

**THE TEACHING OF SPEAKING SKILL AT THE EIGHT
GRADE STUDENTS OF MTS MUSLIMAT NU PALANGKA
RAYA**

THESIS

Presented to

State Islamic Institute of Palangka Raya

In partial fulfillment of the requirements

For the degree of *sarjana* in English Language Education



BY

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

2020 M / 1442

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Palangka Raya, September-2020

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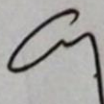
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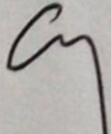
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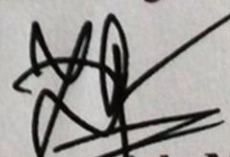
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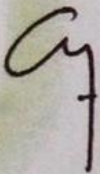
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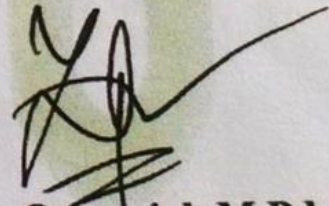
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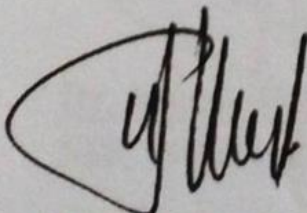


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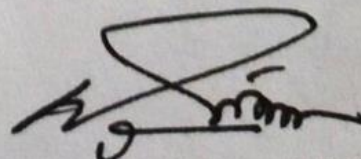
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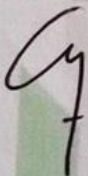
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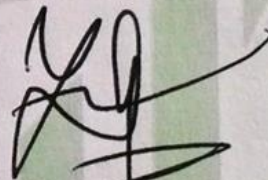
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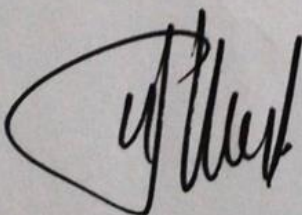
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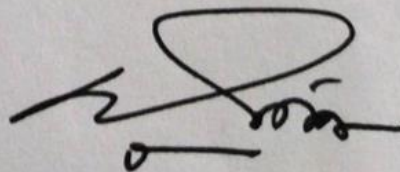
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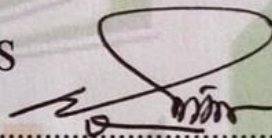
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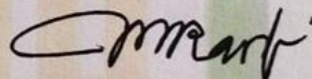
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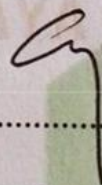
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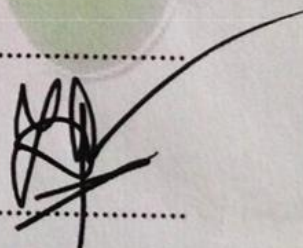
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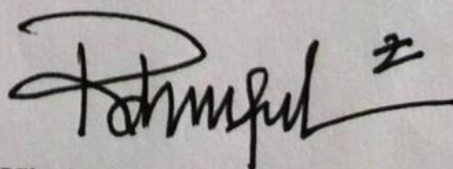
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MOTTO AND DEDICATION

“Mensyukuri hidup ini sepenuhnya”

"To be fully grateful for this life"

لَشَدِيدٌ عَذَابِي إِنَّ كَفَرْتُمْ وَلَئِنْ ۖ لَا زِيدَنَّكُمْ شَكَرْتُمْ لَئِنْ رَبُّكُمْ تَأَذَّنَ وَإِذْ

Artinya: Dan (ingatlah juga), tatkala Tuhanmu memaklumkan "Sesungguhnya jika kamu bersyukur, pasti Kami akan menambah (nikmat) kepadamu, dan jika kamu mengingkari (nikmat-Ku), maka sesungguhnya azab-Ku sangat pedih"

(QS Ibrahim Ayat 7)

This Thesis is dedicated to:

My beloved Father (Alm) Tatak Onong and my mother Newin Sinar for their valuable endless prayer, sacrifice and support. My beloved all my sibling Ernasyah S.Pd.i, Mukri, Jumri, Ibrahim, Rayawati S.Pdi, Suriani, Rimi Wartin S.Pd, And Lambri. My beloved Advisor Sabarun M.Pd and Zaitun Qamariah M.Pd all friends who cannot be mentioned one by one.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include with due acknowledgement the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palang Raya,

Yours Faith Fully



Muhammad Yuni

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ABSTRACT

Muhammad Yuni, 2020. The Teaching of Speaking Skill at The Eight Grade of Students MTs Muslimat NU Palangka Raya. Thesis Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya Advisors (I) Sabarun, M.Pd. (II) Zaitun Qamariah. M.Pd.

Key words: The teaching, Speaking skill, Eight grade, Media and strategy.

In English language have four skills should be mastered, speaking listening, reading, and writing from four skills speaking is used for share and exchanging information, idea, opinion for it important to mastered speaking skills This study had aimed at investigating : How the teaching of speaking skill at the grade eight of students MTs Muslimat NU Palangka Raya, what media used the teacher in teach speaking skill, what strategy used the teacher in teach speaking skill and what students perceive.

The study was qualitative research method for the data collection it was used the instrument such as observation checklist with observation guideline, interview equipped with interview guideline documentation, audio record. The subjects of study students of MTs Muslimat NU Palangka Raya eight grade. To analyze the data, it was through the techniques, data collection, data reduction and data display and conclusion drawing.

The result showed these: The teaching of speaking skill MTs Muslimat NU were not disturbed within pandemic virus corona the acted teaching of speaking skill ran well so far although the teaching diverted online class used whattsap application. The media used by the teacher during pandemic corona virus was whattsap application. The strategy used by teacher were not monotone more fun to students had much variation the teacher effort maximal used application. Students very enthusiastic followed the acted teaching speaking skill student grade eight although through whattsap application.

ABSTRAK (Indonesia)

Muhammad Yuni, 2020. The Teaching of Speaking Skill at The Eight Grade of Students MTs Muslimat NU Palangka Raya. Thesis Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya Advisors (I) Sabarun, M.Pd. (II) Zaitun Qamariah. M.Pd.

Di dalam bahasa Inggris memiliki empat keahlian yang harus dikuasai berbicara, mendengarkan, membaca, dan menulis, dari keempat kemampuan itu berbicara adalah digunakan untuk berbagi and bertukar information, ide, pendapat. Untuk itu penting untuk menguasai kemampuan berbicara. penelitian ini bertujuan untuk menginvestigasi: bagaimana pengajaran kemampuan berbicara dikelas delapan siswa MTs Muslimat NU Palangka Raya, media apa yang digunakan oleh guru didalam mengajar kemampuan berbicara, strategi apa yang digunakan didalam mengajar kemampuan berbicara dan apa tanggapan siswa.

penelitian ini menggunakan kualitatif metode untuk pengumpulan data, menggunakan instrument seperti daftar periksa observasi dengan panduan observasi, wawancara dengan melengkapi panduan wawancara, dokumentasi, perekam suara. Subyek dalam penelitian siswa MTs Muslimat NU Palangka Raya kelas delapan. Untuk menganalisis data adalah melalui teknik, pengumpulan data, data reduksi and data ditampilkan dan membuat gambaran kesimpulan,

Hasil penelitian ini menunjukkan bahwa: pengajaran kemampuan berbicara MTs Muslimat NU adalah tidak terganggu dengan adanya wabah virus corona yang mendunia aktivitas pengajaran kemampuan berbicara berjalan dengan baik sejauh ini meskipun pengajaran dilaksanakan secara kelas online menggunakan whatsapp aplikasi. media yang digunakan oleh guru selama wabah virus corona mendunia adalah whatsapp aplikasi strategy yang digunakan oleh guru adalah tidak monoton lebih menyenangkan untuk siswa memiliki banyak variasi dan guru berusaha memaksimalkan penggunaan aplikasi siswa-siswa sangat antusias mengikuti aktivitas pengajaran kemampuan berbicara siswa kelas delapan meskipun menggunakan aplikasi whatsapp.

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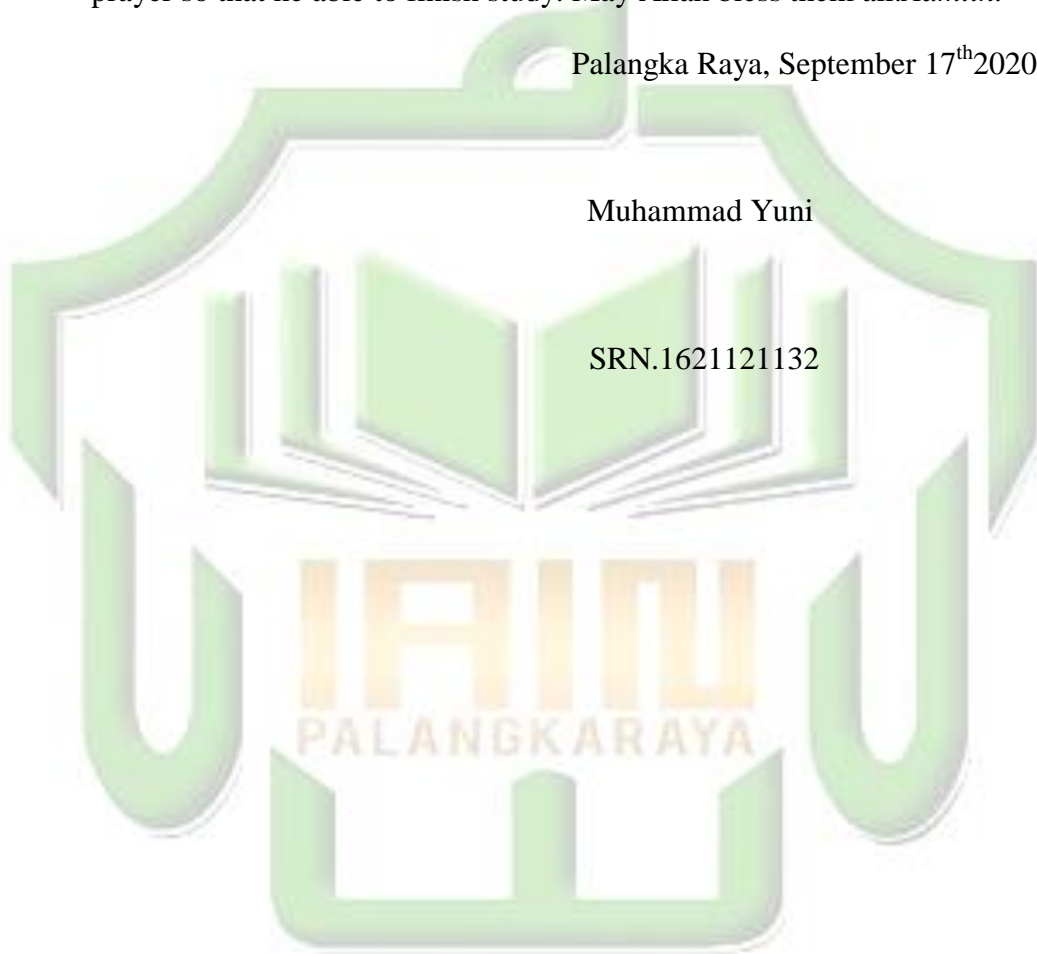
1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
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Palangka Raya, September 17th2020

Muhammad Yuni

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LIST OF TABLE

Table 1 standars of competency and basic competency for grade VIII.....	29
Table 2 table of scoring rubric	41
Table 3 the teacher activity	55
Table 4 the students activity.....	58



.....	v
MOTTO AND DEDICATION	vi
ABSTRACT.....	vii
ABSTRAK (Indonesia)	viii
ACKNOWLEDGMENT	ix
LIST OF TABLE.....	x
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the study	1
B. Research Problem	6
C. Objective of the Study	6
D. Scope and Limitation	6
E. Significance of The Study.....	7
Theoretically this study can support the theory of how useful English Club in school and learning.....	7
Practically To teacher one of consideration in designing teaching method Students improve their skill especial speaking. School one of consideration in developing curriculum, Future research would be a useful additional reference.	7
F. Definition of The Key Term	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE.....	9
A. Related Studies.....	9
B. Definition of Speaking.....	17
C. Function of Speaking.....	20
D. Type of Speaking	21
E. Problems Related To Speaking Activities.....	23
F. The Purpose of Encouraging Students to Speaking Task	26
G. Definition of Teaching Speaking.....	26
H. The role of the teacher.....	30
I. Definition of Strategy	31
J. Strategies in Teaching Speaking.....	33
K. Assessing Speaking	39

L. Descriptive Research	42
CHAPTER III	45
RESEARCH METHOD.....	45
A. Research Design.....	45
B. Subject of the Study.....	45
C. Source of Data	46
D. Research instruments.....	46
4. Documentation	49
E. Data Collection Procedure	49
F. Data analysis procedure	50
1. Data Reduction.....	50
2. Data Displaying.....	51
G. Data Endorsement	52
In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristic such as: credibility (validity, internal), transferability (validity, external), dependability (reability), and confirmability (objectivity).	52
1. Credibility	52
2. Transferability	53
3. Dependability	53
4. Confirmability	53
CHAPTER IV.....	54
RESEARCH FINDING AND DISCUSSION	54
A. Data Display.....	54
B. Research Findings	55
C. Discussion	59
D. Result of Interview of Students MTs Muslimat Nu Palangka Raya.....	63
E. Result of Interview the Teacher of MTs Muslimat NU Palangka Raya	65
CHAPTER V	68
CONCLUSION AND SUGGESTION.....	68
A. CONCLUSION	68
B. Suggestion	69
References.....	71
APPENDICES	74



CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem objective of the study, scope and limitation of the study, significance of the study, definition of key terms.

A. Background of the study

English has been a language used to communicate between one country with another country because of English ever colonialism half of the social earth. For that, the reason why language English used to communication in this millennium era, and then speaking skill very important especial to students of MTs Muslimat NU because the students need the teaching of English especial speaking skills. Because the school has an extracurricular selection by name is English club as accommodate to improving their skill especial speaking. In English have four skills should be mastered by who want to use English to communication. Which one should be mastered English skills are students because the Indonesian government has implementation teaching and learning the English language since elementary school up to university. These are four skills of English, listening, speaking, reading and writing. And one of the ways to communicate with the other people is through speaking. Speaking is more important should be mastered by students.

According (Fisher and Frey 2007, p.16) that speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Based on state speaking is one of the important should be mastered by students. In habitual action, speaking is used to share and exchange information. For that important to teaching and learning of English and also in teaching English should have a good strategy to teach students to make students not bored as a good teacher choose a good strategy to teach English like this as an example: Discussion can be used even students after finish the activity on the questions and answers. To make student more active Invite them to discuss the English problems they have worked on so they need to find solutions and conclusions.

Role Play in this part can be used students to be a society that faces a social context. The teacher will provide information to students about the role played and students will be faced with a problem. So students will make a conversation in the case that will be experienced, Storytelling this activity will make students tell a story. Daily activities in front of the class it can also make a story of your own to tell classmates later. Story Telling can make a high level of creativity. Based on some examples and fact above teacher at school MTs Muslimat NU choose one of strategy to teach the students that are discussion applied when the teacher teaches students MTs Muslimat NU. And another strategy used is. Story Completion all students are making form a circle, the teacher will read about fairytale by fill the blank. What the students to do fill the blank used correct answer can add a character, the role, and description. My

opinion this way is very fun and can make a good situation for students, the strategy is very important in process teaching and learning, the strategy is how the teacher to teach students and strategy teach can be determine learning outcomes because without the right strategy it will impact on poor student learning outcomes.

In this part will present some of the previous studies which related this studies first came from Esayas, T .withtitle the practice of Speaking Skills the case of three Secondary Schools in, the object of this study was to explore the practice of teaching speaking. In this study used a descriptive survey research design. The participants of the study consist of 9 males, 2 females This the study used Questionnaire, interview and classroom observation, The findings in this study indicated the practice of teaching speaking skill depends on interactive activities named group discussion; brainstorming and pair work with a little follow-up discussion on the side of the teachers. The balance between the accuracy and fluency aspect of speaking skills lack equilibrium with more emphasis placed on accuracy practice. The factors that challenge the practice of teaching speaking skill include large class size, use of mother tongue during discussions, inhibition and fear of making mistake on the side of the students and shortage of practice time.

Second Achmad Baidawi, using visual media in teaching speaking most important skill of language special English because having ability to speak is one of the evidence that someone has good proficiency of the language itself. Therefore, it is very urgent to teach speaking to the students in order that they

master it well. To teach speaking, the teacher must design or make a one of method to teach student to their feel bored when their teaching and learning activities as well as possible and it also must be supported by various teaching media especially visual media such as pictures, real, television etc. in order that learning activities is more various, interesting and motivates students to participate actively. The presence of visual different learning experience which can stimulate students to think creatively so that they always get new idea to express when they want to speak therefore the more various the teacher uses the media, the better learning objectives students achieve.

And the last Devi Widyaningsih.Rr, Hasti.R with title teacher's strategies in teaching speaking skill for eleventh grade students at SMA bopkri2 Yogyakarta. The objectives of this research are 1. To draw the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and 2.To know about out how the English teacher applies the strategies in teaching speaking. This research is used descriptive qualitative in the form of a case study. The findings of the study not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed. And then about the achievement so many which has win by students but it is

came from students who have followed English club. Teaching in MTs Muslimat NU is enough run well so far the but have a few problem, students still anxiety and have problem when speak English and then students still feeling scared and shy to speak English even though they understand English based on interview with the teacher at class VIII not many of students interesting in English speaking from all which 32 students dislike English skill and just 3 or 4 students like with English speaking, and the other students in passive situation in English speaking. Based on from realities and reason above the searcher interesting in investigates how teacher teaching speaking skill, strategy used by teacher, and media used and how the perception about that realities and reason above a researcher is interested to study a about.

“The Teaching Of Speaking Skill At The Eight Grade Of Students MTs Muslimat NU Palangka Raya” The researcher investigates to know how about perception students about speaking skill, and also investigate about way/strategy of teacher of teaching speaking skill.

The reason conducted this research to know process of activities of teaching of speaking skill at eight grade students MTs Muslimat Nu Palangka Raya. And also to know about what strategies used by the teacher in teaching speaking skill, and then what media are used by the teacher in teaching speaking skill. To describe students perceive the teaching of speaking at MTs Muslimat NU.

B. Research Problem

The problems of study are:

- 1) How is the Teaching of speaking skill at the grade Eight of MTs Muslimat NU?
- 2) What strategies are used by English teachers in teaching speaking skills at MTs Muslimat Nu Palangka Raya?
- 3) What media are used by the teacher in teaching speaking skills at MTs Muslimat Nu Palangka Raya?
- 4) How do the students perceive the teaching of speaking at MTs Muslimat Nu Palangka Raya?

C. Objective of the Study

The objective the study in this research is to investigate:

- 1) To investigate how the teaching of speaking skills at MTs Muslimat Nu Palangka Raya.
- 2) To investigate what strategies are used in the teaching of speaking skills at MTs Muslimat NU Palangka Raya.
- 3) To investigate what media are used by the teacher in teaching speaking skills at MTs Muslimat NU Palangka Raya.
- 4) To describe the students perceive the teaching of speaking at MTs Muslimat NU Palangka Raya.

D. Scope and Limitation

According the background of the study, the research needs to make the scope and limitation of the research object in order to make the topic focus. This study

is belongs is qualitative research. It place is at MTs Muslimat NU, focused on all of the students class 8. Another English subject is not included on this research this study focus on teacher and students speaking class and perception students and also achievement students.

E. Significance of The Study

Theoretically this study can support the theory of how useful English Club in school and learning.

Practically To teacher one of consideration in designing teaching method Students improve their skill especial speaking. School one of consideration in developing curriculum, Future research would be a useful additional reference.

F. Definition of The Key Term

There some definition of the key terms in this research

1. Speaking: (Summer, 2003) says that speaking is to say something that expresses your ideas or opinion, and when expressing an idea that you think is exactly true. Speaking plays an important role, because people run whole activities of live with communication as a teacher, he/she should help students express the ideals in their mind while speaking.

2. The Teaching: (Brown,2000) that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

3. Teaching Speaking skill: (Richards and Renandya,2005) say that since the goal of language teaching is to provide learners with the communicative competence classroom activities seem to be an important component of a language course.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains definitions of related studies, definition of speaking, teaching of speaking skill.

A. Related Studies

This part presents the previous studies which are perceived relevant to this. Current study first Devi Widyaningsih. Rr. Hasti. R (2018) with title teachers strategies in teaching speaking skill for eleventh-grade students at SMA bopkri 2 yogyakarta. In This study have the goal to 1. Describe what the strategies used by the English teacher to teaching the eleventh-grade students of SMA BOPKRI 2 Yogyakarta in speaking 2. Know how the English teacher applies the strategies in teaching speaking. This study is descriptive qualitative in the form of a case study. The data get from observation and video in class XI ipa 1, and class XII ipa 2, and class XI Bahasa. The data analysis using described, transcribed identified, and based on theory of Shaun Killianof. The finding of this study based on the data can get a conclusion in one of class different strategy using by a teacher. In class XI ipa 1 and XI ipa 2 the teacher using 6 strategies in the teaching student, but in bahasa XI, the teacher just applied 4 strategies in teaching speaking. Meaning of The teacher applied the strategies to help students to overcome the problem in teaching speaking and students become active during the learning process. The strategies could help the students be more active in the teaching and learning process.

Second from Achmad Baidawi (2016) with a title using visual media

The teaching speaking is more prime from another skill in English because speaking is to convey the meaning, the most important skill of language especially English because having the ability to speak is one of the evidence that someone has good proficiency of the language itself. Because of that, it is more important to teach speaking for the students in order that they master it well. In the teaching of speaking, the teacher should be able to create/design learning activities as well as possible and it also must be supported by various teaching media especially visual media such as pictures, real, television, etc, in order that learning activities are more various, interesting and motivate students to participate actively. The using of visual media presents different learning experience which can stimulate students to think creatively so that they always get new ideas to express when they want to speak – therefore the more various the teacher uses the media, the better learning objectives students achieve.

Third Esayas.T (2019) with title the practice of teaching speaking skills

the goal of this study to know the practice of teaching speaking skills in schools in the Gedeo Zone. In this study using descriptive, survey research design. The participants of the study consist of 9 female 6 male 2 teachers and 272 grade 9 the questionnaire, Interview and classroom observation to collect the data, And analysis using interpretation and discussion of. The findings in this study draw a result which in school Ethiopia the practice of teaching speaking skills depends on few interactive activities named group discussion, brainstorming, and pair work with a little follow-up discussion on the side of the teachers.

Fourth Khaira. M, Sofyan, A.Gani, I(2019) with the title the teacher strategies in teaching speaking for cadets. This study was aimed to know the strategies used by a teacher in teaching speaking and to know the problems faced by the teacher during a teaching process. In this study investigated respondents students about the teachers' and students gave an opinion about strategy teacher involving two English teachers and two classes of 58 students. Get the data research using observation classroom, questionnaire, interview questionnaire was utilized to collect the data about students' responses towards the strategies. The finding of this study can be a conclusion that the teachers using five strategies in teaching speaking for cadets, the five names of strategy are role-played, drilling, games, describing the picture, and also discussion group.

Fifth Esayas.T (2018) with title an investigation of the practice of teaching and assessing speaking skills in spoken English classes focus on Dilla University. The aim of this study to investigate how the practice of teaching speaking skills in spoken English classes at Dilla University. Special the study aimed at identifying the activities of teaching speaking skills used by the teachers. The data get from the study used questionnaire, interview and classroom observation from randomly 90, 3 teachers selected students and then the data analyzed using statistics. The result of the study also draws about there is an imbalance between the accuracy and fluency aspects of speaking skills. Most of the classroom activities are accuracy oriented. The same is true for the assessment of speaking skills done. The analysis also revealed that there has been a mismatch between the practices of teaching implemented by the teachers and the pedagogical procedures favored in

the assessment of learners' speaking skills. The study also identified the students' poor language background and fear of making mistakes and lack of encouragement from the teacher as challenges to the teaching and learning of speaking skills.

Sixth Eyup .Y (2017) with title teaching speaking skill, this article tells about how the mostly taught skill for an individual to be accepted competent in a foreign language. Speaking not always about grammar form good sentences it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Therefore, any foreign language teaching methodology used in the classroom throughout history has always sought to develop ways to improve the competency of learners in these areas. In contemporary methodologies, the emphasis in speaking is fluency rather than accuracy. In a typical classification the speaking activities in a foreign language classroom usually falls into one of these categories: Awareness-raising activities, controlled activities and autonomous activities. There are also some speaking strategies that can be implemented to encourage the unmotivated students to produce speaking.

Seventh Jameel.A (2019) with title methods for teaching speaking skill schools at Tamar, in this article is to know about English is taught as a foreign language (FL) in schools and universities. It is a compulsory subject in the curriculum of Yemeni schools and universities and it is the only foreign language that is taught in all Yemeni Public Schools. Teachers and educators complain about students' lack of oral competency. Hence, in this study have goal to about current teaching approaches, methods, activities and techniques used for teaching

English speaking skill at Tamar. Secondary public schools in this paper also to know about the utilization of instructional aides as well as technological resources and facilities-available at schools in Tamar city. To get data collection in this paper using three techniques were used, namely observation, questionnaire, and interview. The findings in this study revealed that English teachers in Tamar still follow the traditional teaching methods. Above all, speaking skill is almost neglected. The lack of proper teaching methods and activities coupled with the absence of instructional aides stand behind Students deficiency in English speaking. Thus it is recommended that several training sessions for in-service teachers to be held in order to familiarize them with the methods, techniques, and activities used for teaching English speaking skill.

Eighth Saidna Zulfiqar Bin Tahir (2011) with title teaching English as a foreign language, in this study have a goal to investigate Language is a means of communication that allows people to give and receive information, ideas, and thoughts. It means that how important language in our life. The human can talk, communicate, and share with their community using language. Through language they can express their idea, their feelings to do all their activities in their lives. Teaching speaking is a very important part of second language learning. The skill to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life, therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful takes place is desired. With this aim, various speaking activities

such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Ninth Irwan Sulistyanto the teaching of speaking at Ganesha operation (go) tulung agung The goal of this study is to try about describe the teaching speaking at Ganesha Operation Tulungagung in this study including of the teacher, preparation the teachers how implementation that consists of the material and media, method, the teacher's evaluation and the student's competence in speaking English. The participants in this study students of the first level of junior high school that consists of 25 students. This study analyzed by using descriptive qualitative. To get the data using test observation and, interview. The result of these study findings of this study is presented using descriptive.

Tenth Benter Oseno Gudu (2012) with title of the study teaching speaking skills in English language using classroom activities in secondary school level in Eldoret municipality, There is a general public concern in Kenya that majority of Form Four school leavers lack communicative and linguistic competence and thus cannot sustain conversation in English language without occasionally code switching to Sheng or Kiswahili. This study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality Kenya. In this study adopted mixed research methods design and random

sampling students and English language teachers. The Data get from on activity in class room using Questionnaires, observation. In analysis using descriptive statistics result of in this study there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions.

Eleventh Shafaat H. (2018) with title teaching speaking skills in communication classroom in study have aim to know about the activity teacher in teaching in class room because language speech is primarily.

Twelfth Dedi Efrizal (2012) Improving students speaking through communicative language teaching Method at Mts Ja-alhaq of Bengkulu, Indonesia The aim of this study is to investigate about the improvement of teaching English speaking by using Communicative Language Teaching method. In this research is using (CAR). Percentages analysis using analysis the finding of this study data analysis there are improvements on students speaking achievement in each cycle. The data shows that in pre-assessment students speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed).

Thirteenth Maryam.B and Reza.O (2014) with title technology in teaching speaking skill speaking is more urgent to learning and teaching in school. In the classroom, improving the speaking abilities of students has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technology is the vehicle to get access with this modernized world. More than the process of communication, trade and transactions, today technology is widely used in

educational sectors. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill. In this study have goal to discuss about technology modern in this era.

Fourteenth Wijayanti (2019) with title strategies used by the teacher in teaching speaking skill at the seventh grade students of full day class in MTSN 6 boyolali. The purpose of the research to investigate what strategies using by the English teacher in teaching speaking class, To know teacher problem in teaching strategy on speaking class, in this study using methodology descriptive-qualitative design. The participant of the research is the students and teacher of MTSN 6 Boyolali of full day class at the seventh grade of Junior High School, to get the data from three way observations and interview with English teacher.

Fifteenth Sunardi (2012) with title the teaching speaking ability through role play the purpose this study is to know whether the role play can increase students ability in speaking skill of the tenth grade semester one at SMA Negeri 1 Pesaguan Ketapang year academic 2011/2012. A pre test has given a treatment. After treatment has given the students were tested (pos-test). The internal score of post test and pre test is 11.47. Based on formulation that of the effect size analysis (0.07), it can conclude the role play can increase the Students ability through role play.

Sixteenth Tifani.A (2017) with title teachers strategies in teaching speaking at pare-pare. Speaking is one of process of producing and receiving

language which contains information to create interaction. In learning speaking, there are many problems that are faced by the English teacher. So, the teacher needs to use the strategy for teaching speaking. The strategies must be suitable to the students condition, in this study purpose to founding to investigate the teachers strategies using in teaching and learning process. The findings on this study on the process teaching and learning process teacher just using four strategies to teaching students participated in learning speaking.

My study different from the previous of study, in my study conducted in school MTs Muslimat NU Palangka Raya. Objective of this study to investigate the teaching speaking at MTs Muslimat NU Palangka Raya, to investigate what strategy used by teacher, and investigate what media and to know perceive of students. In my study using field note, interview, questionnaire, and documentation based on the fact above the writer's make sure about my study is different from the previous study.

B. Definition of Speaking

There some definition about speaking in this study will take definition from some experts, (Harmer, 2007.p.284) states speaking is ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. Speaking is one of skill should be mastered by students because speaking skill which often used by people to communicate by another people for example asking and giving information or give suggestion, for that speaking skill is very important. (Nunan & Bailey. 2009, p.48). Speaking is one of two productive skills in a language teaching. It is defined as a produce and

sharing through the use of verbal or oral form. Speaking consists of producing systematic verbal utterances to convey meaning. (Richard and Renandya.2002:210) said that speaking is one of the central elements of communication. Speaking is way to express idea, feeling, and emotion. In the fact English speaking is assumed as difficult subject for student. Those difficulties can be the obstacles in speaking so it will be the missing communication. (Summer, 2003) says that speaking Is to say something that expresses your ideas or opinion, and when expressing an idea that you think is exactly true. Speaking plays an important role, because people run whole activities of live with communication as a teacher, he/she should help students express the ideals in their mind while speaking. In this argument support by (Harmer 2003, p.87) who argues that through speaking the students will understand the idea, opinion and information from other people. It seems that speaking is one of ways to introduce each other and something such as knowledge, technology, how to make relationship or good communication in a society. Brown cites hat when can speak a language it means that he can carry on a conversation reasonably competently. In addition, he state that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers (Brown & Doulglas.2000 p. 237).

(Richards and Renandya.2002,p.204) state that effective oral communication requires the ability to use the language appropriately in social interaction that involves not only verbal communication but also paralinguistic elements such as pitch. Stress, and intonation moreover, nonlinguistic elements

such as gestures, body language, and expression are needed in conveying messages directly without. (Brown .2007, p. 204) states social contact interactive language functions is a key importance and in which it is not what. You say that counts but now you say it what you convey with body language gestures, eye, contact, physical, distance and other nonverbal messages speaking is one of the skill needed in learning language. The form and meaning of speaking depends on the context, including, speakers, listeners, experiences, physical, environment and the purpose of speaking. (Davison and Downson.2003 : 107) say that students need opportunities to speak and listen in wide variety of context and for a wide range of purpose, in order to increase their thinking ability to develop their powers of communication and to provide example of language in use through which to develop their explicit knowledge about speaking and listening. Speaking is the most important skill of the four English skills, (Esther Uso-Juan and Alicia Martinez-Flor 2006 –139) sates that “speaking in a second language is the most challenging skill of the four skills, which involves complex process of constructing meaning. In addition, (Fisher and frey.2007: 16) state that speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language.” Whether in daily information interactions or in more formal settings, communication Are required to organize coherent messages, deliver them clearly, and adapt them to their listeners. It means that speaking is an important skill in daily interaction because people use speaking more than written form.

Based on the fact above can be make conclusion Speaking is very important which should be mastered by students in studying English. Because have a good speaking is because having English skills is very important but more importantly is mastering the ability to speak because by speaking we can communicate with people who can speak English example giving and asking information.

C. Function of Speaking

(Brown and Yule. In Richards, 2008: 21) made a useful distinction between the interactional functions of speaking, in which it serves to establish maintain social relations, and the transaction functions, which focus on the exchange information. (Brown and Yule in Richards, 2008: 21) divide function of speaking into three part version: talk as interaction, talk as transaction talk as performance:

A). Talk as interaction talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

B). Talk as transaction talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is they interact socially with each other. (Richards, 2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the participants focus primarily on what is said or

achieved, such as asking someone for directions. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

C). Talk as performance the third type of talk can usefully be distinguished has been called talk as performance.

D. Type of Speaking

According to Brown (1994: 271) there are six types of speaking activities as follow:

A). Imitative at one end of a continuum of type of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

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

C). Responsive a good deal of student speech the classroom is responsive: short replies to teacher or student-imitated questions or comments.

D). Transactional (dialogue) carryout for the purpose of conveying or exchanging specific information is an extended form of responsive language.

E). Interpersonal (dialogue) the other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some of the following factors: (1) A casual register, (2) Colloquial language, (3) Emotionally charged language, (4) Slang, (5) Ellipsis, (6) Sarcasm, (7) A covert “agenda”.

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

Nunan in (Brown, 2000, p. 250) writes that generally there are two types of spoken language as follow:

A). Monologue Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcast, and like the then listener have to process information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

B). Dialogue it is different with monologue, Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. Like Nunan, according (Harmer, 2007, p. 343) finally we might make a difference

between speaking, that is planned (such as lecture or wedding speech) and speaking is unplanned, such as conversation that takes place spontaneously.

E. Problems Related To Speaking Activities

(Hayriye, 2006) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication. Speaking problems are some problems that make someone lacks of speaking ability. According to (Doris and Jessica, 2007) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. (Xinghua,2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. (Khan,2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect Students performance in speaking.

Linguistics problems linguistics is a scientific study of language such as the study of langue structure (grammar), words, and phonology. According to (Spolsky and Hult, 2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics

problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. (Richards, 2008) claims there are some typical learner's problems in speaking. Those problems are: lack of vocabulary needed to talk, poor in grammar, poor in pronunciation. Based on fact above can make a conclusion there some factors in problem speaking activities, there are two factors namely external and internal person so that could be a problem in speaking activities.

Brown (2001: 270-271) suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insert certain fillers such as um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

F. The Purpose of Encouraging Students to Speaking Task

According to (Harmer, 2001,p.87) there are three basic reason why giving speaking task is a good idea. Since it provokes them to use all and any language at their understanding

1. Rehearsal is a way for students to get the feel of communication in the foreign language like as real. It can be done by getting students to have a free discussion in the outside classroom. Such as let them to take part in the role-play at an airport, hospital, allows them to rehearsal such as real life event safety of the classroom.

2. Feedback teachers can see how well their class is doing and what language problem they having that is a good boomerang lesson. By giving feedback students can also see how easy they find a particular kind of speaking and what they need to do improve. Speaking activities can give them enormous confidence and satisfaction and with sensitive teacher guidance can encourage them into further study.

3. Engagement good speaking can and should be highly motivation it can be done if the students. Are participating fully and if the teacher has set up the activity property. Then it can give understanding and useful feedback they will get great satisfaction from it many speaking tasks (role-play, discussion, solving etc), are intrinsically enjoyable in themselves.

G. Definition of Teaching Speaking

Brown (2004, pp. 331-332) on his book “Teaching by Principles” wrote principles for teaching speaking skill, they are; 1) Focusing on fluency and accuracy which considering the learning objective; 2) Preparing intrinsically

techniques to motivate the students in learning; 3) Authenticating language use in an appropriate contexts; 4) Providing appropriate feedback and correction; 5) Capitalizing on the natural link between speaking and listening; 6) Giving students opportunities to communicate in learning process as much as possible, and 7) Encouraging them to develop their speaking strategy and style. Teaching of speaking skill one of process in the teach English as second langue according to. (Nunan, 2003). Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. According to Hughes (2003: 113), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed

According to Nunan in Kayi (2006:1) teaching speaking means that the teacher, teach the listener to:

- A). Produce the English speech sound and sound pattern.
- B). Use word and sentence, stress intonation pattern and the rhythm of the second language.
- C). Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- D). Organize their thoughts in a meaningful and logical sequence.
- E). Use language as a means of expressing, values and judgments.

F). Use the language quickly and confidently with few unnatural pauses, which called as fluency.

Principles teaching of speaking skill skills According to (Anuradha et al 2014) following are the principles of teaching speaking skills:

A). Encourage students to speak right from the first day. If not, as early as possible and not to

B). Wait till she teaches them a stock of words, phrases or sentences. Tolerate the students if some of them simply repeat what they say.

If a student gives one word answer to any question, bear it for the time being. Let the learners speak actively with whatever English knowledge they have. Propose structures/phrases/words and let the learners use it in different situation and drill as

C). Much as possible encourage back-chaining or tail-forwarding technique to make long sentences by combining.

D). More than ten sentences organize role play and pair-work as much as possible and supervise the learners to correct the.

E). Active ones and activate the passive ones be well prepared in advance in terms of lesson planning, activities and tasks. Let the learners commit errors and mistakes at the primary stage, Interruption and correction hinder fluency and discourage the learner. Meanwhile according to According to (Harmer 2007: 345) it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level.

Principles for Designing Speaking Techniques

(Brown.2001: 275-276) suggests some principles for designing speaking techniques as follows:

- A). Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- B). Provide intrinsically motivating techniques.
- C). Encourage the use of authentic language in meaningful contexts.
- D). Provide appropriate feedback and correction
- E). Capitalize on the natural link between speaking and listening
- F). Give students opportunities to initiate oral communication
- G). Encourage the development of speaking strategies.

Teaching Speaking in Junior High School

According to (*Permendiknas*), based on the KTSP the curriculum used in the school. Therefore, the teaching English as a foreign language for junior high school students must be referred to the Standard of Competency and the Basic Competency which are the content of the curriculum as follows:

Table 1
Standard of Competency and Basic Competency for

Competency and basic competency for grade VIII

Standard of Competency	Basic Competency
Speaking	Skill
Expressing meaning in a transactional and interpersonal dialogue in the context of daily life	Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of

	daily and involving expressions of asking for/giving/denying information, asking for/giving/refusing a favor and offering/accepting/refusing something accurately, fluently and acceptably. Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for/giving opinion, agreeing and disagreeing accurately, fluently and acceptably
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H. The role of the teacher

These are roles of the teacher as stated by (Harmer. 2001.p, 347-348).

1. Prompter as a prompter teacher should help students who has no ideas or cannot think of what they will say or on the other hand they lose the fluency that we expect of them to have. It can be solved by offering discrete suggestions without troubling the discussion or making students out of role.
2. Participant as a participant, teacher may want to participant in discussion or role- plays themselves however in such positions the teacher has to be careful that he/she does not participate too much. In addition teacher should be a good animator when asking students to produce language. It can achieved by setting up an activity clearly and enthusiastically thus interest class could be made easily.
3. Feedback Provider as feedback provider a teacher has the ability to consider the effect of possible different approach carefully. Giving over-correction to Students mistake may inhibit them to speak but kind-correction may get students out of difficult misunderstanding and hesitations. Everything depends on teacher policy

and the appropriateness of teacher feedback in particular situations however giving feedback in the end of the activity is vital, it aims to clarify the content of the activity as well as the language used.

I. Definition of Strategy

(W. Gulo.2002: 2) a plan, method, or series of activities designed to an achieves a particular education goal. To make a strategy required a set of teaching methods. A teaching program organized by the teacher in one meeting can be carried out with various methods such as lectures, questions, answers, assignments and discussions. The whole method includes instructional media used to describe learning strategies. In context learning, teaching strategy as pattern of teacher behavior that are recurrent, applicable to various subject matters, characteristics of more than one teacher, and relevant learning (Soli Abimanyu, 2008).

(Silver, et al, 2007:4) states several reasons of strategies become an important part in education as follows:

- 1). Strategies are tools for designing thoughtful lessons and units
- 2). Strategies make the work of differentiating instruction manageable for teachers and motivating for students
- 3). Strategies provide the tools needed to bring thoughtful programs alive in the classroom.
- 4). Strategies build the skills needed for success on state tests
- 5). Frequent use of strategies leads to consistent and significant gains in student achievement
- 6). Strategies build different kinds of knowledge

Type of strategy

In the teaching of speaking should be use right strategy in my study will take some expects opinion have a relationship with teaching strategies:

1). Brainstorming (Brown 2001:184) defines that brainstorming is a technique whose purpose is to initiate some of sort of thinking process. According to (Crawford et al, 2005:29) state that brainstorming as one of very popular tasks in learning activities that can help students to elicit background knowledge and to activate necessary schemata.

2). Oral Interview According to (Kayi, 2006: 53) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no preparation on the part of the students. In a classroom setting, interview can take the form discussions or conversations with the teacher and with other students.

3). Telling Story We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends, (Harmer, 2007:129).

4). Discussion (Richard's book,2000), stated that group discussion is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the 20 students in practice their English conversation in class.

J. Strategies in Teaching Speaking

(William and Burden, 2003), strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted. According to (Thornbury, 2005) argues, 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 articulatory control over language.

Types of Classroom Speaking Performance

Brown (2001: 271-274) suggests some types of classroom speaking performance as follows:

- 1). Imitative a very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- 2). Intensive, speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3). Responsive a good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4). Transactional (dialogue) transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5). Interpersonal (dialogue) The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

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

According Ur (1996:121) stated that there some manners in of teacher to solve some the problems in the speaking class. The strategies are explained in the following terms:

A). Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more that in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language;

nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up. The example of the strategy first the teacher assigns the task to the student then the teacher makes a small group, in the group consists of 2-4 people depending on the need in achieving the learning. In groups of students discussing about the material given by the teacher afterwards presented in front of the class from the results of the group's work.

B). Base the activities on easy language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts. Example, the teacher used dialog about the student's daily activity and repetition task related to the words of greeting.

C). Give some instructions or training in discussion skills the participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in this group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

D). Keep students to speak the target language the best ways to keep students in speaking the target language are: (1) try to be the model for them by using the

target language, (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. Example, the teacher uses role play and dialog in teaching learning process. Hamnuri (2007:7) said the technique is a way that is done by someone to implement a method can run effective and efficient. The success of teaching speaking depend in the technique that used by the teacher in the class.

According to (Kayi 3-4) there are some techniques that teacher can use in teaching English speaking.

A). Discussion

Group discussion maybe composed of three to five students discussion in effective active activity or strategy in improving the students' ability because all components in the class room (teacher and students) can play the role in teaching learning process. They will practice their speaking skill with their relation regularly.

B). Role play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have variety of social roles. In roles play activities, the teacher gives information to the learner such as who they are and what they think or feel. Thus, the teacher can tell the student that “you are. David, you go to the doctor and tell him what happened last night.

C). Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulation, 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. Role plays and simulations have many advantages. First, since they are entertaining, they motivate students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

D). Information Gap

In this activity, the students are supposed to be working in pairs, one student will have the information that the other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner does not provide the information the other needs. These activities are effective because everybody has the opportunity to talk extensively in the target language.

E). Brainstorming

On a given topic, students can produce ideas in limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

F). 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 forties creative thinking. It also helps students express ideas in the format of beginning, development, and ending including the characters and setting a story have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as opening. In this way, not only will the teacher address students speaking ability, but also get attention of the class.

G). Interviews

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

H). Story completion

This is a very enjoyable, whole-class, free-speaking activity, a teacher starts to narrate from the previous one stopped. Each student is supposed to add from four to ten sentences. Student's calls add new characters, events descriptions and so on.

I). Reporting

Before coming to class, students are asked to read newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about. Whether they have experienced anything worth telling friend in their daily lives before class.

J). Answer and question

Answer and question are the activities that will influence the development of the student's ability because they will respond what the teacher who ask to them and they also can ask the teacher if they face the strength of the material.

K). Picture Describing

On way to use picture in a speaking is to give students just one picture and having them describe what the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with the group, then, a spoke person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of learners as well as their public speaking skills.

L). Find the Difference

For this activity the students can work in pairs and each couple is given two differences picture, for example, picture o boy playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and or difference in the picture.

K. Assessing Speaking

Blaz (2002) defines assessment as any method used to better understand the correct knowledge that a student possesses. Assessment serves as a monitor of

students' understanding on a given unit or concept, to give valuable feedback to students on what progress has been made and what still needs to be improved. According (Brown, 2004, p. 140) describes two major challenges in assessing speaking:

1). The interaction of listening and speaking (e.g. the use of much clarification) can.

Make it difficult to treat speaking apart.

2). The speaker's strategy to dodge certain form to convey meaning may make it difficult for test makers to design a solid elicitation technique (one that can result in the expected target form).

Basic Types of Speaking Assessment Tasks

Brown (2004:141) provides 5 types of Assessment Tasks

1). Imitative repeating a small stretch of language and focused on pronunciation.

Test make considers using this type of assessment if he is not interested in test takers competence in understanding and conveying meaning or in getting involved in interactive conversation. The competence assessed is that of purely phonetic, prosodic, lexical and grammatical (pronunciation)

2). Intensive reading aloud, Brown suggests that we use reading aloud as a companion for other more communicative tasks.

3). Responsive Small dialogue, response to spoken prompt (simple greeting, request & comments)

4). Interactive larger dialogue on Transactional and Interactional Conversation

5). Extensive monologue the following are monologues which take longer stretch of the language and requires extensive (multi-skills) preparations. The terms are self-explanatory and some may actually possess some characteristics with some types previously explained only with longer and broader scope of language use.

Scoring Rubric

An effective assessment should follow this rule (Brown, 2004:179):

1. Specific criteria 2. Appropriate task 3. Elicitation of optimal output 4. Practical and reliable scoring procedure scoring remains the major challenge in assessment. There are at least two types of known scoring rubric for speaking: (1) holistic and (2) analytical. A holistic rubric range, for example, from 1 to 6 each reflecting unique capacity of the speaker with 6 being normally native-like traits and 1 a total misuse of language which incite misunderstanding. An analytical rubric, on the other hand, scores performance in different subcategories such as grammar, vocabulary, comprehension, fluency, pronunciation and task completion. There are two common practice regarding the latter: (1) the total score is summed in average to reflect an overall score or (2) each categories is given a different weight sometimes without the necessity to sum up the total score.

Table 2.1

Table of scoring rubric

No	Scoring aspect	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some errors but do not interfere with meaning	4
		There are some errors and annoying meanings	3

		Many errors and interfere with meaning	2
		Too many mistakes and disturbing meaning	1
2	Intonation	Almost perfect	5
		There are some errors but do not interfere with meaning	4
		There are some errors and annoying meanings	3
		Many errors and interfere with meaning	2
		Too many mistakes and disturbing meaning	1
3	Fluency	Smoothness	5
		Very smooth	4
		Quite smoothly	3
		Not that smooth	2
		Not smooth	1

L. Descriptive Research

(Suryana.2008. p.14) affirms that descriptive research is focused to make a description sistematically and accurately based on the facts. Meanwhile according to (Wallen. p. 426) that a study investigate the quality and relationships activities, situation, situations, or materials, is frequently refer to as qualitative research. In my study I will used the describe research, descriptive research have goal to know accurately and systematically describe a population, situation or phenomenon. It can answer what, when, where, when and how, questions, but not why questions. To determine cause and effect, experimental research is required a descriptive research design can use a wide variety of to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them.

According to (Shona Mccombes. 2019) Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, correlations, and categories. It is useful when not much is

known yet about the topic or problem. Before you can research why something happens, you need to understand how, when and where it happens. To clearly explanation above I will show some opinion experts about the first.

According to (Ary.2010:424) that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. The aims of descriptive research are to know and describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data,

(Gall&Borg, 2007). In such research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. According to (Adi Bhat) In the describe research have advantages and disadvantages the advantages from the describe research are. Data collection in the describe research can conducting with used specific methods. Like observational method, case study method and survey method. Varied start from the data collect is both qualitative and quantitative it gives a holistic understanding of a research topic. Natural environment descriptive research in this advantages the research is doing the research natural environment without setting the data is pure came from respondents. Quick to conduct and cheap to conduct research describe is not need many money because the research just conduct research not far from environment. Forms basis for decision-making as the data collected in descriptive research represents a larger population and is robust, it is

easy to make decisions on the basis of the statistical analysis of that data. And the next is disadvantages of describe research. Confidentiality respondents sometimes feel afraid to explore about the question about personal. Halo effect if the research observer has a potential bias towards the research topic or some respondents in the research, the observations then maybe considered as invalid or not valid.



CHAPTER III

RESEARCH METHOD

This chapter covers, research type, research design, population and sampling, research instrument, data collection, procedures, and data analysis procedures.

A. Research Design

(Ary et al.2010, p.648) stated that a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis. The research design of this study was conducted description qualitative. According to (Mack et.al,2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation shortly this study is more flexible. From the statement above the researcher can make conclusion qualitative is natural research not setting field qualitative research can be describe all phenomena based on the fact get from research.

B. Subject of the Study

The role of research in this study will be the researcher who will do observation, interview and questionnaire to subject of the study. My study will consideration that make the subject chosen are students Mts Muslimat Nu but not all students only grade eight.

- 1) In class A MTs Muslimat Nu have 30 students
- 2) In class B MTs Muslimat Nu have 35 students
- 3) In class C MTs Muslimat Nu have 30 students

- 4) In MTs Muslimat Nu have 2 teachers but only Miss trini teacher grade eight so I will focus on miss trini.

C. Source of Data

In this research, the researcher collect data from all of Students grade eight. The researcher collected the data based on the result of observation, questionnaire and interview. Population was taken from Students grade eight and population as sample. According to (Gay, *et al* 2006:99) a sample is made up of the individual items or event selected from a larger group refer to as a population.

D. Research instruments

1). Observation

is used as a technical term in research with its specific meaning, observation is usually to the use of our visual sense to record and make the information. In this research observation refers to obtained data involves the use not only visual sense, but also all sense necessary to get valid and reach data. Observation also refers to one the techniques in gathering data (Mohammad Adnan, Latif, 2014.) In this study researcher choice passive participation Based on explanation above observation is first time to observe prior to the study. In this observation the researcher will used observation checklist that consist of some item and field note, the research also needed data about the teacher name who taught in MTs Muslimat Nu Palangka Raya. The technique of colleting data is observation. (Hendrayana,2015.p, 42) states that observation is the instrument data which is used to organized individual behaviors or the process of the activity observe in real situation and simulation. Observation based on direct experiences for that the

researcher can make a field note book based on what they have seen, setting, manner and whatever in accordance with real situation. Observation can be the way to avoid bias of information, because through observation researcher can check the situation directly. In this study researcher observed the activities in the teaching speaking skill of MTs Muslimat NU Palangka Raya by making field note. Field note includes the notes of whatever the researcher observed during conducting the research from the beginning until the end it also include the schedule of the observation. Below activities of observation in MTs Muslimat Nu Palangka Raya:

- a) Observation towards the students
- b) Observation students communication
- c) Observed teacher communication using English
- d) Observation towards teacher communication way of teaching English as the media interaction.

2). Interview

(Cresswell,2012) the interview is the opportunity where people can describe their experiences and skill and can get an idea of what is happening with the company, during an interview an employer's goal is to gather additional information about participants that is not provided in the resume and cover letter. (Arikunto 2006:p.155) says that interview also called as the dialogue did by the interviewer and interviewee. In this research, the researcher taken the sources of interview those were from the teacher and students to get complete and credible data to know their response to the teacher strategy on speaking skill. Interview is

way to get data oral questioning of subject interview are to obtain data from people about perception, beliefs, and telling about situation on their own words. They are used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses. (Ary, 2006, p. 644). Meanwhile according to (Esterberg 2002) Interview is a meeting of two persons to exchange information and ideas through question and responses, resulting in communication and joint construction of meaning about a particular topic. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language (Mckay, 2006, p. 51).

Lincoln and Guba in Sanapiah Faisal, states there are seven steps in the use of interview to collect data in qualitative research namely:

1. Assign to whom the interview was going to do.
2. Set up the problem issues that will be the talk.
3. Initiate or open the interview flow.
4. Establish the interview flow.
5. Confirm overview of the interview in the note field
6. Write down the result of the interview in the note field
7. Identify follow-up interview have been obtained.

In this study the research interview the teacher interview about the how teaching of speaking skill in grade eight about strategy used, media used in class and how about perception students about that.

3. Field Notes

Make a note about the perception of students of Mts Muslimat Nu palangka Raya about the activities teaching the guideline of the field notes encompass field note functions to remember if a researcher forged about the study.

4. Documentation

Documentation is aggregation data which stream style or lake data from written product. Documentation, administration agree with problem in research. In this research documentation finding are from documents or achieves from institute careful research (Nasution.2003, p. 143) documentation is documents required for something or providing evidence or proof of something, by seeing the documentation to get the real information so that it can support the data admitted the data validity. Based on the states above research using the instrument documentation to providence valid proof of this study

E. Data Collection Procedure

A method of data collect is typically the procedure that a researcher used to obtain research data physically from the research participants. Data collection procedure is one of the main duties in this study to answer the problem of the study, the data collection is natural setting without have manipulate data. Data collecting procedure used in this study namely, observation, questionnaire, interview, field notes, and documentation process of collecting data in this research instrument of the study from subject research are:

1. Research come to school and join the activity
2. Doing Observation in activity

3. Taking field notes while observation on progress
4. After take enough data for research do interview
5. Interview the students
6. Interview the teacher
7. Interview the students
8. The next researcher analyzed data from observation and interview

F. Data analysis procedure

After the all data have been collected, the next steps are to analyze the data. To analyze the data obtained from field, several techniques is conducted namely data reduction, and data displaying. In the first step research observed using filed note schedule of research follow the schedule according to Miss trini. According to (al-nofaie2010, p. 94-95). The criteria of observation in this study are: Pre stage, in stage, Post stage the second is questionnaire was used to measure students perception toward English club. And the next is interview was conducted of some question that related with topic of this research. This technique is intended to direct opinion of Students experiences in language learning, the reason students and lecturer in experience in the express idea orally.

1. Data Reduction

Data reduction is resumming, choosing on basic things, focus on the important things and research the theme and pattern. In short, the data reduction provide a clear pictures and after research to collect data from observation and questionnaire, interview to not all students but some students in the MTs

Muslimat NU. So the research does collect or summarizing and taking notes carefully and detailed in order easier in next data display.

2. Data Displaying

In qualitative research data present may in a brief description, chart, and relations between categories or narrative. (Iliinsky,2010).Displays

Over burdened with information can become cluttered and inaccessible. Displays with high levels of complexity might overload the reader with information or stimuli; but, too synthetic designs might oversimplify the message.

3. Conclusion Drawing Verifying.

Conclusion and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings the previously do not exist. The findings in the form of a description of the objects that are previously still dimly lit so thoroughly after it becomes clear.

G. Data Endorsement

In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristic such as: credibility (validity, internal), transferability (validity, external), dependability (reliability), and confirmability (objectivity).

1. Credibility

In this study using credibility is a tool to make this study credible by follow below this:

1). Extension of observation extended monitoring can increase trust of the data. By that the research extension of observation means the researcher return to the field, make observations, interview again with data sources that are encountered both newer data sources. Extension of visit the source will be more intertwined, more intimate, more open, mutually trust arises, so the information obtained is increasingly many and complete. Extension of evaluation to obtain data credibility research on testing of data that has been done was obtained. Data obtained after checking back to the field true or not, there are changes or still remain. After checking back to the field the data has been obtained already accountable true means credible

2). Increasing the accuracy of researchers in observing data so that it can be used sustainably then data certainty and chronological order of events can be recorded or well recorded, systematic. Meanwhile according to (Ary, et al 2006, p.489) qualitative research aims to concerns the truthfulness of the inquiry findings.

Credibility or truth value involves how well the research has established confidence in the findings based on the research design participants and context.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other groups. It is used to make the finding of research can be applied the research must report the result of the study detail clear and reliable.

3. Dependability

Dependability in qualitative research has to do with consistency of behavior. The research will use audit trail documentation during the research begin until the end research. Dependability is with test the audit to the overall research process. Research often does not the process of research field. But in can provide the data based on states above research show the evidences of the field activity starting from decisive from focus, time of gaining of data, how to specify a data sources. How to conduct data analysis, how to test the validity of data and make a conclusion.

4. Confirmability

Confirmability is the same as the qualitative researcher concept of objectivity. It is used to make the researcher as the instrument of the study reliable, it is done check the data result suitable to the real facts. In this study researcher is hoped to measure what will find objective.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will present data displaying, findings and discussion the findings designs to answer the research problem are the observation and interview tool to take the data. This section covers data findings of how the teaching of speaking skill at the Eight grade students of MTs Muslimat NU Palangka Raya.

A. Data Display

The result of research how the teaching of speaking skill at the Eight grade students of MTs Muslimat NU Palangka Raya, The data was obtained by employ observation and interview as the main instrument to collect data. Due to the pandemic corona virus give a difficult for to researcher to research the grade class eight because the school of MTs Muslimat NU Palangka Raya not present school for broke the corona virus chain. Because that process teaching and learning diverted online class observation online class eight. Almost three Moon MTs Muslimat NU Palangka Raya take off students cause corona virus which increasingly dangerous health of students. Since that MTs Muslimat Palangka Raya not ever doesn't activity in class and just online during three Moon, because that based on recommend from principal and teacher eight grade of MTs Muslimat Nu Palangaka Raya the researcher to change research from in class to online class. So the researcher observes on the class online to know the detail process of teaching and learning online class MTs Muslimat NU Palangka Raya. The observation just one meeting because the teacher did the activity teaching and learning directly three classes one week one meeting. For that the researcher just

one research on MTs Muslimat Nu Palangka Raya because three classes directly online. Based on the research, observation checklist the ways or step-step teacher teaching of speaking skill, not different (similar) between three classes (a, b and c).

B. Research Findings

The researcher did the observation in the class eight (A,B,C) on Monday-03- August-2020 at time 07.00 until 9.30 that was handle by miss Afifah. Below this is result of observation checklist activity teaching and learning

1. Observation: Process the Teaching Of Speaking Skill At Mts Muslimat NU Palangka Raya

The teacher observation

- a. Topic : Getting One's attention Praising One's performance or Achievement
- b. Date : On Monday-03-August 2020
- c. Class : Eight Class (A,B,C)
- d. Teacher : Siti Nur Afifah

Table 4.1 The Teacher activity

No	Aspect	Yes	No	Description (if Necessary)
	Pre Teaching			
1	The teacher stars the lesson by	√		

	greeting and pray.			
2	Te teacher voice clear	✓		
3	The teacher checks the students attendance	✓		
4	Remembered students about the topic last week	✓		
	Whilst- Teaching			
5	the teacher introduction the topic going to learn today	✓		
6	The teacher plays a recording, video, voice make students easy understand material.	✓		
7	The teacher gives the students some question related to the topic today.	✓		
8	The teacher invites students to discuss together	✓		
9	The teacher gives other ways to give comment or opinion related topic today	✓		
10	The teacher presents the model of pronunciation in the spoke form using digital dictionary	✓		
	Practice			
11	The teacher give learning activity	✓		
12	The teacher instruct the students to give a simple comment or opinion orally	✓		
13	The teacher asks the students to complete a dialogue or make simple dialogue	✓		
14	The teacher asks the students to practice the use of expressions by making a short conversation based on the situation	✓		
15	The teacher gives the students opportunity to ask question related material today	✓		
16	The teacher introduction the quiz-quiz or game to students	✓		
17	The teacher asks the students to answer quiz-quiz or play game	✓		

18	The teacher check the understand students about quiz-quiz or game	✓		
	Post- Teaching			
19	The teacher give feedback	✓		
20	The teacher invites students to make a conclusion	✓		
21	The teacher close the class by say hamdallah and pray together	✓		
22	The teacher ends the lesson	✓		

Based on result of observation checklist teacher activity of MTs Muslimat the researcher was give observation checklist to know how about the process or step-step the teaching of speaking skill at eight grade students of MTs Muslimat Nu Palangka Raya. Based on first time I come to school on Wednesday -14- July-2020 by mean to convey research permission with the principal I also interview the teacher of eight grade as a teacher eight grade miss Afifah said about the process teaching and learning should be online until time not yet know, For that reason why the researcher does an observation checklist how the process of teaching and learning by online.

2. Observation: Process the Teaching Of Speaking Skill At Mts Muslimat NU Palangka Raya

The Students observation

Topic : Getting One's Attention/Praising One's performance or achievement

Date : On Monday-03-August-2020

Class : Eight Grade (A,B,C).Teacher : Siti Nur Afifah

4.2 Table

The Students Activity

	Aspect	Yes	No	Description (If necessary)
1	The students greet the teacher and say a Prayer	✓		
2	The students comprehend what the teacher said and give right responds	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
	Whilst Teaching			
4	The students listen a recording, voice, video.	✓		
5	The students answer the questions related to the topic today	✓		
6	The students discuss it with the teacher.	✓		
7	The students practice speaking simple opinion.	✓		
8	The students are given the model of pronunciation in the spoken form and repeat it.	✓		
	Practice			
9	The students find the antonyms of some words.	✓		
10	The students give a short form of opinion orally.	✓		
11	The students complete a dialogue using the expressions.	✓		
12	The students practice the use of expressions by making a short conversation based on the situation.	✓		
13	The students get opportunity to ask question	✓		

14	The students got the introduction of the board games and the explanation about the rules.	✓		
15	The students play board games.	✓		
16	The students are monitored by the teacher while playing board games.	✓		
	Post-Teaching			
17	The students get feedback from the teacher.	✓		
18	The students give a conclusion	✓		
19	The students pray together	✓		
20	The students ends class.	✓		

Based on result of observation checklist student activity MTs Muslimat NU Palangka Raya. The researcher was given observation check list to get data how the process of teaching speaking. From above the data can be see that not different between process learning and teaching on the class with learning online. This is evidence the school of MTs Muslimat Nu not disturb within the effect of corona pandemic. The school of MTs Muslimat Nu Palangka Raya still diverted of teaching and learning process although online teaching and learning process.

C. Discussion

1. The Teaching of Speaking Skill at Eight Grade Students of MTs Muslimat NU Palangka Raya

In this chapter presents the discussion about the teaching of speaking skill the purpose is to answer research problem. There some objective will explain in this research to describe how the teaching of speaking skill at eight grade students MTs Muslimat NU Palangka Raya, and also describe about result of interview with the teacher and students eight grade MTs Muslimat Nu Palangka Raya.

A. Result of Observation Checklist the Teacher Activity

The teaching and learning process of speaking skills at MTs Muslimat Nu Palangka Raya during the pandemic corona virus run stable with diverted online class. Online class MTs Muslimat NU so far runs well, although the teaching and learning online, not reduce student fighting spirit to learning especially English lessons. The students MTs Muslimat Nu Palangka Raya eight grades do not find a difficult when should be still does process teaching and learning in the middle corona virus season. The observation was conducted on Monday-03-August-2020 this is the first time the researcher conducted research to know how the teaching of speaking skill at MTs Muslimat NU palangka Raya. When the researcher come to school, going to teacher's room and permission with missing Afifah to enter the teacher's room after she allowed me.

The researcher sits beside the miss Afifah teacher, but still physically distancing by distance one meter. First activity Pre Teaching teacher said she was checking student attendance from home by limit time fifteen time for student fill checklist presents. The teacher opened class by 'Assalamualaikum' and said are you ready for class today and the teacher invites students to say 'bissmillah' together next the teacher explain about the material what are the students doing today. Cause the students are Muslim wished all students get by the grace of God. After all that the teacher prepared the material for class today from headphones and laptop and material, the material is 'complementing/praising One's performance or achievement'. This material talks about how to praise your friend if your friend get excellent test or good performance/achievement for example.

Brilliant, Nice Performance, you're smart, your perspective is amazing and another. Before come main material the teacher gave warning up to students and also the teacher remembered students about material and the teacher not forget to motivation students. The warning up usually asked students related material today like how to way give praising people closest to you.

The Second activity is Whilst Teaching in this activity the teacher going to explain about material deeply and the teacher play voice to make easy understand student. Next the Teacher some question related topic today to test students understand and also students invite by the teacher to together discuss if students confused about the material. Students have not confused the teacher will give the opportunity students to give examples how to praising people closest. The teacher also presents the model of pronunciation spoken from using a digital dictionary. Three activity is Practice in this activity the teacher will give some learning activity based on what has been learned by students. After that the teacher instruct, students how to practice praising people closest like this friend your amazing, good performance. And the next learning activity the teacher complete or make a dialogue and share to group whatsapp application how the pronunciation word it, and the teacher ask the students to practice use expression by making a short conversation suitable situation, the teacher always give time to students to ask question if their still confused about material. The next activity teacher gives quiz-quiz to the students the quiz-quiz resemble a game to vanish students bored. And the teacher check students understand about quiz-quiz students not understand chat personal the teacher. The last activity is Post-

Teaching in this activity the teacher give feedback to students and also the teacher give opportunity students to make their own conclusion and for the close the class teacher invite students pray say 'hamdallah' together the last teacher ends the lesson and the teacher remind the students to no forget to submit their assignment because limit time to submit their assignment just until 07:00 o'clock on Tuesday.

B. The Result of Observation Students Activity.

In this part, I'll describe the student's activity data in this part based on the observation checklist which takes by the researcher on Monday-03-August-2020. The first activity of Pre-teaching students of MTs Muslimat Nu Palangka Raya is filled list presents and students also greet the teacher and pray together and then students seen from the respond the students can comprehend what the teacher explain and give right responds to what the teacher said. The students can comprehend what the teacher explanation because voice and instruct by teacher very clear and good, simple and accurate, the second activity students are Whilst teaching in this activity the students heard or look at whatsapp group a because the teacher will send to group whatsapp material related topic today in form recording, voice, power point, or video to make students easy understand topic today. And also in this activity the students can answer question was given by the teacher, in this activity the students and teacher can discuss together related material today what a still confused students next activity, students can practice simple opinion or comment based on what the example from the teacher. And then the students given the model of pronunciation in the spoken from and repeat it, The three activity of Practice, in this activity students will complete their activity

learning/assignment which has given by the teacher and then students get opportunity to make short comment/opinion related material today.

This activity, students also can complete the dialogue using the expression for example, can you understand my explanation this activity students can practice using expressions by making a short dialogue based on the situation students can record voice and send to the whatsapp group. The students get the opportunity to ask related material today also students get instruction about the quiz-quiz/game from the teacher and the students can play or answer game or quiz-quiz in this activity students monitored by teacher while their play game or answer quiz-quiz from. The teacher if their cannot comprehend their quiz or game students can chat personal their teacher the last activity of students MTs Muslimat NU Palangka Raya is Post-Teaching the last lesson students will get feedback from their teacher and the students get opportunity to make a simple conclusion related topic today. And the students pray together and said hamdallah together the students end class and also teacher.

D. Result of Interview of Students MTs Muslimat Nu Palangka Raya

In part I will present the result of interview of students MTs Muslimat Nu Palangka Raya. Because the corona virus the interview students of MTs Muslimat Nu Palangka cannot directly meet or face to face because not activity teaching and leaning in class for that, I interview students through online using Whatsapp group. Below these question was given by researcher to students MTs Muslimat Nu Palangka Raya using whatsapp application group.

1. How your opinion about the teaching speaking skill online class?

2. Can you understand the teacher's explanation?
3. Do you enjoyable during speaking class?
4. Give your opinion about the teaching of speaking skill?

The first students come from, name, shakilla Awa Rafida, class eight B. she answer the question interview like below this Very good and easy to understand the lesson yes we understand what the teacher explained Yes, very good and easy to understand the lesson. The second students Amelia class eight C, she answer the question interview below this, my opinion about teaching with online class is that previously we students were grateful to teachers who took their time to teach because we students can learn at this time even though only via online and 'allahamdulilah' I can understand yes, I really enjoy learning the last my opinion about the online class makes it easier for me to study during a pandemic. three students Ghairulaifikri class A, he answer the question interview below this I love studying online yes for the teacher explanation teacher and yes I'm enjoying it and I love to study online because I can study from home. The fourth students husnul class C, she answer the question interview below this learning is easy to understand easy to understand yes I can understand, yes I enjoy it with ease the last I think learning online while at home is easy to understand clearly. The fifth is Nurul Fadillatis shifa she answer the question interview below this, in my opinion it is very good to help the learning process in the current pandemic yes we can easily understand material provided by our teacher yes I can enjoy it with ease the last I think this online class can add insight and knowledge to students during this pandemic. The sixth students zakiyah class C she answer the question interview

below this in my opinion this is way of teaching that helps students to continue learning during the covid-19 pandemic, yes I really enjoy it the last online is more fun and very easy to understand.

Based on result of interview students of MTs Muslimat Nu Palangka Raya can take conclusion the students can easy understands the teacher explanation from the all students their answer relax and enjoyable when online class because the students can done activity from home and also the students answer online class is more fun and easy to understand material. And the other opinion online can help students during corona virus situation still do activity teaching and learning process my opinion online class very helpful for students in the midst of the corona virus situation.

E. Result of Interview the Teacher of MTs Muslimat NU Palangka Raya

In part I will present the result of interview the teacher of MTs Muslimat Nu Palangka Raya, Because the coron avirus the interview teacher of MTs Musliamat Nu Palangka cannot directly meet or face to face because not activity teaching and leaning in class or school for that. I interview the teacher through online using Whatssap group, below these are the question interview with the miss Siti Nur Afifah as main teacher grade eight of MTs Muslimat NU Palangaka Raya.

1. How the teaching speaking skill, have been done by the teacher?
2. What strategy use by Miss Siti Nur Afifah in the teaching of speaking skill?
3. What media the Miss Siti Nur Afifah use in the teaching of speaking skill?

Related question above Miss Siti Nur Afifah answer, 1. Speaking skills is one important in English but because I'm teaching a formal school which must cover all the skills provide. Actually it's a little bit hard to improve the students speaking. So that way whatever the situation both online or offline class I am trying create friendly and comfortable atmosphere for my students to learn especially inviting my students to participate actively in speaking. The second question answer by Miss Siti Nur Afifah like this, my strategy is decreasing a monotone learning process because getting closer to all students will be rather impossible in the big class. So usually I try to make my students be more communicative active and some other activities to stimulate the students motivation in learning English.

While also I minimize giving my correction when my students try to speak up. It's better for me to wait them finish in order to make them stay confident to express their speaking. The three question answer by Miss Siti Nur Afifah below this I use some media provided at school when it was offline class such a power point to show the material's point discussion, role play and many other. But when it begins online class so I utilize some internet medias, actually the whatsapp application but more in sharing material usually share power point or video made me or other figures from you tube such as watching the channel from BBC learning the channel from BBC learning English or oxford online course. After watching the video I usually drill them via voice note include checking their understanding afterward. I like also in the end for my students to send me their

assignment through voice note or short video then after that will get my feedback and score.

Based on result interview with the teacher of MTs Muslimat NU Palangka Raya can take conclusion from the how the teaching of speaking skill was done by Miss Afifah is very good because Miss Afifah effort to create friendly and comfortable situation although online class Miss Afifah inviting students more active in speaking skills. And the strategy use by Miss Afifah is reduce/decreasing the monotone learning process in online class or offline class other Strategy the teacher is try students be more communicative and also motivation students more increasingly ability especial speaking skill and the teacher strategy teaching is not directly correct the students mistake but until students till finish in order to make students not down or nervous in front students other to make the student stay confident to speak up. For the media the teacher use media provided school at class offline such as power point, discussion, role play game. In the class online the teacher not missing the idea to create new media teaching the media when the class online the teacher use the teacher use the whatsapp application to share the power point, video, voice you tube, and many other. And the teacher utilize you tube in the teaching and learning process to watch video.

CHAPTER V

CONCLUSION AND SUGGESTION

In this part will explain about concern several point that from findings, discuss and interview about the how teaching of speaking skills grade eight students of MTs Muslimat NU Palangka Raya.

A. CONCLUISON

Based on the result of the observation check list and interview can draw conclusion below these.

1. How the teaching of speaking skills grade eight students of MTs Muslimat NU Palangka Raya. Although the pandemic corona cannot the stopping the activity teaching and learning of process on MTs Muslimat NU Palangka Raya can looked at the activity still running now especial English lesson. The teacher always have new innovation or idea for teach the students, if the students cannot come to school because the pandemic corona virus so that the teacher do activity teaching and learning from home. The virus corona absolutely disturbing all of activities such as activity community economic, business society, also give the negative effect for activities teaching and learning in all of world no exception Indonesian country especial MTs Muslimat NU Palangka Raya and all school which in zone red or black area the corona virus by the sum inspection so tall. But on the fact based on the result of observation the corona virus not give significant for the MTs Muslimat NU Palangka Raya the, students of MTs Muslimat NU still high spirits for the activities the teaching and learning from home there is even one of students say I think learning online while at home is easy to understand clearly.

The teaching online class based on the observation and interview was conducted by researcher the data was show the not different ways anther the offline and online.

2. Based on the result of interview with the students, students still enthusiastic although the online can the students comprehend the teacher explanation. The students very fun and enjoy the activity teaching and learning online class and students can adjust with the online class, gives amazing responds and can very well following activities by online.

3. Based on the interview with the teacher, the teacher trying to give is the best for the students in the teaching and learning online class by giving method fun teaching not monotone maximizing use media teaching online class. The teacher effort students can following activities online class such as in offline class can comprehend what the teacher explanation although the teacher cannot doing the teaching directly in class and give control fully and fast to students such as in offline class.

B. Suggestion

In this part I will would like to give some recommendation to the school MTs Muslimat NU Palangka Raya.

1. For the school I think school not only one use application in the teaching and learning online but can trying other application in the teaching. Not only use whatsapp application but can trying other application such as Zoom because the whatsapp application cannot video call by much participant in video call and the other application google classroom.

2. For the teacher always give is the best for the students although the teaching using the online class and also continue the give new innovation and new method in the teaching online. Create new situation in the teaching of speaking skills using online class not different with the offline class.

3. For the students still spirit in teaching and learning process although online class always give good responds when class online because the teacher cannot fully control class such as offline class doing the best. Not be lazy in the following the science although the pandemic corona virus.

4. For the reader

The researcher believes that this thesis is far for being perfect, so the researcher will accept good suggestion and constructive critics to make this thesis perfect. The researcher also hopes that the thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.

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APPENDICES

