language to make it easier for them to understand the material, while speak English to train them accustomed to hear that English. Later, they said that the teacher delivered interesting and fun material. Thus they feel more enjoy and enjoy the lesson so as to encourage their spirit to learn English. Furthermore, teachers deliver materials that are easily understood by students because teachers include examples of such material.

From the information they make that their teacher always helps their difficulties if the material is hard to understand. The difficulty arises when the teacher explains the material with English because they still have limitations of vocabularies. In addition, teachers also

teach using the media / tools if necessary. Media used such as LCD / projector, laptop, property and others. This helps to encourage their English learning spirit. They say they are motivated by the teacher's teaching strategy. That's because teachers always give motivation and encouragement so that they are able to master English speaking.

After the teacher explains the material, the teacher always gives them a chance to ask questions about the subject matter if something is not yet understood or understood. They say that teachers do it so that all students can understand the material well. In addition to inquiring, teachers also invite students to conclude the material together. That way, students can participate and be active in the class. Furthermore, teachers also learn outside the classroom to gain experience and new atmosphere. It's all done by teachers to avoid the boredom and saturation of students studying in the classroom. Therefore, they feel that teachers can meet their learning needs. The assignment is also done by teachers to see their ability to know the extent to which students' understanding of the material.

a) **The Students Problems in English Speaking**

There are some problems that students learn English speaking. The researcher found it through observation and interview in clasroom.

    a. Students felt shy or inhibited to say

    b. Lack of vocabulary

    c. Afraid making mistake and forget text when they practice

d. Using mother tongue in classroom

e. Low participation to communicate with other

D. Discussion

The main problem of this research is "How the teacher does implement the strategy toward students and their responses of the strategies". It is stated in previous chapter that it should asked to the students in order to find the real answer and respond. The writer has conducted the research to answer the question.

In the first data focused on teacher strategy in teaching English speaking to students. The researcher gained the data through observation and interview while teaching learning process continued. In the questionnaire, the writer focused on the belief of the students about teacher used English speaking in English class. The number of items discussed about the teacher implemented the strategy and real condition in classroom activity.

As a conclusion, the writer gave an explanation that the majority of the students agreed the teaching speaking strategy used by the teacher in their class practically. Then, they also believed that the teacher strategy could improve their ability and skill of English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of conclusions and suggestion. As the last chapter, the writer summarized the data into a main statements and points. It also has suggestion in the last because this research was not completely good.

A. Conclusions

The study was aimed about the teacher strategies and the students' response toward the English teacher's strategy in teaching speaking at MTsN-1 Model Palangka Raya. Based on the result of the study, there were some conclusions which could be shown below.

The first strategy is communicative activity that the teacher divided students into small group then she explained the materials using storytelling. In this strategy used to improve students speaking ability. The teacher explained the materials like tale story to attract students attention. Then, the students practiced the story after teacher ordered them practice it in front of the class. In this strategy, the teacher helped encouranging students' confidence to speak in front of the class but it still few of students felt anxious and affraid making mistake.

The second strategy is teaching English speaking using role play. In this strategy used to make communication and students talk active. Most of students love this strategy because it made classroom active and alive. This strategy encouraged students involved in the story. The classroom seen active and fun. However, the students had problem when they practiced the story in front of the class. The students felt afraid making mistake and sometimes they forget about the text of story.

The third strategy is to teach English speaking using drilling strategies to students. In this strategy used to give changes and students confidence. The teacher always support them to learn speak English. Then, she gave high motivation students to improve their ability in English speaking because few of students felt bored if they got task to practice many times. So, the teacher should be able to handle students condition. Here, the teacher guided and corrected them difficulties of speaking.

The fourth strategy is teaching speaking using creative task strategy. In this strategy used to improve students ideas and more known English ability. The teacher gave creative task to students so that it would be attracted their attention. Here, the teacher ordered the students offered product (advertisement) and made word wise from their name. Each students conveyed their product to other friends. Then, they explained what word wise from their name. But, this

strategy still had weakness for students. They still had limited of vocabulary and word to say.

Based on statement above, those strategy can helped students anxiety and problems in speaking. The teacher had some strategies to make students active and enjoy of English lesson. Then, the students motivated in learning English and the strategies helped them to speak English confindence.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some the following suggestions that hopefully would be useful and valuable for the students, the teachers and the researchers.

For the students, the writer recommended the students to realize their position as student and focused to learn and master the skill and ability of English. However, this finding declared that the students have to consider their difficulties in learning English especially in speaking skill.

For the teacher, the teachers actually are the key of classroom activity in order to make the English circumstance. Nevertheless, the situation of the students has to be a priority. This is as attention to understand not only the material and syllabus, but also the students itself, their ability and comprehension.

For the other researchers, this research actually was not conducted deeply and the writer realized there are many weaknesses in it. The writer only focused on teacher strategy and students' responses toward the English speaking strategies. Meanwhile, others researcher needs to investigate this point deeply because this research was not investigated English teacher totally in MTsN-1 Kota Palangka Raya. This study also allows the other writers to research new things behind the English teacher strategy in teaching speaking.
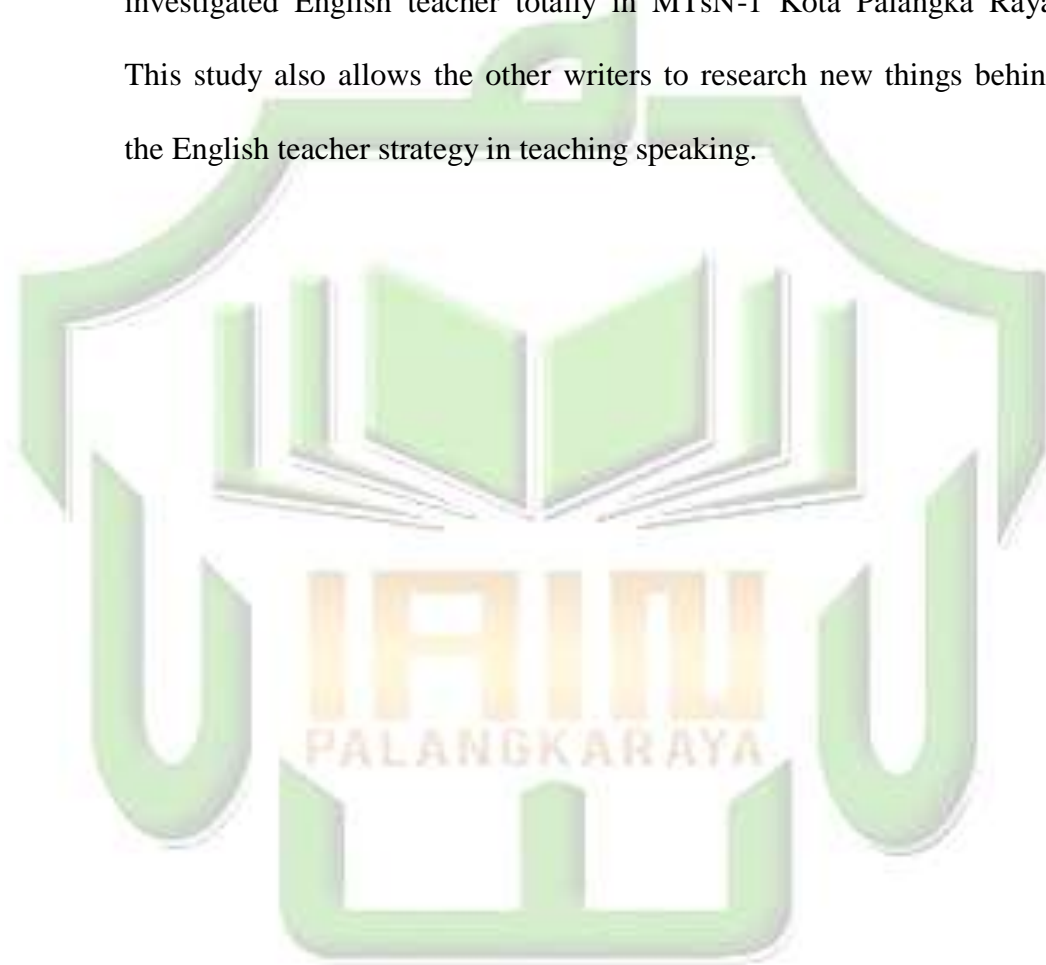
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