

**TEACHERS' STRATEGIES IN TEACHING SPEAKING ENGLISH
AT SMAN 15 PADANG**

Thesis

*Submitted as a Partial Fulfillment as the requirement to obtain Bachelor
of Education (B.Ed) in English Language Education Program*



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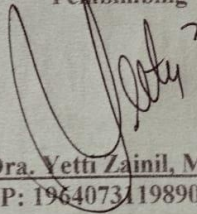
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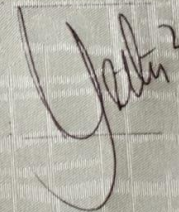
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ABSTRACT

Sari, Cicilia Ratna. 2020. Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang.

This study aimed to teachers' strategy in teaching speaking English. The participants of this research were three teachers grade then in SMA 15 Padang who take the English subject as their elective subject. This study is descriptive research with quantitative. The instrumentation of this research is interview. The research used interview. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking. The result revealed that the strategies used by the teacher were discussion, simulation, and communication games. The impact of speaking strategies used by the teacher are make students more active in learning, creating learner's be more positive thinking and increasing the learner's motivation. Among the three of teacher's strategies, almost all of the students like the communication game as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching-learning process become more fun.

Keywords: Ability, analyze, poetic elements

ABSTRACT

Sari, Cicilia Ratna. 2020. Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang.

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar berbicara bahasa Inggris. Partisipan penelitian ini adalah tiga guru kelas di SMA 15 Padang yang mengambil mata pelajaran bahasa Inggris sebagai mata pelajaran pilihan mereka. Penelitian ini merupakan penelitian deskriptif dengan kuantitatif. Instrumentasi penelitian ini adalah wawancara. Penelitian ini menggunakan wawancara. Dalam mengumpulkan data, observasi kelas dan wawancara dilakukan untuk mengidentifikasi strategi pengajaran berbicara. Hasilnya menunjukkan bahwa strategi yang digunakan guru adalah diskusi, simulasi, dan permainan komunikasi. Dampak dari strategi berbicara yang digunakan guru adalah membuat siswa lebih aktif dalam belajar, membuat siswa berpikir lebih positif dan meningkatkan motivasi siswa. Di antara ketiga strategi guru, hampir semua siswa menyukai permainan komunikasi sebagai strategi dalam pengajaran berbicara, karena mereka menganggap permainan komunikasi dapat meningkatkan kemampuan berbicara mereka, membangun motivasi berbicara, dan membuat proses belajar mengajar menjadi lebih menyenangkan. .

Kata Kunci: Kemampuan, menganalisis, unsur puisi

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CHAPTER I

INTRODUCTION

This chapter will start with the presentation of the background of the problem and followed by identifying the problem. Then, it will be followed by the limitation of the problem, formulation of the problem, research question, the purpose of the research, significance of study, and definition of the key terms.

A. Background of the Problem

In learning a language, including English, each of the students should learn four language skills (listening, speaking, reading, and writing). According to Bakers (2003:4), the four skills have their own function in a language. One of the most important skills is speaking. It is essential that English teacher pays great attention in teaching speaking. Bailey (2005:2) states that the definition of speaking is a productive, oral skill. The students do not understand yet with the teacher's explanation. Teachers have to get the students to improve their speaking skills. Bailey (2005:3) states that students will be familiar with sentences they are using in speaking.

Speaking in a foreign language means sharing understanding with other people who need attention to an accurate, specific language. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. Speaking is a fundamental skill that foreign language learners should master (Richards, 2008) and (Ur1, 1996).

However, one of the problems in learning speaking is the learners afraid to express their ideas, language, nothing to say, low participation, how to use grammar, vocabulary, and pronunciation in their communication with the people. According to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue.

Ririn (2015) reports in her thesis entitled the teacher strategies in overcoming students' difficulties in speaking at the English intensive program of MA An-Nur Cirebon found that many students often encounter problems in speaking activities when speaking learning with their teacher. Teachers have to choose the appropriate strategy for students with different qualities and quantities (Brown, 2001: 160). Besides, teachers attempt to create a good learning atmosphere to make students experience the learning process by using appropriate materials and teaching strategies.

Teaching speaking strategy is an important aspect of the teaching and learning process. In the teaching and learning process, a strategy is an activity that should be done both teacher and learner in order to get the learning activity to become effective and efficient. According to Bailey (2005:72), the teacher should adapt and vary the teaching speaking techniques. The techniques that can be used include free talk, retelling, and storytelling, describing a picture, speech contest acting, and speaking.

In SMA 15 Padang, some cases found that many students do not understand the material because a problem appears from the teacher or the student itself.

Agung Ginanjar (2013) found that many students often encounter difficulties in speaking activities when speaking with their teacher.

The teacher has the first obligation for designing strategy, and the students follow it in learning activities. According to Silver (2007: 1) “The goal of teaching is conversation unites together that these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal”. The teacher should be able to choose appropriate strategies in teaching. The teacher’s strategy can solve the student’s difficulties when they try to express their idea in speaking.

So, because there are difficulties faced by students in learning English, especially in speaking, I am curious about what makes students difficult to understand English, especially in speaking. And what strategies are used by the teachers in teaching English, especially in speaking in the classroom?

Wendi (2017) reported in his thesis entitled an analysis of learning strategies in speaking class at second-grade students’ of senior high school found that learning strategies have a different difficulty standard that is taught. Therefore, the importance of teaching speaking strategy is a student can talk with people, especially in the school. The students can communicate with friends and speak in front of the classroom. They are speaking as well useful nowadays to looking for the job. The companies reject many people because they are cannot good at speaking when interview. So, teaching speaking strategy must be applied appropriately by the teacher.

B. Identification of the Problem.

The research investigates teacher's strategies in teaching English, especially in teaching speaking. It is because one of the important factors in learning problems is an ineffective strategy used by the teacher. There is a problem emerging in the English teaching and learning process; it is speaking activities require students to speak, yet when the researcher did the observation, she found that students did not speak much. When the teacher asks them to speak English, they keep silent. They do not know what to say, even very simple sentences. When they speak English, they make many mistakes in speaking and pronunciation. They are lack vocabulary as well.

C. Limitation of the Problem

The research is focused on what is actually the teachers' strategy in teaching speaking English. There are many strategies used by the teacher in teaching English subject. This research problem is limited to looking at the strategies used by the teacher in teaching speaking in English subject and their problems.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation in this study: How is actually teachers' strategy in teaching speaking English at senior high school number 15 Padang.

E. Research Question

Based on formulation, the research questions are as follows;

1. What are the strategies used by teachers in teaching speaking English to the students at SMAN 15 Padang?
2. What are the teachers' problems in implementing teaching strategies to the students at SMA 15 Padang?

F. Purpose of The Research

The purposes of the research are to know the strategies used by the teachers in teaching speaking English to the student. Then, the obstacles faced by the teachers in implementing the strategies in teaching speaking English.

G. Significance of The Study

The researcher hopes the result of the research can be as feedback to improve the quality of the teaching and learning process by realizing their strategies and management classroom. Besides, teaching speaking strategy is very important to rate the quality of teachers in teaching English. In a practical situation, there is a need for studying how to teach speaking strategies on teaching the subject in senior high school. It is because of the high need for understanding teaching speaking strategy more comprehensively. Furthermore, the study is expected to have benefits for the teacher, the students, and the researcher. As a writer, the study is used to improve the researcher's knowledge about teaching strategy in teaching speaking English.

H. Definition of key term

- a. Teacher: Teaching Strategy: Teaching strategies is strategies or technique that is used by the teacher in teaching speaking.
- b. Analysis: To analyse teaching strategy in teaching speaking English.