

**AN ANALYSIS OF TEACHER STRATEGY IN TEACHING SPEAKING  
FOR THE TENTH GRADE'S AT SENIOR HIGH SCHOOL 1  
KEDUNGADEM**

**SKRIPSI**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

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**SKRIPSI**  
Presented to  
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# APPROVAL SHEETS

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# LEGITIMATION

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### SKRIPSI

An Analysis of Teacher Strategy in Teaching Speaking for the tenth grade's  
at Senior High School 1 Kedungadem

By

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This is to certify that the sarjana's skripsi  
Has been approved by the Board of Examiners  
As the requirement for the degree of Sarjana in English Education  
9<sup>th</sup> August 2023

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### STATEMENT OF AUTHENTICITY

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Stating verily that the skripsi I wrote is really my writing, and it is not a plagiarism either in part or in whole.

If in the future it is proven or can be proven that this skripsi is the result of plagiarism, either in part or in whole, than I am willing to accept sanctions for these actions in accordance with applicable regulations.

Bojonegoro, 25 July 2023

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## ABSTRACT

Saputri, Erinda Vika. 2023. *An Analysis of Teacher Strategy in Teaching Speaking for tenth grade students at Senior High School 1 Kedungadem Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro*. Advisor I: Ayu Fitriyaningsih, M.Pd. Advisor II: Dian Ratna Puspananda, M.Pd.

**Keywords:** *Teacher's strategies, teaching, speaking.*

This study aimed to at portraying the teacher's strategy in teaching speaking by involving English teachers and tenth grade students of SMAN 1 Kedungadem. The purpose of this study was to find out the strategies used by teachers in teaching speaking, the dominant types of strategies used by teachers in teaching speaking and the responses of the tenth grade students of SMAN 1 Kedungadem. This study uses a qualitative descriptive method which provides insight into the analytical strategies used by teachers in teaching speaking to tenth graders and responses to the teacher's strategies used in teaching English. In collecting data, class observations were conducted to identify strategies teaching speaking, interviews were conducted to find out students' responses to the strategies implemented by the teacher and documentation was used to obtain data. The results revealed that the strategies used by the teacher were discussion groups, practice and exercise (drilling) and the question-answer relationship. Meanwhile, students' responses to the strategy resulted in a positive attitude when they responded to the strategy helping them to be able to speak English. This study suggests teachers to recognize various types of strategies for teaching speaking.

## ABSTRAK

Saputri, Erinda Vika. 2023. *An Analysis of Teacher Strategy in Teaching Speaking for tenth grade students at Senior High School 1 Kedungadem Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro*. Advisor I: Ayu Fitrianiingsih, M.Pd. Advisor II: Dian Ratna Puspananda, M.Pd.

**Kata Kunci** : *Strategi Guru, Mengajar Kosa Kata.*

Penelitian ini bertujuan untuk menggambarkan strategi guru dalam mengajar berbicara dengan melibatkan guru bahasa Inggris dan siswa kelas sepuluh SMAN 1 Kedungadem. Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru dalam mengajar berbicara, jenis strategi yang dominan digunakan oleh guru dalam mengajar berbicara dan tanggapan siswa kelas sepuluh SMAN 1 Kedungadem. Penelitian ini menggunakan metode deskriptif kualitatif yang memberikan wawasan tentang strategi analitis yang digunakan oleh guru dalam mengajar berbicara kepada siswa kelas sepuluh dan tanggapan terhadap strategi guru yang digunakan dalam mengajar bahasa Inggris. Dalam mengumpulkan data, observasi kelas dilakukan untuk mengidentifikasi strategi pembelajaran berbicara, wawancara dilakukan untuk mengetahui tanggapan siswa terhadap strategi yang diterapkan oleh guru dan dokumentasi digunakan untuk memperoleh data. Hasil penelitian menunjukkan bahwa strategi yang digunakan guru adalah diskusi kelompok, praktek dan latihan (drilling) dan hubungan tanya jawab. Sementara itu, tanggapan siswa terhadap strategi menghasilkan sikap positif ketika mereka menanggapi strategi membantu mereka untuk dapat berbicara bahasa Inggris. Studi ini menyarankan guru untuk mengenali berbagai jenis strategi untuk mengajar berbicara.

## MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(Q.S Al-Baqarah, 2: 286)

“It’s fine to fake it until you make it, until you do, until it true”

(Taylor Swift)

“Tidak ada kesuksesan tanpa kerja keras, tidak ada keberhasilan tanpa kebersamaan, tidak ada kemudahan tanpa do’a”

(Ridwan Kamil)

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth the wait.”

“Orang lain ga akan paham struggle dan masa sulitnya kita, yang mereka ingin tahu hanya bagian success storiesnya aja. Jadi berjuanglah untuk diri sendiri meskipun gak akan ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini. Jadi tetap berjuang ya.”

“Only you can change your life. Nobody else can do it for you”



## **DEDICATION**

With great gratitude, I dedicate this skripsi with all my heart to:

1. My beloved mother Mrs. Maria Ulfa who have given prayers, support, and struggle full of sincerity both morally and financially. May Allah reward you more for all the good.
2. My favorite aunt Mrs. Umi Faizatul Faiza who has given prayers, support. Motivation, enthusiasm and sincere struggle both morally and financially until this thesis is finished.
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4. All my Lecturers of IKIP PGRI Bojonegoro who have accompanied, educated, and provided all their knowledge with sincerity during these 4 years. May they are always happy.
5. My special besties which is always willing to listen to my complaints, and all my friends of English education department 2019 who always support each other so that they can graduate together.

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With humility, the researcher realizes that the preparation of this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly expected

from the dear readers. Finally, the researcher can only pray that Allah SWT will reward all the charity assistance, and hopefully his good deeds will be recorded as righteous deeds. Hopefully this work is useful for researcher in particular and for readers in general.

Bojonegoro, 25 July 2023



Erinda Vika Saputri

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is an important means of communication in life, through language humans can communicate with another. It is used to deliver messages or ideas from the speaker to the listeners or the writer to the reader in the interaction among themselves. Communication will be easy if the sender and the receiver understand the information delivered. Without language, a human cannot hitch interaction with each other in lifestyle or learning one thing. People's activities cannot run well without language.

In learning English, there are four abilities ought to we all know and down by students, like listening, speaking, reading, and writing. Out of the four, skills speaking is the most significant one. consistent with (Bailey & Nunan, 2005) Speaking consists of manufacturing systematic verbal utterances to convey which means. It means to convey associate data, idea or thought there'll be a communication. Spoken language is one of every of the foremost basic and pervasive types of human interaction (Bailey & Nunan, 2005).

One of the requirements to be a good speaker is fluency. This statement is supported by Nunan (2003), who says "Use the language quickly and confidently with few unnatural pauses, which is called as fluency". From that statement fluency the key to make speaker called good speaker, even speaker has many variations in vocab but in oral the speaker uses long pause it's not a good speaker. While, in speaking there are four aspects that teacher can notice those are fluency, grammar, vocabulary, and pronunciation. Nunan (2003)



states, "To master the speaking skill students must be able to understand the grammar, pronunciation, vocabulary and fluency" Those aspects should be mastered by students in order to make a good speaking.

In teaching speaking, teacher's role is very important. In speaking class the aspects that students perform are intonation, fluency, pronunciation, choose a good vocab etc. Basic difficulties in speaking class is spelling and sound the words. Here the teacher becomes a model that can give examples that make students understand. From giving a good pronunciation model students can make assume that their teacher is support them to improve their speaking. Many students are often confused about how to practice their English skills, especially speaking. The students are afraid to start a conversation or express their ideas in English.

Even though the most important thing to master speaking skills is to practice it every day. By mastering these skills students can compete in this globalization era. The ability to speak is not influenced by one factor, but several factors. This factor is linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge. which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thombury, 2005). It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learned.

These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

In this case, the teacher usually has different strategies to teach their students and improve their students' speaking skills. Anjaniputra (2013) in his study reveals that appropriate strategies would make the learning process run effectively and improve students' speaking skills. Also, Brown (2000) stated that several factors affect student speaking performance such as; anxiety, nervousness, and lack of self-confidence. So, the teachers must have a strategy to improve all of the factors that affect students' speaking.

The students are often ashamed to speak English because they have a low of speaking ability. It is important to build the self- confidence of the students to speak. The teacher should make the The class atmosphere becomes more fun to build students' motivation in speaking. Based on this explanation, this research was conducted to find out the strategies used in teaching speaking to students of SMAN 1 Kedungadem and the effect of using these strategies on students. (Ayua, 2017) Through communication, everybody will specific their minds freely and impromptu. In learning a foreign language, speaking is an important component of English.

Learning these skills makes students easy to share their ideas with others and they can go abroad to continue their studies. Communicating with the target language is not easy, especially for students that lack vocabulary and not confidence which makes them tend to be afraid of using the target language. In this student problem teachers have a role to help their students in achieving student goals in learning the target language. Teaching is an activity

where teachers transfer knowledge to the students. Teaching refers to all the processes and activities designed to impart knowledge, skills, and understanding at all levels of education (Ayua, 2017). It is also a process to help a student to develop their knowledge. So, it is the commonplace of formal teacher-student interaction during the learning and teaching process. In teaching, strategy has an important role to achieve a particular goal, teacher should balance the strategies to the needs of students. According to Zulfian et al. (2018), different teaching strategies mean different ways of helping students to learn.

This shows that strategy cannot be ignored in the teaching and learning world. According to Nunan in Kayi (2006), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is an activities requiring or involving more individuals in which the participants have to act what they listen and make their contribution at high velocity, both the listeners and speakers (Brown, 2004).

At SMAN 1 Kedungadem many students have the ability to speak English well and often get awards in competitions related to speaking. Based on the reasons above, the researcher believes that this research can be useful for

students and lecturers because it can improve the quality of speaking skills in speaking activities and can also be a guide for lecturers to implement these strategies or can become innovations. create a new strategy in teaching speaking. So. The author is interested in conducting research entitled " An Analysis of Teacher Strategy in Teaching Speaking for the tenth grade's at Senior High School 1 Kedungadem " because the author wants to analyze what strategies are usually used by teachers in teaching speaking to students. In addition, the writer also wants to know the students' responses related to the teacher's strategy in teaching speaking.

## **B. Research Problem**

Based on the background above, the research question:

1. What strategies are used by teacher in teaching English speaking skills for the students of SMAN 1 Kedungadem ?
2. How the student respons to teacher in teaching English strategies for the tenth grade students of SMAN 1 Kedungadem ?

## **C. Research Objective**

Based on the problem above, the objective of the research is :

1. To describe the strategies which are used by the teacher in teaching speaking at SMAN 1 Kedungadem.
2. To describe the student respons to teacher in teaching English strategies for the tenth grade students of SMAN 1 Kedungadem.

#### **D. Significance of the Research**

The meaning of this research contains theoretical, practical, and pedagogical significance values which are explained as follows :

##### **(1) Theoretical Significance**

This study informs the readers what strategies are used to improve students' speaking skills and can be a reference to apply to their students. In addition, this research can help English teachers solve their problems with what strategies are good for teaching speaking.

##### **(2) Practical Significance**

By using the speaking strategy, the teacher is expected to become a facilitator and motivator of learning for students which is one of the variables that influence the effectiveness of student learning. The role of the teacher in the classroom is very important in achieving learning objectives which are expected to facilitate students to think more critically and stay focused in learning English. In addition, speaking strategies can effectively encourage students' curiosity, so that they can broaden their knowledge. improve learning outcomes and can improve students' speaking skills.

##### **(3) Pedagogical Significance**

This research can be practical information for all students too as an alternative model on learning speaking independently at home by trying the different strategies that might help to improve students speaking skills after applying the strategies. And also that student can have a new experience in learning English. Besides, this research can also be a practical reference for

lecturers or teachers in teaching and motivate them to be more creative in teaching English, especially speaking.

### **E. Definition of Key Terms**

1. The strategy is an activity that should be done both teacher and learner to get learning activity to become effective and efficient. Teaching strategies are the different types or styles of plans that teachers use to achieve teachers' goals (Silver, 2007).

2. Speaking is an activities requiring or involving more individuals in which the participants have to act what they listen and make their contribution at high velocity, both the listeners and speakers (Brown, 2004).