

TEACHER STRATEGIES IN TEACHING SPEAKING

AT SENIOR HIGH SCHOOLS IN KERINCI

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

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INSTITUT AGAMA ISLAM NEGERI

ENGLISH EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

ACADEMIC YEAR 2022/2023

**TEACHER STRATEGIES IN TEACHING SPEAKING AT SENIOR HIGH
SCHOOL IN KERINCI**




INSTITUT AGAMA ISLAM NEGERI

K E R I N C I
STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING

ENGLISH EDUCATION PROGRAM

ACADEMIC YEAR 2022 M / 1443 H

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OFFICIAL NOTE

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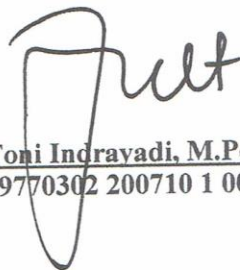
After guiding, analyzing, briefing and correcting the writing of **Nikky Putri Alvionita's** thesis (The Student's Number is 1710203050) entitled: "Teacher Strategies in Teaching Speaking at Senior High School in Kerinci", we are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we processed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu 'alaikum warahmatullahi wabarakatu

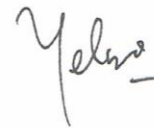
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APPROVAL AND ACCEPTANCE

This thesis which entitled of “**Teacher Strategies in Teaching Speaking at Senior High Schools in Kerinci**” by **Nikky Putri Alvionita** students’ number **1710203050** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on February 21st. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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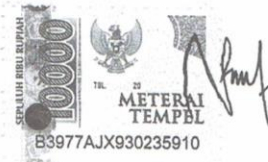
CERTIFICATE OF ORIGINALITY

The researcher here by declares that thesis entitled “**Teacher Strategies in Teaching Speaking at Senior High School in Kerinci**” is the researcher’s own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci,
The researcher

2022



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ABSTRACT

Alvionita, Nikky Putri, 2017: Teachers' Strategies in Teaching Speaking at Senior High Schools in Kerinci, Skripsi. English education program State Islamic Institute of Kerinci.

**Advisors : 1. Dr. Toni Indrayadi, M.Pd,
2. Yelni Erniyati, M.Pd.**

Key words : *Teacher's Strategies, Teaching Speaking*

This study aimed to know the strategies used by teacher at senior high schools to teach speaking. This thesis employed qualitative descriptive research. The researcher applied the purposive sampling to identifying the sample of the study. In getting data, the researcher examined interviews to seven teachers and five students in five senior high schools in Kerinci such as, SMA N 1 Kerinci, MAN 1 Kerinci, SMA N 2 Kerinci, MAN 2 Kerinci, and SMA N 13 Kerinci. The result revealed that the strategies used by the teachers were discussion, role-play, listening song, speech, storytelling, lecture, jigsaw, dialogue, and content perception. The impact of speaking strategies used by the teachers are make students interested in learning, improve their speaking ability, built their motivation to speaking, and can communicate confidently with each other. Schools should be pay attention to the problems face by the teachers and students in learning English and find the solutions so that students can study well in the class. Hope that in the future teachers can improve the quality of strategies in teaching speaking. For other researchers to additional knowledge about teacher strategies in teaching speaking so can add these research theories for better solutions.

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ABSTRAK

Alvionita, Nikky Putri, 2017 : **Strategi Guru dalam Mengajar Speaking di Sekolah Menengah Atas di Kerinci, Skripsi. Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci,**

Pembimbing

**: 1. Dr. Toni Indrayadi, M.Pd,
2. Yelni Erniyati, M.Pd.**

Kata Kunci

: *Strategi Guru, Mengajar Berbicara*

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru di sekolah menengah atas untuk mengajar berbicara. Skripsi ini menggunakan deskriptif kualitatif. Peneliti menerapkan purposive sampling untuk mengidentifikasi sampel penelitian. Dalam mendapatkan data, peneliti memeriksa wawancara dengan tujuh guru dan lima siswa di lima sekolah menengah atas di Kerinci seperti, SMA N 1 Kerinci, MAN 1 Kerinci, SMA N 2 Kerinci, MAN 2 Kerinci, dan SMA N 13 Kerinci. Hasilnya mengungkapkan bahwa strategi yang digunakan oleh para guru adalah diskusi, bermain peran, mendengarkan lagu, pidato, bercerita, jigsaw, dialog, dan persepsi konten. Dampak dari strategi berbicara yang digunakan oleh para guru adalah membuat siswa tertarik untuk belajar, meningkatkan kemampuan, berbicara mereka, dan dapat berkomunikasi dengan percaya diri satu sama lain. Sekolah harus memperhatikan masalah yang dihadapi oleh guru dan siswa dalam belajar bahasa Inggris dan menemukan solusinya sehingga siswa dapat belajar dengan baik di kelas. Berharap kedepannya guru dapat meningkatkan kualitas strategi dalam mengajar berbicara. Bagi peneliti lain untuk pengetahuan tambahan tentang strategi guru dalam mengajar berbicara sehingga dapat menambahkan teori penelitian ini untuk solusi yang lebih baik.

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DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis for:

My beloved grandfather (Alm.)

Who always praying and giving me a lot of advice for success this thesis.

My beloved father and mother

For their love, effort, suggestion, support and praying for my success in the future.

My beloved brother and sister

Who always give me support

And my best friends

Who always motivated and give me inspiration

And spirit during the process to finish this thesis

And all people in my life.

May Allah SWT. Bless them

I thanks very much to you all

Big love and hug

MOTTO

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وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِتُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

The meaning : *And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “Teacher Strategies in Teaching Speaking at Senior High Schools in Kerinci” the researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

1. Dr. H. Asa’ri, M.Ag as the rector of State Islamic Institute of Kerinci.
2. Dr. Ahmad Jamin, S.Ag.,S.IP.,M.Ag. as the first rector assistant of State Islamic

Institute of Kerinci.

3. Dr. Jafar Ahmad, S.Ag.M.Si. as the second rector assistant of State Islamic

Institute of Kerinci.

4. Dr. Halil Khusairi, M.Ag. as the third rector assistant of State Islamic Institute of

Kerinci.

5. Dr.Hadi Chandra, S.Ag, M.Pd. as Dean Faculty of Education and Teacher Training of State Islamic Institute of Kerinci.
6. Aridem Vintoni, M.Pd. as the head of English Education Program.
7. Musdizal, M.Pd as secretary of English Department.
8. Dr. Toni Indrayadi, S.Pd as the first advisor, who giving the chance to consult and valuable suggestion, advices and recommendation in completing this research.
9. Yelni Erniyati, M.Pd as the second advisor who giving the chance to consult and valuable suggestion, advices and recommendation in completing this thesis.
10. The lectures of IAIN Kerinci especially in English Education Program, who have educated since the first year of the study.

Finally, the researcher would like to express the great thank to her beloved beloved parents, beloved brother and sister, big family, the friends who have given support, suggestion, prayers, and everything that could not mentions one by one. The researcher is aware this thesis still has much weakness because of the limitation of knowledge and others. The researcher expected and appreciates when there are some critics and suggestion to complete it.

Kerinci,

2022

The researcher



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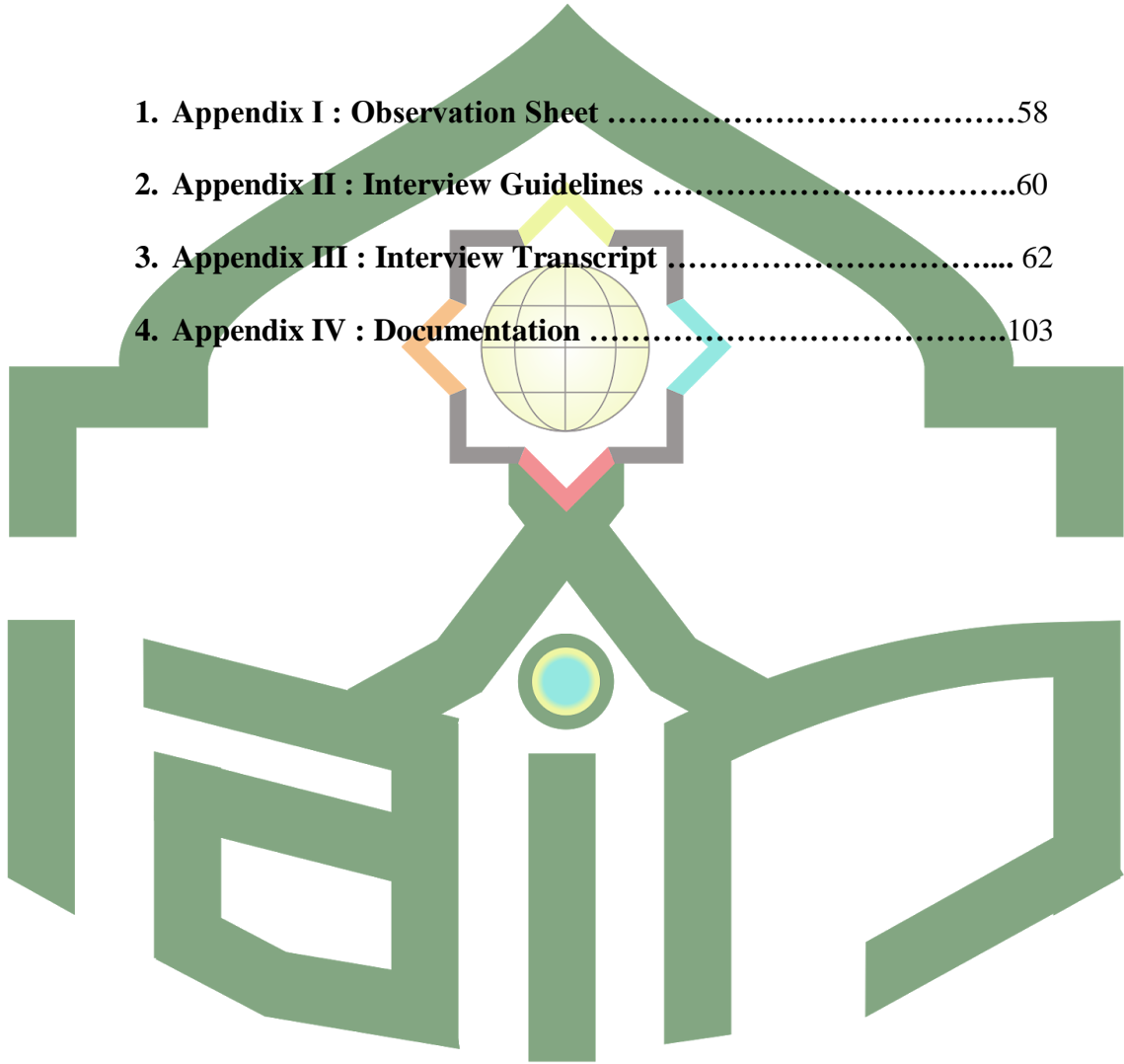
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CHAPTER I INTRODUCTION

A. Background of Problem

In this era of globalization, English is the need of many people which is an important language in the world. Now most people use English in daily activities in communicating with others for example in business, work, study, vacation. The skills in English that must be mastered by students consist of four, listening, writing, reading and speaking. According to Efrizal (2012), speaking is an important part in foreign language learning as it becomes the skill most used by people to communicate with others in order to convey ideas and messages orally. Speaking is the most difficult skill for students compared to listening, writing or reading. Many learners lack confidence and fear speaking English instead of reading, listening or writing. According to Huang (2010), many learners say speaking in English is more difficult compared to writing. According to Tillit and Bruder (1999) that speaking naturally gives useful information about the kind of language that is appropriate in different situation. Speaking is not only used in conversation for interaction, transaction, performance, persuading other people and sharing information, knowledge, and our ideas each other. Good at speaking will be the basic for students to be able to master English well.

According to Solihin (2009) many people in Indonesia who have difficulty speaking English because most of them usually speak English in

formal institutions such as schools. So, they have very little time and opportunity to practice speaking English. Furthermore, English is declared as a foreign language in Indonesia. In this case, additional activities from regular classes should be added to support Indonesian learners gain more time to speak English.



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Schools in Indonesia have extracurricular programs for support students who want to learn English better. Many of them make the intensive English program as extracurricular activities to give students more time and opportunity to practice English. Intensive English course or commonly referred to as the intensive English program explained by Burton & Nesbit (2002) refers to accelerated, short-time and compressed courses. It is a program where students are involved in activities English continuously. To get optimal results in an intensive English Program, it must be done with the best teacher to teaching strategies. In some cases intensive programs or courses do not get maximum results to improve students' English Skills, especially in speaking skills. This is because the teacher does not use the right strategy to improve the ability to pay attention talking students. Therefore, the teacher's teaching strategy is very important so that the program is successful.

According to Nunan in Kayi (2006:1) 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 judgements, (6) use the

language quickly and confidently with few unnatural pauses, which is called as fluency.

Students need the right strategy in obtaining material from the teacher. The strategies used by the teacher must be adapted to the abilities, needs and conditions of the learners. Speaking strategies help teachers to provide better speaking teaching activities.

Based on the survey when researcher was observed in the sixth semester at SMA in Kerinci, researcher found several barriers to learners' English language skills. First, many learners lack vocabulary and mastery of grammar. Secondly, many learners are afraid and not confident to speak in English. Third, many learners have English anxiety. As the word of Allah SWT in Q.S Ibrahim verse 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ
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The meaning : *And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.*

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Problem faced with the situation, teachers must know about their English teaching strategies. The teacher must know whether the strategy of teaching speaking is appropriate or not to the needs, abilities, and conditions

of learners. In addition, the right strategy teaching speaking will provide effective results for learners' Speaking skills.

Based on the above problems, researcher was interested in conducting research entitled **“Teacher strategies in teaching speaking at senior high schools in Kerinci”**

B. Identification of the Problem

Based identification of the problems, the study was limited to the teacher’s strategies of English. The problems of this research for the first, to know what the strategies are used by English teacher in teaching speaking at senior high schools in Kerinci and how the students responds, then to know what do the teacher face in teaching speaking and how they overcome. And the last is to know what media used to support the teaching strategies.

C. Focus of the Research

Based on the background above, the research focused on **“Teacher strategies in teaching speaking at senior high schools in Kerinci”**

This research was limited to English teacher learning strategies at 5 senior high schools at Kerinci regency.

D. Research Question

Based on the limitations of the problem, the formulation of the problem in this study is:

1. What strategies are used by English teachers in teaching speaking at senior high schools in Kerinci and how the students responds ?

2. What problems do the teachers face in teaching speaking and how they overcome ?
3. What media used to support the teaching strategies?

E. Purpose of the Research

The purposes of this research were as the following:

1. To describe the strategies used by teachers in teaching speaking.
2. To explore the problems the teachers face in teaching speaking.

F. Significant of Research

The significant of this research were as follows:

1. Theoretical benefits

The results of this study can clearly describe how the analysis of learning strategies. The results of this study are expected to be useful for readers as an analysis of offline learning.

2. Practical benefits

- a. For schools, it can provide new innovations and knowledge for high school schools in Kerinci strategies regarding learning.

- b. For students, it can increase the activeness of teachers in providing more innovative learning strategies in order to achieve maximum learning objectives.

- c. For teachers, it can be used as a consideration for teachers and prospective teachers to choose interesting learning strategies and help teachers in improve the learning process in the classroom.

G. Definition of key terms

The research will be clarified the terms used in this study are:

- A. Speaking is the most difficult skill for students compared to listening, writing or reading. Many learners lack confidence and fear speaking English instead of reading, listening or writing. According to Huang (2010), many learners say speaking in English is more difficult compared to writing.
- B. Teaching strategy is to deliver information in the classroom, online or media. Effectiveteaching strategies help to activate students curiosity about a class topic and keep students on the task (duzer,1997).

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory of Speaking

1. Definition of Speaking

Speaking is a means of communication that every human being uses to interact with each other. According to Jean (2007:16) Spoken words are awesome tools. They flow together to provide messages that crackie with information. When speaking, people give messages and information to the listener using good language and speech so that the listener is able to understand the meaning of the message conveyed by the person who speaks it.

Speaking is one of the most difficult skills achieved by learners, this is because speaking is the product that is most visible in the learning of a language compared to other skills writing, listening and reading. According to Yuli (2017:79) Speaking is generally interpreted as a delivery of intentions such as one's ideas, thoughts or ideas to others by using spoken language so that others can understand. According to Hartono (Yuli, 2017:79) speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and feelings.

Elizabeth (2002:151) children know that the essence of communication is to be able to understand what others are saying. Speaking has a close relationship with listening. (Mulyati, 2007:64) speaking and listening is a direct two-way communication activity. When the communication activity runs, the speaker will give ideas or opinions to the interlocutor, namely the listener either face-to-face or using the intermediary tool of communication media. When the speaker tells the idea, the listener will receive the information provided and carry out the process of meaning from the speaker then the listener will respond to the thoughts of the speaker, so next between the speaker and the listener in communicating.

2. Difficult in speaking

Speaking as a form of communication to interacted with people verbally. In speaking people are expected to be able to communicate their ideas, feelings and opinions. The goal is that participants can create comfortable social interactions and communicate well. Arif (2009:50), the students in Indonesia are generally reluctant to speak English because they have problems with lack of vocabulary and phrases to express their ideas in English.

Basically there are two models of speaking ability, which can be delivered directly without good planning or using grammatical meanings that are neatly arranged and with good planning even though the goal is to communicate orally with someone. In this case, the student's confidence and

enthusiasm in speaking is an important factor in the development of the students' oral skills or communication. However, in the context of learning English in a country that studies English as a foreign language (EFL) as in Indonesia, students tend to have problems with vocabulary limitations, pronunciation accuracy, and also environmental limitations. These factors sometimes make them lazy to learn English and they tend to rarely use English in their environment such as in the classroom, work, school, environment where they live or at home (Arif, 2019:50).

There are several factors that affect the speaking performance of students such as: anxiety, nervousness, and not self-esteem. In addition, Brown also said that students' characteristics also affect their speaking performance. Furthermore, related to the type of learner, Brown also classified a person's personality characteristics into 2 types, namely extroverts and introverts. An extrovert is one who has an interest in the crowd and considers it a recharge. Conversely, an introvert is considered a calmer and quieter figure with a tendency towards a closed figure (Arif, 2019:50).

3. Component of speaking

The elements contained in communication are five, namely: 1) sender is a source of speakers who convey information either in the form of information verbally or nonverbally, 2) encoding is an information processed from an idea or message into a verbal or nonverbal sentence, 3) message is a message consisting of words conveyed by waves or certain movements, 4)

decoding is the process of receiving information into an understanding that must be understood by the listener, 5) feedback is the listener's response to the message that has been conveyed by the speaker (Jean, 2007:16).

If the five elements can run well, then it can be said that communication occurs correctly and correctly. Conversely, if any of these elements do not run according to the process then the message will not be conveyed by going up, and will cause misunderstandings to the listener and speaker. If someone listens there must be someone speaking, and vice versa one can speak if someone listens to it (Zulela, 2013:4). When speaking, it also takes a listener to listen to the speech conveyed. Without anyone listening, the message will not be conveyed and cannot be referred to as communicating.

Language use in spoken verbal interaction involves two or more participants each taking on at different times (David, 2002:71).

Communicating must be done by more than one person, be it two people, three people, four people, or in groups. Everyone involved in a conversation

will have the pleasure to listen and it is the turn to speak according to the circumstances and conditions of these people, Speaking cannot be done at

once because it will confuse the listener, therefore usually people who speak are only done by one person, and the other can be as a listener and can occur

in turn. However, sometimes the main speaker will be cut off the flow of his speech by others as an addition of information.

Speaking consists of four types, namely: 1) speaking based on purpose consisting of: a) informing, reporting, b) entertaining speaking, and c) coaxing speaking; 2) speaking based on situations consists of: a) formal speaking and b) non-formal speaking; 3) speaking based on the way it is delivered consists of: a) speaking suddenly, b) speaking on record, c) speak by rote, d) speak by script; 4) speaking based on the number of listeners consists of: a) inter-person speaking, b) speaking in small groups and c) speaking in large groups (Puji, 2011:34).

Speaking is part of communication. The components that support the occurrence of a communication automatically will also build the creation of a conversation. Components that are always involved and influence the conversation are the communicator or speaker, message or topic of conversation, communicant or listener, media and effects (Tarigan, 1983:157).

A communicator is a person or group of people who convey thoughts, feelings or wills to others. The communicant role is known as the speaker.

The task of the communicator is to form a code (language). Communicators can act individually or collectively institutionally.

A message is a symbol of meaning, that is, a symbol that brings the thoughts or feelings of the communicator. Messages delivered in other languages or symbols in the scope of speaking in the form of the content of the conversation or topic of conversation. Messages are a physical product of

the codification process. If someone writes, then it is a message. Messages are influenced by the code/symbol used to transfer meaning and are influenced by the decision to select and organize the code and its contents.

A communicant is a person or a number of people who are targeted by a communicator when he or she delivers his or her message. In the sphere of speech, the communicant is the listener. Communicants can be large groups or small groups. Differences in the size or smallness of the group based on its nature require a communicator to communicate with different styles and techniques.

Media is a means of channeling messages that are conveyed by communicators to communicants. In general, the medium used in communicating is language. Media in the form of equipment is used in communication when the communicant is in a place far from the communicator and or the number is large.

An effect is a response, response or reaction from a communicant when he knows they are receiving a message from the communicator. So, the effect is the result of the communication process, the effect of causing interaction between the communicator and his communicant. The effect given by the communicator will be in accordance with the expectations of the communicator if there has been an understanding of the content of the conversation.

B. Strategies of Teaching Speaking

Teaching strategy is to deliver information in the classroom, online or media. Effective teaching strategies help to activated students curiosity about a class topic and keep students on the task (duzer, 1997). It means that a teacher has to design an excellent strategy in teaching speaking to the students. It can help them focus on learning to interract them in, and then it can enhance their ability in spoken language.

Average person who want learn English language, most certainly they have same reason. It is can speak English. So they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. According to Kayi (2006), there are some strategies that can be implemented in speaking class as follows:

1. Discussion

In this activity, there will be a discussion toward the topic that given by the teacher, then come up with sharing session, and finally in the end of this activity come up with giving response from someones' thought.

Hence, in this activity students are forced to have a critical thought to share and defend their opinion (Celce-Murcia, 2011;Kayi, 2006;

Morozova,2013)

2. Speech

A teacher can give a topic to the students, then they will do their speeches in front of the class. Students who do speech may be so nervous and it also

can make students, boredom. Therefore, students should be able to deliver the speech in an easy and meaningful way. Otherwise, in this activity to make it interesting, the teacher can provide structure of speech and give some responsibilities for listeners during the speeches (Celce-Murcia,2011).

3. Conversation

In conversation, students are asked to analyze and evaluate the language produced by others and give responses as a communicative activity.

Interactions which happen during conversation are made by speakers in transactional or interpersonal communication. In this activity, students can play a role play based on the topics that are given by the teacher (Celce-Murcia, 2011; Kayi,2006;Morozova,2013).

4. Role Play

Different from conversation, role play tends to give students a chance to play a particular role in social context. It also needs an expression, gesture,

and others to deliver the information easily. Role play can be performed from prepared script or unscripted role play. In this activity, students can

play a role play based on the topics that are given by the teacher (Celce-Murcia, 2011; Kayi, 2006; Morozova,2013).

5. Information Gap

In this activity, the students will have the information that other partner does not have, then share their information each other. Information gap activities serve many activities, such as solving the problem or collecting information. Each partner also plays an important role because the task cannot be completed if the partners do not provide the information the others need. It can be related to real communication where people always communicate each other to get information they do not have (Celce-Murcia,2011; Kayi,2006).

6. Simulations

Actually, simulations and role play closely similar but what makes them different is simulation is elaborate more. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she or he will bring a microphone to sing.

7. Reporting

Before coming to the class, students are asked to read a newspaper or magazine, they will report to others what they find as the most interesting news. They can also talk whether they have experienced anything worth telling their friends in their daily lives before class.(Kayi, 2006)

The purpose of an instructing approach is to facilitate learning, to motivate learners, to have interaction them in learning, and to help them focus. There is no one excellent strategy; we can pick out from quite a few instructional techniques for just about any subject. It is essential to different education to

not only keep the students' interest, but also to permitted themsto interact with content in a range of ways that attraction to quite a number mastering styles. When purposefully implemented, as in the school room pictured in the accompanying photograph, unique educational strategies can make a teacher's lesson greater positive in accomplishing a large range of learners.

C. Review of Related Finding

Research conducted by Siti (2016) with the title of maximizing the role of the teacher in learning speaking skills in school. The purpose of learning speaking in schools is not only to make students proficient speak well for a variety of purposes, but to spark the creativity of students in terms of determining the source and develop your ideas. And it can make ethical speak good students. For a noble goal, various obstacles that come from within and from outside the student often becomes obstacles, one of which is the lack of opportunity for students to practice and excel. Teachers as advisors, mentors, a facilitator and motivator need to determine the best efforts for the completion of various obstacles. One of them is to choose appropriate learning strategies. The chosen strategy must be adapted to the procedures for the implementation of the learning of speaking, so that the chosen strategy can be right on target and obtain maximum results.

Research conducted by the Ernati (2019) with the title “increase in the ability of speaking through the model (triple P)” shows this Model can

encourage students to speak English in the teaching and learning process, especially in the classroom talking. This is indicated by the increase of students' creativity in teaching and learning process in the classroom speaking, their ability to express their own ideas, and their ability to interact or communicate with her friends. This Model includes three activities; presentation, practice and production. So, this is a policy for teachers/lecturers of English language to consider the application of the model of "triple P" in teaching speaking.

Research conducted by Dewantara (2016) entitled "Alternative strategies of learning speaking skills" aimed at speaking is one of language skills that are important to be owned by students. Speaking skills have been trained since an early age. However, the results of learning to speak are still far from expectations. Many students who get experience difficulties in learning to speak. The results showed that the mental attitude, such as shame, fear, anxiety and do not believe themselves to be the most dominant factor causing trouble in learning. Factors inhibiting the other is the less motivation, study habits are bad, mastery component of language that is still low, the mastery of the content component is not adequate, the relationship/interaction between teachers and students is still low, the learning media that is less interesting, the relationship/interaction of the students that do not fit the expectations.

In addition, the limitations of the understanding of teachers about learning strategies speaking skills resulted in the gap between expectation and

reality increasingly visible. In fact, the learning strategy is one of the aspects that determine the success of learning. Therefore, teachers are required to have adequate understanding and able to apply various strategies in learning the skills of speaking. Learning strategies selected should be able to provide great opportunities to students to practice speaking, not just learn about the language. Strategy appropriate learning course will be able to improve the students' speaking skills.

Research conducted by Astutik (2017) entitled students' speaking learning at the university level aims to achieve an understanding of a material. Likewise in learning English, learners or learners need to have a strategy or how about how to learn languages effectively and efficiently. Many of the strategies of language learning (language learning strategy) are presented to experts, especially in learning speaking skill among other things: strategies, cognitive strategies, affective, and strategies social. From the third, the strategy of social often times not used by learners who have a lower categories on learning, speaking they tend to be passive, not willing to ask and not confident.

For that is, in this study the researcher want to know more about how far the use of the strategy of social in the student category low (low level students), student category (middle level student), and student categories (high-level student) in learning speaking on speaking course for daily communication in English education study program semester 1. The research

method used in this research is descriptive qualitative because the researcher describe and explain data that is designed or not designed to use statistical data. While the data collection techniques in this research are observation and interviews. The results showed that LLS (Low Level Student) does not use social strategy only in some aspects and HLS (High Level Students) uses all aspects of social strategy well.

Research conducted by Mukamal (2018) under the title “Students English Speaking Ability: Senior High School”, which aims to assess students' English speaking ability consisting of: categories of students' English speaking ability, problems students experience when they speak English and factors affecting students' English speaking ability. Data was collected through audio and video recordings of student group discussions and in-depth interviews with principals, English teachers, language advisors and students. Data were analyzed using descriptive qualitative and quantitative methods. The results of this study are; first, the English language ability category of students is 86.8% of High students, 11.2% of medium students and 2.8% in the low category. Second, the problems that students experience when they speak English are; difficult to get started, mastery of vocabulary, pronunciation, and grammar, and third, the factors that affect students' English proficiency are; environment, learning methods, control, language rules, rewards, and punishments.

Research conducted by Hakim (2017) entitled “English teacher strategy in teaching Speaking material to students with introverted characteristics in Madrasah Aliyah (MA) Ja-alHaq Bengkulu”, with the aim of describing English teachers in Indonesia who are experienced in teaching speaking related to challenges and strategies in the teaching and learning process for students with introverted characteristics. To the methods of data is analysis with descriptive analysis. Based on the results of the study, it is known that teachers are advised to apply discussions, role playing, story telling and interviews. In addition, teachers must also know the character of their students because by knowing the personality of students, teachers can choose the right strategy to be applied in the classroom.

Milah (2019) with the research title “Pesantren-based English learning strategy in MA Roudlotul Muhtadiin Balekambang Nalumsari Jepara”, the purpose of this study was to determine how the pesantren-based English learning strategy in MA Roudlotul Muhtahiin Balekambang Nalumsari Jepara. This type of research is a case study. Sampling technique is purposive

sampling. The data collection instruments in this study were observation, interview and documentation. Stages of data analysis in this study are data

reduction, data presentation and inference and verification. Based on the results of the study, it is known that: 1) planning starts from the determination of the academic calendar, making annual programs and semester programs, making syllabus and learning implementation plan (RPP); 2) teachers

implement pre-designed planning in the teaching process. In the teaching and learning process there are three stages, namely preliminary activities, core activities and closing activities; 3) reflection of learning is done to find out the shortcomings and advantages during the learning process. So that teachers can find solutions to the shortcomings of the previous learning process.

Wahyuni (2015) with the research title “Learning Strategies for speaking skills in English as a foreign language in Indonesian students”, with the aim of reviewing learning strategies for English speaking skills used by Indonesian students in the context of English as a foreign language. This type of research is descriptive research. The data analysis technique is using descriptive analysis. The results showed that students use learning strategies consciously, confidently, full of effort, and insistent. The motive why to use learning strategies in such a way is the belief in the importance of learning strategies and the pleasure gained while using them. This research also found a way to use strategies that have not been known before, namely the use of strategies with full efforts with insistent.

Khadijah (2020) with the research title “An Analysis of teacher's Strategies in Teaching Speaking Skill to Visually Impairment Students at SMA Luar Biasa Banda Aceh in Academic Year 2019/2020”, with the aim of the study to describe the strategies of teachers in teaching speaking skills to visually impaired students at SMA Luar Biasa Banda Aceh. The methodology used in this study is a qualitative method. The subject of this study is English

teacher. Data analysis techniques used are interactive analysis adopted from Yin, namely: arranging, bending, reassembling, interpreting and concluding. The results showed that the strategy used by teachers is only a question and answer strategy. The problem faced by teachers when teaching visually impaired students is that first, all students with different levels sit in one class. Secondly, there is no team teaching and finally, the school lacks facilities. However, the results show that there is no solution to the problem yet.

Ningsih (2021) with the title “English learning methods used by teachers in Non-Formal educational institutions LP3N Kerinci”, the purpose of this study was to determine the English learning methods used by teachers in non-formal educational institutions LP3N Kerinci. This study is a qualitative descriptive research. In this study the researchers used two instruments namely observation and interview. The subjects of this study were 3 English teachers in Lp3n Kerinci consisting of 2 female teachers and 1 male teacher. These teachers teach at different grade levels. They have been teaching for more than 5 years in this non-formal educational institution. The results

showed that in learning English teachers apply different methods depending on the level of students being taught and the material being taught. Students'

English ability is also one of the factors in the choice of method by the teacher. In the Beginner and Elementary classes, teachers tend to apply the TPR method, because at this class level the students taught are elementary school students with a vulnerable age of 7-10 years. Students at this age are

easily bored when learning so to make them more interested and motivated when learning teachers use the TPR method where many learning activities use movement. In the Intermediate, Upper Intermediate, Advance and TOEFL classes, the method used by teachers is GTM. Teachers choose this method because at this level students are taught a lot about Grammar such as Tenses, Comparison, Preposition and others. So that students more easily understand the lesson, the teacher uses two languages, namely Indonesian and English in explaining the material. Furthermore, in the conversation class, the teacher uses the Direct Method method because this class aims to improve students' communication skills. Thus it can be concluded that in teaching English in non-formal institutions Lp3n Kerinci teachers apply TPR, GTM, and Direct Method depending on the level of the class and the material to be taught.

Gustian (2022) with the title of the study “improving Speaking ability through the Flipped Classroom method in Class X students of St. Francis Assisi Catholic High School Samarinda East Kalimantan”, this study aims to determine whether the application of the Flipped Classroom method can

improve the Speaking ability of Class X students of St. Francis Assisi Catholic High School Samarinda. This type of research uses class action

research with the research subjects being Class X students of St. Francis Assisi Catholic High School Samarinda in the even semester 2020/2021

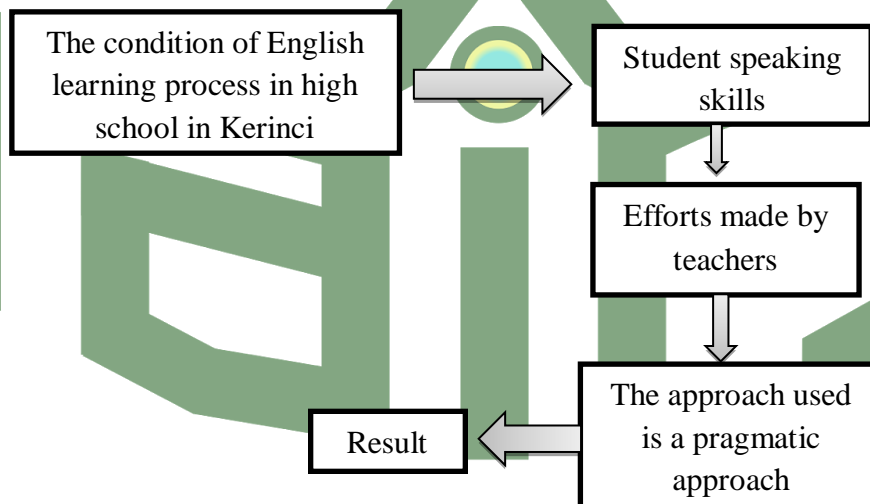
totaling 30 people. Data collection is done by using speaking test and observation sheet. The data were analyzed and obtained an average score on

the pre-action of 62.78%, which shows 77% of students have problems in speaking, and then the first cycle experienced an increase with an average score of 72.87%, and then in the second cycle obtained a score of 83.17 %. From the results of this study it can be concluded that the Flipped Classroom method can improve students' speaking skills.

D. Framework

To facilitate in achieving the objectives of the study needed a frame of mind, then the frame of mind in this study is:

Picture 2.1
Schema of framework



CHAPTER III

RESEARCH METHOD

A. Research Design

This research was qualitative research. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. In this study the researcher used qualitative descriptive as a design. Qualitative descriptive research is research procedure, which produces descriptive data in the form of behavior (Moleong, 2003:3). In short, qualitative descriptive was considered as a suitable design to explore and describe the kinds of teaching strategies employed by English teachers in senior high schools in Kerinci.

The research attempts to seek meaning by collecting the data through observation, observing the subject directly through the human instrument, then taking the conclusions of inductive that is from the particular to the general, so as to produce a theory. Examples of qualitative methods are action research, case study research and grounded theory. Qualitative data sources include observation and participant observation, interviews and questionnaires, documents and texts, and researcher's impression reactions.

B. Research Setting

1. Setting of Research

The research was conducted at SMANegeri 1 Kerinci which is located in Hiang village Sitinjau Laut subdistrict, MANegeri 1 Kerinci located in

Jl. Perintis Depati Parbo Simpang Empat Sebukar Sitinjau Laut subdistrict, SMANegeri 2 Kerinci in Semurup village Air Hangat subdistrict, MANegeri 2 Kerinci in Kemantan Agung village Air Hangat Timur subdistrict and SMANegeri 13 Kerinci in Sungai Tutung village Air Hangat Timur subdistrict.

2. Times of Research

As for the time this research was conducted at the first semester event of academic year 2022/2023.

3. Participants

The participant of this study was seven English teachers and five students which from five schools. Researcher used purposive sampling in this study. Purposive sampling technique is done on the basis of consideration of the researcher on the population. Such considerations are like the nature and characteristics of the population (Notoatmojo, 2010). One of the advantages of purposive sampling is it allows the researcher to target specific individuals who have unique skills or perspectives that may

be useful for the research project. So that, researcher choose seven senior English teacher as participants. Then, this method can be used to recruit

participants who are difficult to find through other sampling method. So that, researcher choose five students as a participants.

4. Instruments

As the research method in this study, the researcher used observation sheet, interview guidelines and documentation tools as the research instruments. The researcher asked several questions related to the strategies in teaching speaking to senior high schools teacher and students, and obstacles in used the strategies.

C. Technique of Data Collection

According to Sugiyono (2015:224) data collection techniques are the most strategic step in research, because the main purpose of the research is to obtain data. Data collection in this study was be carried out by researcher by plunging directly into field and acting as the main instrument. The researcher was collected the data by using observation, interview and documentation as the following:

1. Observation

According to Sugiyono (2016: 145) Observation as a data collection technique has specific characteristics when compared to other techniques, there are interviews and questionnaires. Researcher was observe the teacher directly by observation sheet, the researcher was made a take notes all of the teacher activities during the teaching and learning process.

2. Interview

The interview is structured because the researcher follows a specific set of the questions in a predetermined order with limited number of response categories (Denzin, 2008). In this research, the researcher does the interviewed

with the teachers and students in five schools in Kerinci regency. In the beginning, researcher asked the permissions from headmasters to involve the teachers and students in this research. Their responses to researcher aims positively by giving the opportunity to fulfil the purposes of researcher's thesis.

After that, the interview was held in the room of their respective teachers. The researcher was interviewed the teachers by audio recording and take notes. Moreover, the interview was conducted in 10-20 minutes to find out the strategies used by the teachers in teaching speaking. The researcher gave twelve questions to answer the researcher questions by interview guidelines.

3. Documentation

Documentation is a method of collecting data about data on things or variables in the form of records, newspapers, magazines, agendas and so on. In addition to individual resources through observation and interviews, other data collection techniques are by documentation. The result of research from observation and interviews was more trustworthy if supported by documentation in the form of photographs when making observations and interviews.

D. Technique of Data Analysis

The data analysis technique used is an analytical technique that used for qualitative research. The resulting data will not be can be classified by statistics, but by interpretation of phenomena that occur then provide a systematic conclusion so that a research result with data and process was found valid and systematic processing. Reduction, presentation, and drawing conclusions on the data obtained is the rule of data analysis that refers to the model analysis to obtain interpretable data. the process that referred to are as follows.

1. Data Reduction

The process of summarizing, reviewing, or summarizing the results of research so that being a single focal point is a real form of reduction data (Sugiyono ; 2017-247). Data reduction can make it easier for researchers to conduct a study of the data that has been obtained. Data reduction must be done continuously because the data in the research qualitative is fluctuating so it must be done constantly until the research ends. In addition, data reduction also includes make a summary of the development of the object of research which will later become the basis for decision making in order to answer the problem statement.

In conducting research, the researcher get much data. The researcher must selected data that will give valuable information in research. Thus, the first the researcher must do reduction to analyze the data. Based on

concept of data reduction, reducing the data in this researcher is chosen by identifying the interview and documentation from teachers and students.

2. Data Presentation

In qualitative research, data presentation is done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like”, (Sugiyono ; 2017-247). The presentation of this data has a purpose to present various findings obtained from data reduction so that the research results can be interpreted. Research too requires a systematic presentation of data as a form of embodiment from the answers to the formulation of the problem posed. In other words, presentation the data must refer to the formulation of the problem posed so that does not extend to other topics of discussion.

Data presentation can be done in various forms such as tables, charts, or histograms so that make it easier for the reader to understand each of the findings served. The presentation of data is also the basis for researchers to take an analysis related to the phenomena that occur and

take alternative if there is an error in the presentation of the data. this step possible because there is data that is not valid so it is necessary reduction

and restatement are carried out if the results obtained are not qualify.

3. Drawing Conclusion

The conclusion here is a new finding and has never existed. The findings are still dim and become clear after research, (Sugiyono ; 2017-

248). Accountability for the conclusions obtained is the most important aspect in presenting data conclusions because the conclusion is the most referenced part. Conclusion describes the mindset of researchers to the phenomena that occur so that the conclusions obtained must be accounted for later.

In this research, the researcher makes a conclusion from the data presentation. The step in analyzing the data are :

- a. The researcher collects the data through interview and documentation. Then the researcher selects, identifies, and focuses on the data by refers to the research problem and research questions.
- b. After selecting the data, the researcher display and presentation those data into good sentences.

After displaying the data, the conclusion is drawn.

E. Trustworthiness

The validity of data is a technique used to research qualitative amenable scientifically. The steps conducted by the researcher as follows:

1. Triangulation

Triangulation is a technique of checking the validity of data utilizing something else. Triangulation means the best way to eliminate the differences of the construction of reality in the context of a study when collecting data about the various events. In other words,

researchers can check his findings by comparing a variety of sources, methods or theories.

2. The extension of participation

The extension of participation means that researchers stay in the field of research until saturation of the data collection is achieved. The participation of researchers is crucial in the knowledge of the data, but that doesn't mean researchers are always there at your location all the time but the researchers present in the learning time, i.e. in the morning until noon.

In this research, the researcher used triangulation by using source triangulation. In this way, the researcher checked out the validity of the data by comparing some of data has been obtained from previous data collection, researcher compared the informant's documentation and also the result of informant's interview.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presented the researcher finding of the research that was done from 01 September to 01 November about Teachers' Strategies in Teaching Speaking at Senior High Schools in Kerinci. There were five school ; SMA Negeri 1 Kerinci, MANegeri 1 Kerinci, SMA Negeri 2 Kerinci, MANegeri 2 Kerinci and SMA Negeri 13 Kerinci, seven English teachers which each school has about 1 to 2 teachers who can be interviewed, which has been held from 8–13 September 2022. And five students be the informants of research, which each school has 1 student who can be interviewed, which has been held from 19-27 September 2022.

1. Strategies are used by English teacher in teaching speaking at senior high schools in Kerinci and students responds.

The researcher asks a few questions to the teacher and student. From the second question on the interview guidelines the researcher ask “what strategies are used by the teacher when teaching speaking in schools?”. The researcher got the data. T1 said she used are listening song, speech, and telling story to teaching speaking. T2, T4 and T7 they usually used lecture, role-play, jigsaw, and discussion methods. T3 she used a strategy dialogue methods. T5 he usually used content perception when teaching speaking in the class.T6 he

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said used many media as long as related to the material when teaching speaking. From the results of the interviews regarding about strategies are used by the teacher when teaching speaking, there were almost the same various methods used by English teachers to improve students speaking skill.

Researcher asked to the teacher how to know the reason for the teacher choose the strategies used related to the third question it can concluded. T1 she said the reason for used the strategy for students got understand English material subject. T2, T5 and T7 the reason they choose that strategy to attract students interest in learning English. The reason T3 choose the strategy to make students more confidently speak in front of their friends and teacher. “The reason using this strategy is so that students can communicate with other students and be able to improve speaking speaking skill in the class” T4 he said. “As well as the target in learning to speaking it’s so that students can express themselves, especially in everyday life” T6 he said. From the interviews, it can concluded that the reason of English teacher choosing the strategies for students to get understanding material subject, interested in

learning, increase English speaking skill, and can communicate confidently with each other in the class.

Researcher asked to the teacher how the students respond about the strategies used when teaching speaking. T1 she said the students very interested in those strategy. T2 he said the students easily understand the

material taught. T3 she said some students are interested in learning speaking because they follow tutoring/English courses outside of school (private course) and some students are not interested because of their environment. T4 he said students very interested in following the learning strategies applied by the teacher in class. T5 he said students responses are still less interested. T6 he said there are some complaints obtained from the students who are slow to capture the results of the material being taught or have not received high motivation so that the teachers do not become an obstacle to these complaints. T7 he said to attract interest in learning.

In addition, researcher also ask students how they respond to the strategies used by teachers when teaching speaking in the class. S1, S2, S3 and S4 they said like English lessons and very exciting when to talk and dialogue in the class. S5 she said not really like English lesson because it's very difficult to memorize English vocabulary. From that statement it can concluded that some students think about the strategies used by the teacher is very interested so they are got understands when teacher teaches, and some

students not liked because they lack of vocabulary mastery and difficult to memorized.

2. Problems do the teachers face in teaching speaking and how the overcome.

Teaching speaking is not a simple thing to do, teachers often face problem. There are many factors that might in the problems in teaching English to the students. A creative teacher will always have ideas to overcome the problems. The researcher found the obstacles of the teacher when teaching speaking in the class and how they overcome their problems.

From interview the researcher asked to the teacher, got the data. T1 she said the obstacles face by English teacher through the strategies used are lack of vocabulary mastery and lack of confidence possessed by students. T2 he state that the barrier obtained during the safeguard of English, especially speaking are the lack of vocabulary memorized and their interested are weak. T3 she state that the obstacle is background of students who find it difficult to dialogue with teachers and other students because of the limited vocabulary they have. T4 he state that students has minimal vocabulary. T5 he state the obstacles that often occur when implementing a content perception strategy is when preparing the media because each media used in accordance with the strategy required costs/funds are not small. T6 he state the problems that are considered as a crucial problems are too rigid in implementing the curriculum by the

environment. T7 he state the obstacle that is often found in most students is the lack of mastery vocabulary.

Researcher found the teachers do to overcome the obstacles when teaching speaking. T1 state that the way overcomed these obstacles are by students using English in the classroom. T2 he said at the beginning of the semester when entering the class the teacher negotiates with the students how the teacher teaches to interest in English learning. T3 she state each class entry students are required to deposit vocabulary memorized to the teacher. T4 he said how the overcome these obstacles is to give students the opportunity to learn slowly to be able to understand the material. T5 he said using personal cost of the teacher with the appropriate cost of the material taught. T6 he said as well as the efforts that have been formulated, the school has created an English club. Every student who wants to communicate at least with the teacher and want to get information about English must use English. T7 he said the present difficult words that lead to the material to be taught to students first.

3. Media are used to support the teaching speaking.

Media can make student do more learning activities because they do not only listen to the teacher's explanation but also have other activities. The researcher found a several media are used to support the teaching speaking by the teacher. T1 she said the media that are usually used according to the material studied for example they can study outside the

classroom by looking around the school environment and then recorded in the student notebook. In addition, by using media such as books related to the material studied. T2 she said the usual media used is textbooks. T3 he said media usually used in focus, laptops, textbooks. T4 he said the media used are textbooks, texts, browsing on the internet. T5 he said in accordance with the groups that are divided, for example for the auditory media group used, namely audio, for the visual media group used in the form of images. For the kinesthetic group, usually the media used is in the form of activities or games. T6 he said the teachers rarely use media such as text, or student worksheets (LKS) in teaching speaking only rely on the curriculum. T7 he said the media used power point or in focus, textbooks and the internet.

In addition, the researcher found many kinds of the media used by the teacher when teaching speaking. According T1 she said the media used by the teacher are English dictionaries and books studied. For T2, T3 and T4 their state that the type of media their used are textbooks. T5 he said usually used are audio, visual and gaming gadgets. T6 he said just glued from the existing curriculum. T7 he said the kinds of media he used is laptop.

In other hand, the researcher found the similar a few media used by the teacher in every school. By the interview with the students, researcher got the data. S1, S2, S3 they said that the media used by the teacher is

textbooks. Then, S4 and S5 he said teacher usually used the worksheet book.

And then, researcher interviews students to know their responses about strategies used by the teacher when teaching speaking. According to S1 she said teacher explains the subject matter then the students are given the task to dialogue with friends. Then, S2 she said that the teacher gave a group task to dialogue with friends, and then express it in front of the class without using text. Then, S3 she said, in learning English students are required to speak English in class and school environment. Students are given the task of finding additional learning materials via the internet such as browsing the internet like youtube to add speaking skills during learning. S4 he said the teacher explains the material taught is very easy to understand, after that the teacher will make a group on each student then we will discuss. And then, S5 she said the teacher explains the subject matter in the student worksheet book. Students are given the task of exercise in the book and memorize vocabulary in the material and then

discuss it among classmates and teachers. From the interviews it can concluded that the strategies used by the teachers such as students are given

the task of finding additional learning materials via the internet such as browsing the internet like youtube to add speaking skills during learning, dialogue with classmate and discussion.

B. Discussion

After collecting data with in depth interviews English teachers and students at senior high schools in Kerinci regency. Researcher did data analysis, researcher found nine strategies used in teaching speaking, namely; listening songs, story telling, role-play, jigsaw, discussion, dialogue, lecture, and content perception.

Based on the result of the data analysis, researcher found that the most strategy used is discussion. It same thing with the the result of the research by Hakim (2017) teachers are advised to apply discussion, role play, story telling and interview. Discussion range was divided into several stages from highly formal, whole group staged events to informal small group interactions. In small group discussion, the teacher usually made a group consist of three or four students and gave a text related with the topic that would be learned, then, asked the students to discuss. All member of group required to speak English in delivered their idea (Harmer, 2007).

Discussion had advantages and disadvantages. One of the advantages was the student to be active in learning activity, while disadvantages was cannot be used in class that has many students.

Researcher also found that in generally students find difficult to mastering vocabulary in English. It is because students not fluently in pronunciation, less time to study at school. So, they feel confused by the same pronunciation vocabulary. This finding is line with Mukamal(2018)

stated that the problems that the students experience when they speak English are; difficult to started, mastery of vocabulary, pronunciation, and grammar.

In addition, researcher also found that the students less interesting and confidents in learning speaking English in classroom. This finding line is with other research finding done by Dewantara (2016) stated that many students who get experience difficulties in learning to speak. The mental attitude such as shame, fear, anxiety and learning media that is less interesting.

At least in improving the English speaking skills of these students there are efforts made both from the principal and also from the teachers. Efforts made by the principal to improve the quality of educators first. Improving the quality of educators is done by involving teachers in trainings that are intended to improve teacher competence. The training held is useful for teachers, the results of which will then be applied to students.

This training aims to improve students' cognitive, affective and psychomotor skills. The main thing that a student should improve is his speaking skills. One component of the language is speaking skills. Thus, efforts to improve students' speaking skills are applied to English subjects.

The speaking ability is better in English. In addition, the environment also

determines the speaking skills of students, not only teachers at school who teach, but parents at home are also responsible for this.

This activity can not necessarily be done just like that, but it takes good coordination between the principal and the teachers. This is because the principal is a school manager who jointly plans, organizes, and evaluates everything related to learning activities at school.

Furthermore, what the teacher does is design learning with certain strategies and then determined the approach. There are several approaches that can be used, including pragmatic approach, scientific approach, process approach and communicative approach. Of the many approaches that can be used in the field of study that English, the approach used for speaking is a communicative approach. The purpose of the communicative approach is to train students to be able to use the target language in accordance with the skills and levels of these students. The communicative approach in language teaching focuses on actively communicating between speakers and listeners, writers and readers or creating active interaction between the two. In the communicative approach, the priority is the relationship between the two parties involved in accordance with the context, situation, feeling during the communication.

Not only does it determine the approach to learning, other efforts are made by teachers by being open to their students. So that students are more courageous to speak and tell an incident they experienced. That way

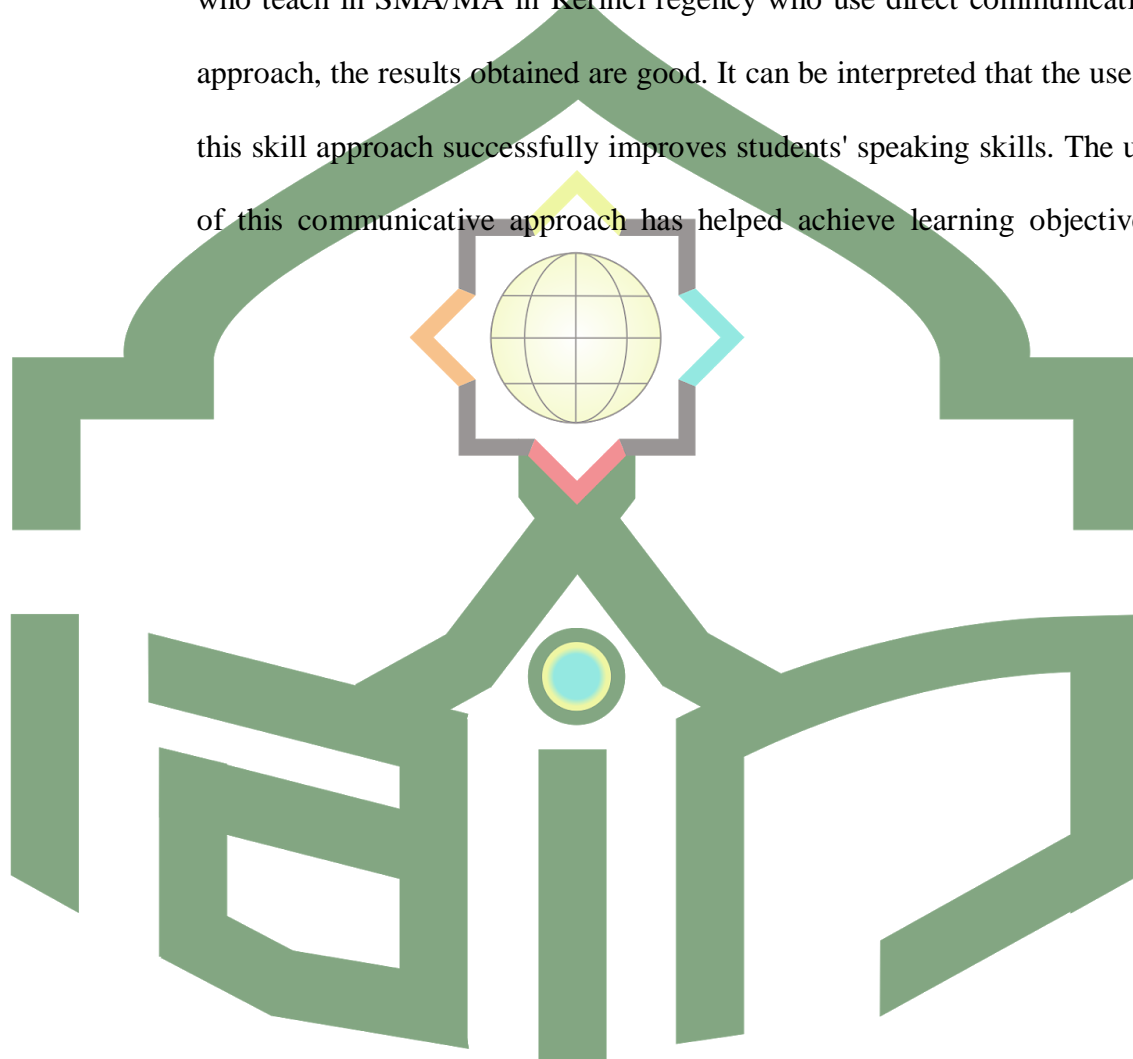
students will be come closer to the teacher and establish smooth communication between students and teachers.

Speaking skills are the most important language skills. When a human being is born normal, the first language skill that appears is speaking. Through speaking skills possessed, humans can develop other language skills, namely listening (listening), reading (reading) and writing (writing).

One of the strategies that teachers can do to maximize students' English speaking skills is a communicative approach. Through a communicative approach, communication interaction in language learning will be a medium for students to be active both in expressing and questioning with the teacher, so that active communication is established.

Through the communicative approach, learning activities can be carried out with pre-communicative activities and communicative activities. In the pre-communicative, students are given an element exercise to practice it separately. While in communication activities, students are directly active in using these language skills in communicating. So, in addition to practicing from what the teacher exemplifies, students can also do their own communication learning. Thus, through the communicative approach will be possible mastery of language skills, especially speaking can be achieved to the maximum.

Based on the results of interviews with teachers of English Studies who teach in SMA/MA in Kerinci regency who use direct communicative approach, the results obtained are good. It can be interpreted that the use of this skill approach successfully improves students' speaking skills. The use of this communicative approach has helped achieve learning objectives.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research, it can be concluded that:

1. The majority of the teachers strategies in teaching speaking using a few method such as listening songs, speech, storytelling, role-play, jigsaw, discussion, dialogue, lecture and content perception choosing the strategies for students to get understanding material subject, interested in learning, increase English speaking skill, and can communicate confidently with each other in the class.
2. The majority of the problems do the teachers face in teaching speaking are such as mastery vocabulary are lack, difficult to memorized vocabulary, environmental limitation, not confident to expressing their students speaking skills, and their interested are weak.

B. Suggestion

Based on the above conclusions, the researcher provides suggestions aimed at improving the speaking skills of students in several high schools in

Kerinci, including the following:

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1. For schools,

Schools should be pay attention to the problems face by the teachers and students in learning English and find the solutions so that students can study well in the class.

2. For students

In learning English it is not easy, therefore students are expected to study harder so that they can master and improve speaking skill.

3. For teachers

Hope that in the future teachers can improve the quality of strategies in teaching speaking so that students can be created who can be proud in applying English lessons.

4. For other researchers

This researcher is only limited to teacher strategies in teaching speaking at senior high schools in Kerinci. Other researchers are expected can add the theories and better solutions, so that they become additional knowledge about teacher strategies in teaching speaking.

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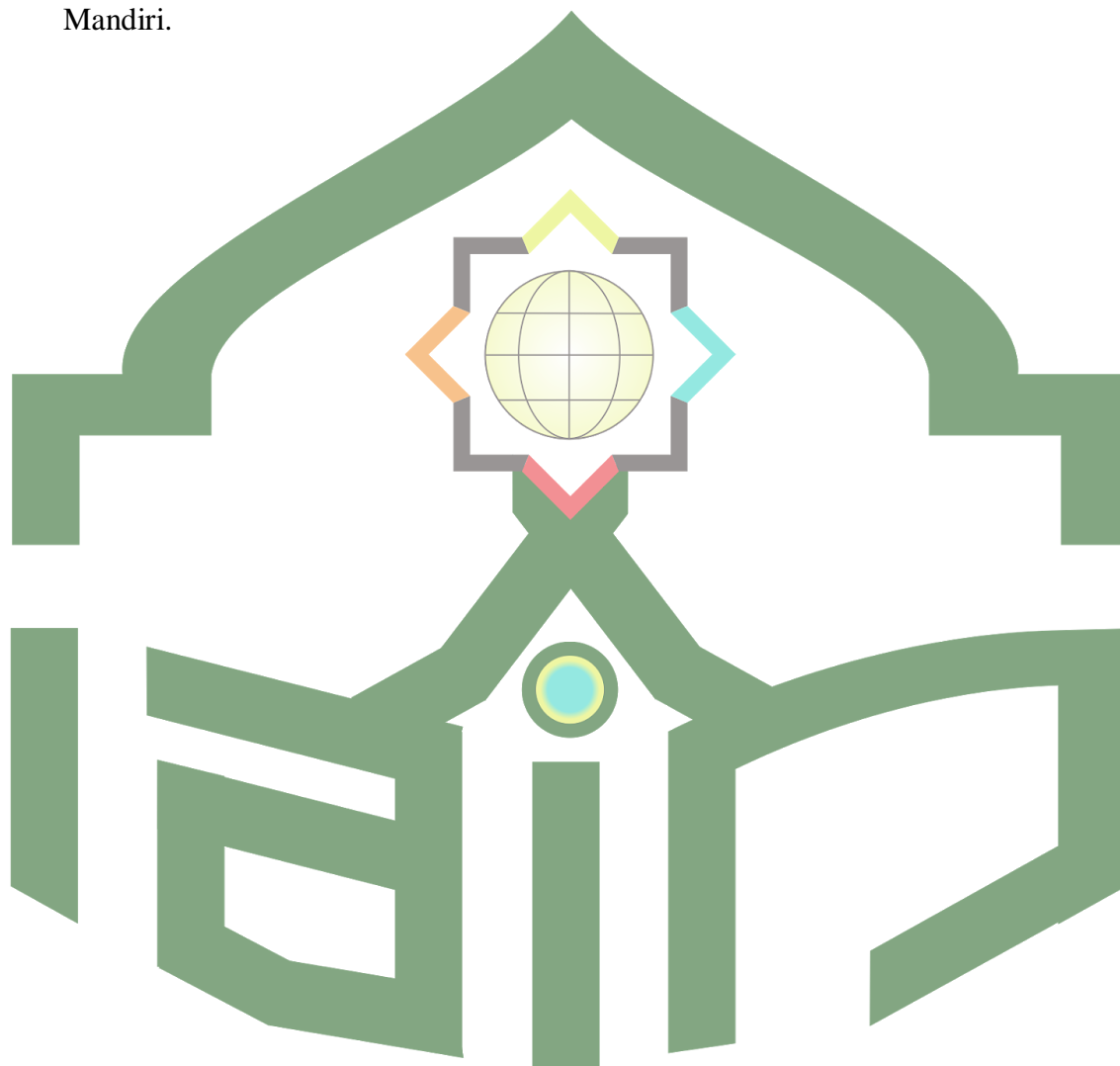
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Appendix I

Observation sheet

Variable	Indicator	Yes	No
Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Pray together 3. Check attendance 4. Explanation about the material 		
While Activity	<ol style="list-style-type: none"> 1. Teacher design a discussion strategy in teaching speaking 2. Teacher design a story telling strategy in teaching speaking 3. Teacher uses a speech strategy in teaching speaking 4. Teacher uses dialogue strategy in teaching speaking 5. Teacher design a role-play strategy in teaching speaking 6. Teacher design a lecture strategy in teaching speaking 7. Teacher uses jigsaw strategy in teaching speaking 8. Teacher uses 		

	<p>listening songs strategy in teaching speaking</p> <p>9. Teacher design a content perception strategy in teaching speaking</p>		
Post Activity	<ol style="list-style-type: none"> 1. Teacher review and asked the students about the material 2. Teacher giving homework 3. Teacher made a summary of lesson 4. Teacher giving motivation 5. Closed the class 		

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Appendix II

Pedoman wawancara strategi guru dalam mengajar berbicara di Sekolah Menengah

Atas di Kerinci berikut:

A. Apa strategi guru dalam mengajar berbicara di sekolah menengah atas di Kerinci.

1. Bagaimana kondisi siswa belajar speaking?
2. Strategi apa yang digunakan saat mengajar speaking di SMA di kerinci?
3. Apakah alasan guru memilih strategi yang digunakan?
4. Bagaimana hambatan yang didapatkan melalui strategi yang digunakan?
5. Bagaimanacara mengatasi hambatan tersebut?
6. Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam mengajar speaking?
7. Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?
8. Apa jenis media yang digunakan?
9. Bagaimana hasil siswa dalam belajar speaking?

B. Apa masalah yang dihadapi oleh siswa yang diberikan guru dalam mengajar berbicara di sekolah menengah atas di Kerinci.

1. Apa pendapat anda tentang belajar speaking?
2. Apa yang digunakan guru dalam mengajar speaking?
3. Apa strategi yang digunakan guru saat mengajar speaking?
4. Apa pendapat anda sebagai siswa tentang strategi yang digunakan guru

saat mengajar speaking?

Interview guidelines of Teacher Strategies in Teaching Speaking at Senior High

Schools in Kerinci below:

A. What are the teacher's strategies in teaching speaking at senior high schools in Kerinci.

1. How are the student conditions in learning speaking?
2. What is the commonly strategies did you use when teaching speaking?
3. What your reason is choosing those strategies used?
4. How the obstacles you get from using the strategies?
5. How do you overcome these obstacles?
6. How are the students' responds when you applied those strategies in teaching speaking?
7. What did you used media to supporting strategies?
8. What kinds of the media did you used?
9. How are student results in learning speaking?

B. What are the problems faced by the student given by the teacher in teaching speaking at senior high schools in Kerinci.

1. What do you think about learning speaking?
2. What is the teacher used a strategy in teaching speaking?
3. What did the strategies that the teacher used when teaching speaking?
4. What do you think about the strategy that the teacher used in teaching

speaking?

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Appendix III

Interview Transcript 1

R: Researcher

T: Teacher

Teacher of SMA N 1 Kerinci (Mrs. Jusnidar Ahmad S.Pdi)

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: How are the student conditions in learning speaking?

T1: Siswa sangat menyukai mata pelajaran bahasa Inggris akan tetapi skill speaking mereka masih kurang bagus.

T1: Students really like English Subject but their speaking skill are still not good.

R: Strategi apa yang digunakan saat mengajar speaking di sekolah?

R: What is usually strategies did you use when teaching speaking?

T1: Strategi yang digunakan biasanya yaitu mendengarkan lagu, berpidato, dan story telling di depan kelas.

T1: The strategies usually i used are like listening of song, speech and tell story in front of the class.

R: Apa alasan guru memilih strategi yang digunakan?

R: What your reason is choosing those strategies used?

T1: Agar siswa bisa memahami materi yang diajarkan.

T1: So that the student can understand the material being taught.

R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan ?

R: *How the obstacles you get from using the strategies?*

T1: Factor lingkungan di rumah dan sekolah yang tidak mendukung untuk meningkatkan kemampuan speaking serta vocabulary yang terbatas yang mereka dapatkan sehingga tidak percaya diri untuk mengekspresikan diri di depan guru dan teman-temannya.

T1: *Environmental factors at home and school that are not supportive of improving their speaking skills and the limited vocabulary they get. So they are not confident to express themselves in front of their teachers and friends.*

R: Bagaimana cara mengatasi hambatan tersebut?

R: *How do you overcome these obstacles?*

T1: Dengan melatih mereka meningkatkan skill speaking maka ketika dikelas mereka diwajibkan berbahasa Inggris kepada teman-teman dan guru dengan cara mengekspresikan vocabulary yang mereka pelajari disekolah serta diperbolehkan menggunakan bahasa isyarat.

T1: *By the training them to improve their speaking skill, when they are in the class they are required to speaking English to their friends and teacher by expressing the vocabulary they are learned at school and are allowed to use sign language.*

R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam mengajar speaking?

R: How are the students' responds when you applied those strategies in teaching speaking?

T1: Siswa sangat tertarik dengan strategi yang digunakan guru.

T1: Students very interested in the strategies that teacher use.

R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: What did you used media to supporting strategies?

T1: Media yang biasa digunakan sesuai materi yang dipelajari misalnya mereka bisa belajar diluar ruangan kelas dengan melihat sekitar lingkungan sekolah lalu dicatat di buku catatan siswa. Selain itu, dengan menggunakan media seperti buku yang berkaitan dengan materi yang dipelajari.

T1: Media that are commonly used according to the material studied, for example, they can study outside the classroom by looking around the school environment and then recorded in student notebooks. In addition, by using media such as books related to the material studied.

R: Apa jenis media yang digunakan?

R: What kinds of the media did you used?

T1: Jenis media yang biasa digunakan ketika belajar speaking sesuai dengan kemampuan yang mereka hapal dari kamus ataupun buku yang dipelajari.

T1: The types of media that are commonly used when learning to speak according to the abilities their memories from dictionaries or books studied.

R: Bagaimana hasil siswa dalam belajar speaking?

R: How are the student's results in learning speaking?

T1: Siswa sangat tertarik mempelajari bahasa inggris yang diajarkan guru.

T1: The students are very interested in learning English subject that the teacher taught them.



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Interview Transcript 2

R: Researcher

T: Teacher**Teacher of MAN 1 Kerinci (Mr. Muswahid Spd)**

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: How are the student conditions in learning speaking?

T2: Untuk kondisi siswa di sekolah masih kurang menarik untuk mempelajari bahasa Inggris.

T2: For the condition of the student at school are still not interesting to learn English.

R: Strategi apa yang digunakan saat mengajar speaking di sekolah?

R: What is the commonly strategies did you use when teaching speaking?

T2: Strategi yang digunakan ada berbagai macam yaitu dengan metode ceramah, role-play, jigsaw, serta diskusi.

T2: The various strategies are used, like lecture method, role-play, jigsaw, and discussion.

R: Apa alasan guru memilih strategi yang digunakan?

R: What your reason is choosing those strategies used?

T2: Agar menarik minat siswa dalam belajar bahasa Inggris.

T2: In order to interest student in learning English.

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R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan ?

R: How the obstacles you get from using the strategies ?

T2: Hambatan yang didapat selama menajar bahasa Inggris khususnya speaking yaitu kurangnya vocabulary yang dihapal serta minat mereka lemah.

T2: The obstacles obtained during the maintenance of English, especially speaking are the lack of memorized vocabulary and their interest is weak.

R: Bagaimana cara mengatasi hambatan tersebut?

R: How do you overcome these obstacles?

T2: Pada awal semester ketika masuk kelas guru bernegosiasi dengan siswa bagaimana cara guru mengajar untuk menarik minat siswa belajar bahasa Inggris. Siswa diberi 2 pilihan yaitu yang pertama guru menjelaskan materi di kelas menggunakan bahasa Inggris 50% bahasa Indonesia 50% atau yang kedua, 25 % bahasa Inggris 75% bahasa Indonesia. Akan tetapi siswa lebih memilih pilihan yang kedua.

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T2: At the beginning of the semester when entering class the teacher

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negotiates with the students how the teacher teaches to attract students are given two choice, the first, teacher explains the material in the

class using English fifty percent and Indonesian fifty percent, or for the

second, the teacher explains the material in the class using English twenty five percent and Indonesian seventy percent. However the students prefer the second option.

R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam mengajar speaking?

R: *How are the students' responds when you applied those strategies in teaching speaking?*

T2: Tanggapan yang diperoleh dari siswa mudah memahami materi yang diajarkan.

T2: *The responses obtained from students easily understand the material being taught.*

R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: *What did you used media to supporting strategies?*

T2: Media yang digunakan biasa yaitu buku pelajaran.

T2: *The textbook is the usually media used.*

R: Apa jenis media yang digunakan?

R: *What kinds of the media did you used?*

T2: Buku pelajaran

T2: *The Textbook.*

R: Bagaimana hasil siswa dalam belajar speaking?

R: How are the student's results in learning speaking?

T2: Siswa masih butuh bimbingan guru untuk memahami materi pelajaran serta untuk meningkatkan skill speaking mereka dengan melatih siswa, memberi tugas, bermain peran, membuat kelompok drama ataupun story telling disekolah.

T2: Students are still need teacher guidance to understand the subject matter and to improve their speaking skill by the training students, giving role-playing assignments, creating drama groups or story telling at school.

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Interview Transcript 3

R: Researcher

T: Teacher

Teacher of MAN 1 Kerinci (Mrs. Indrawati)

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: How are the student conditions in learning speaking?

T3: Kondisi siswa belajar speaking dikelas yaitu latar belakang ekonomi dan lingkungan yang menyebabkan siswa kurang tertarik belajar speaking dikelas.

T3: The condition of the students learning to speak in the class is an economic and environmental background that causes students to be less interested in learning speaking in the class.

R: Strategi apa yang digunakan saat mengajar speaking di sekolah?

R: What is the commonly strategies did you use when teaching speaking?

T3: Strategi yang digunakan yaitu berdialog dengan siswa menggunakan bahasa inggris.

T3: The strategy used is to have a dialogue with students using English.

R: Apa alasan guru memilih strategi yang digunakan?

R: What your reason is choosing those strategies used?

T3: Alasan strategi yang digunakan yaitu agar siswa dapat mengekspresikan speaking English dengan percaya diri didepan teman-temannya dan

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guru.

T3: The reason for the strategy used is so that students can expression of English speaking confidently in front of their friends and teacher.

R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan ?

R: How the obstacles you get from using the strategies ?

T3: Hambatannya latar belakang siswa yang susah berdialog dengan guru maupun siswa lainnya karena keterbatasan kosakata yang dimilikinya. kurangnya minat sebagian siswa yang ingin belajar speaking.

T3: The obstacles are background and environment so that student finds it difficult to dialogue with teacher and each other because of the limited vocabulary they have. Lacks of interest of some student who want learn to speak.

R: Bagaimana cara mengatasi hambatan tersebut?

R: How do you overcome these obstacles?

T3: Setiap masuk kelas siswa wajib menyetor kosakata yang dihapal kepada guru.

T3: When every entered in the class, they are required to submit the memorized vocabulary to the teacher.

R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam mengajar speaking?

R: How are the students' responds when you applied those strategies in teaching speaking?

T3: Tanggapan siswa sebagian siswa yang tertarik belajar speaking karena siswa tersebut ada yang mengikuti les/kursus bahasa inggris di luar sekolah (private course). dan sebagian lagi siswa tidak tertarik karena factor lingkungan mereka serta berasumsi bahwa bahasa inggris merupakan bahasa yang tidak terlalu penting untuk dipealajari. Serta ada sebagian siswa yang menarik untuk mempelajari bahasa inggris akan tetapi factor lingkungan serta ekonomi yang tidak mendukung mereka mempelajari bahasa inggris.

T3: The student response is that some students are interested in learning to speak because some of these students are taking English course outside of the school. Some students are not interested because of their environmental factors and assume that English language that is not very important to learn. And there are some students who are interested in learning English but the environtmental and economic factors that do not support them to learn English.

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R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: What did you used media to supporting strategies?

T3:Media yang digunakan in focus, laptop, buku pelajaran.

T3: The media such as in focus projector, laptop and textbook are used.

R:Apa jenis media yang digunakan?

R: What kinds of the media did you used?

T3:Jenis media power point, buku.

T3: The types of media such as powerpoint and textbook.

R:Bagaimana hasil siswa dalam belajar speaking ?

R: How are the students' results in learning speaking?

T:Setelah menerapkan strategi yang diajarkan siswa masih butuh perhatian guru untuk bisa memahami pelajaran serta memberikan motivasi agar siswa skill speaking siswa meningkat.

T3: After implementing the strategies taught by students, they still need to attention of the teacher to be able to understand the lesson and provide motivation so that students' speaking skill improved.

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Interview Transcript 4

R: Researcher

T: Teacher

Teacher of SMA Negeri 2 Kerinci (Mr. Martias, S.Pd)

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: *How are the student conditions in learning speaking?*

T4: Selama mengajar sekitar 37 tahun, pada umumnya siswa hanya sebagian kecil menyukai pelajaran bahasa Inggris dibandingkan di daerah lain Kerinci masih banyak siswa yang tidak mampu untuk speaking serta masih minim vocabulary.

T4: *During teaching for about thirty seven, in general, only a small percentage of students likes English subject compared to other regions, and there were still many students who were unable to speak and still lacked vocabulary.*

R: Strategi apa yang digunakan saat mengajar speaking di sekolah?

R: *What is the commonly strategies did you use when teaching speaking?*

T4: Strategi yang digunakan yaitu metode ceramah dan diskusi.

T4: *Strategy used such as preaching method and discussion.*

R: Apa alasan guru memilih strategi yang digunakan?

R: *What your reason is choosing those strategies used?*

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T4: Alasan menggunakan strategi ini agar siswa bisa berkomunikasi sesama siswa lainnya serta mampu meningkatkan skill speaking dikelas.

T4: The reason for using this strategy the student can communicate with each other and be able to improve their speaking skill in classroom.

R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan?

R: How the obstacles you get from using the strategies?

T4: Hambatan siswa masih minim vocabulary.

T4: The obstacle for students is that there are still lack of vocabulary.

R: Bagaimana cara mengatasi hambatan tersebut?

R: How do you overcome these obstacles?

T4: Cara mengatasi hambatan tersebut yaitu memberikan kesempatan siswa untuk belajar secara perlahan agar mampu memahami materi.

T4: The way to overcome these obstacles is to provide opportunities for students to learn slowly in order to able to understand the subject.

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R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam

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mengajar speaking?

R: How are the students' responds when you applied those strategies in teaching speaking?

T4: Tanggapan siswa masih kurang berminat.

T4: The student's response is still not interested.

R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: What did you used media to supporting strategies?

T4: Media yang digunakan yaitu buku pelajaran, teks, internet.

T4: The media such as textbook, teks, and internet are used.

R: Apa jenis media yang digunakan?

R: What kinds of the media did you used?

T4: Buku teks.

T4: Textbook.

R: Bagaimana hasil siswa dalam belajar speaking?

R: How are the student's result in learning speaking?

T4: Untuk hasil siswa belajar masih diatas rata-rata nilai kelas tidak terlalu tinggi.

T4: For the result of the student's learning it's still above the average class

score is not too high.



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Interview Transcript 5

R: Reseacher

T: Teacher

Teacher of SMA Negeri 2 (Mr. Pommy Putra Wijaya)

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: How are the student conditions in learning speaking?

T5: Sesuai latar belakang siswa yang minat belajar atau tidak dikelas.

T5: According to the background of students who are interested in learning or not in the class.

R: Strategi apa yang digunakan saat mengajar speaking di SMA di kerinci?

R: What is the commonly strategies did you use when teaching speaking?

T5: Guru menggunakan strategi persepsi konten (content perception) yaitu dengan membagi kelompok siswa sesuai dengan pola tingkat belajar mereka dikelas. Persepsi konten dibagi menjadi: auditory, visual dan kinestetik.

T5: Teacher using content perception strategies are by dividing groups of students according to their learning level patterns in the classroom.

R: Apa alasan guru memilih strategi yang digunakan?

R: What your reason is choosing those strategies used?

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T5: Untuk meningkatkan minat belajar siswa.

T5: For to increase students' interest in learning.

R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan?

R: How the obstacles you get from using the strategies?

T5: Kendala yang sering terjadi ketika menerapkan strategi content perception yaitu ketika menyiapkan media karena setiap media yang dipakai sesuai dengan strategi dibutuhkan biaya/dana yang tidak sedikit.

T5: The obstacle that often occurs when implementing a content perception strategy is when preparing media because every media used in accordance with the the strategy requires a lot of cost/funds.

R: Bagaimana cara mengatasi hambatan tersebut?

R: How do you overcome these obstacles?

T5: Menggunakan biaya pribadi guru dengan biaya yang sesuai materi yang diajarkan.

T5: Using the teacher's personal expenses at the appropriate cost of the subject taught.

R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam mengajar speaking?

R: How are the students' responds when you applied those strategies in

teaching speaking?

T5: Siswa sangat tertarik dengan mengikuti strategi belajar yang diterapkan oleh guru dikelas.

T5: Students are very interested in following the learning strategies implemented by the teacher in the classroom.

R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: What did you used media to supporting strategies?

T5: Sesuai dengan kelompok yang dibagi, misalnya untuk kelompok auditory media yang digunakan yaitu audio, untuk kelompok visual media yang digunakan berupa gambar. Untuk kelompok kinestetik biasanya media yang dipakai berupa kegiatan atau permainan.

T5: In accordance with the group that are divided. For example, media for the auditory groups used the audio, the visual groups using in the form of images, and media for the kinesthetic group used the form of activities or games.

R: Apa jenis media yang digunakan?

R: What kinds of the media did you used?

T5: Audio, visual dan alat permainan.

T5: Audio, visual and game.

R: Bagaimana hasil siswa dalam belajar speaking?

T5: How are the student's result in learning speaking?

T5: Hasil yang signifikan dari strategi yang digunakan yaitu siswa merasa senang ketika belajar sehingga siswa mampu memahami materi yang diajarkan serta bisa mengekspresikan dengan penuh percaya diri yang tinggi.

T5: A significant result of the strategies used is that students feel happy when learning process so that students are able to understand the material being taught and can express with high confidence.

Interview Transcript 6

R: Researcher

T: Teacher

Teacher of MAN 2 Kerinci (Mr. Heri Suhandi, S.Pdi,M.Pd)

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: *How are the student conditions in learning speaking?*

T6: Selama 17 tahun pengalaman mengajar yang sering diperhatikan pada siswa yaitu pada umumnya lingkungan yang tidak terlalu secara positif mempengaruhi siswa didalam mempraktekkan bahasa inggris khususnya speaking.

T6: *During seventeen years of teaching experience that often noticed in students are generally an environment that is not too positively affect students in practicing English, especially speaking.*

R: Strategi apa yang digunakan saat mengajar speaking di SMA di kerinci?

R: *What is the commonly strategies did you use when teaching speaking?*

T6: Selain berpatokan dengan kurikulum banyak media apa saja yang digunakan asal yaitu berkaitan dengan materi. Khusus untuk speaking

siswa dituntut untuk setiap kali pertemuan berbicara dalam hal-hal yang berkaitan dengan sehari-harinya baik itu kegiatan pembukaan maupun kegiatan penutupan untuk melatih siswa dalam berbicara

bahasa inggris. Namun, waktu yang digunakan dalam proses belajar bahasa inggris yaitu untuk setiap kelas hanya tiga jam dalam seminggu. Keterbatasan waktu yang harus mengikuti kurikulum. Namun, di dalam kurikulum tersebut tidak sesuai dengan masalah kegiatan sehari-hari siswa. Sementara yang lebih berkesan di dalam memori siswa itu didalam belajar speaking adalah hal yang secara continuitas dilakukannya dalam kehidupan sehari-hari.

T6: In addition to adhering to the curriculum, so many media are used as long as they are related to the material subject. Especially for speaking, students are required to speak in matters related to their daily activities, both opening and closing activities, to train students to speaking English. However, the time used in the process of learning English is for each class only three hours a week. Time constraints that must follow the curriculum. However, in the curriculum is not in accordance with the problems of daily activities of students. While the more memorable in the brain of the students in learning speaking in the continuity of things he did in everyday life.

R: Apa alasan guru memilih strategi yang digunakan?

R: *What your reason is choosing those strategies used?*

T6: Untuk menyesuaikan kondisi yang ada disekolah maka berbagai

strategi harus dilakukan agar siswa tidak berpatokan hanya dengan kurikulum saja untuk belajar speaking. Serta target dalam belajar speaking itu agar siswa bisa mengekspresikan diri terutama didalam kehidupan sehari-hari.

T6: To adjust the existing conditions in the school, various strategies must be done so that students are not based only on the curriculum to learn speaking. As well as the target in learning to speak it so that students can express themselves, especially in everyday life.

R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan?

R: How the obstacles you get from using the strategies?

T6: Ada banyak masalah di setiap tahun, setiap generasi, serta perubahan kurikulum. Masalah yang dianggap sebagai masalah yang krusial terlalu kaku dalam menerapkan kurikulum oleh lingkungan. Seharusnya lingkungan itu, siswa harus benar-benar bisa mempraktekkan bahasa inggris itu minimal dalam kegiatan sehari-harinya. Tapi lingkungan sepertinya tidak terlalumendukung untuk

itu. Masih ada perspektif siswa itu dalam menggunakan bahasa inggris merupakan sesuatu yang masih tidak lazim bagi mereka untuk berbicara bahasa inggris kesehariannya dilingkungan madrasah. Jadi, merekayasa lingkungan itu yang tetap kita angsur berjalan tetapi itu

terasa lambat karena lingkungannya pedesaan. Siswa yang masuk sekolah di MAN 2 Kerinci merupakan sebagian besar masih warga sekitar lingkungan sekolah. Serta motivasi hanya didapatkan disekolah untuk menarik minat siswa belajar bahasa inggris. Tidak ada koneksi proses belajar mengajar disekolah dan dilingkungan sekolahpun itu hanya saat proses belajar mengajar berlangsung terlepas dari itu maka jarang sekali siswa menggunakan bahasa inggris ketika berbicara karena disetiap siswa ada yang merasa malu, kaku untuk mengekspresikan skill speaking mereka.

T6: So many problems in every year, every generation, as well as curriculum changes. Problems that are considered as crucial problems are too rigid in implementing the curriculum by the environment. It should really be able to practice English at a minimum in their daily activities. But the environment also doesn't seem to be supportive for that. There still a perspective that students in using English something that it still unusual for them to speak

English daily school environment. So, engineering that environment that we still gradually walk but it feels slow because the environment

is rural. Students who attend schools are mostly still residents around the school environment. And motivation is only obtained in school to

attract student to learn English there is noo connection between the

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teaching and learning process in school and environment, even then only when the teaching and learning process takes place regardless of that, students rarely use English when speaking because every student feels embarrassed, stiff to express their speaking skill.

R: Bagaimana cara mengatasi hambatan tersebut?

R: How do you overcome these obstacles?

T6: Untuk membiasakan siswa bagaimana harus berfikir lingkungan sekolah siswa menggunakan bahasa inggris baik itu benar atau salah, yang terpenting siswa menganggap menggunakan bahasa inggris merupakan sebuah skill, bukan hanya target mereka hanya untuk lulus sekolah akan tetapi bisa menggunakan minimal dilingkungan sekolah. Serta upaya yang telah dirumuskan, sekolah sudah membuat English club. Setiap siswa yang ingin berkomunikasi minimal bersama guru serta ingin mendapatkan informasi sekitar bahasa inggris maka harus menggunakan bahasa inggris. Tapi grafik peningkatan dalam penggunaan bahasa inggris tersebut masih belum berubah terlalu pesat perkembangannya. Guru pun masih ada kendala dalam menerangkan materi pelajaran secara utuh menggunakan bahasa inggris, karena belum terbiasanya siswa menggunakan bahasa inggris di dalam proses belajar mengajar. Akan

tetapi untuk guru lebih dari 50% sudah menggunakan bahasa Inggris dalam proses mengajar agar membiasakan siswa dalam speaking English.

T6: To familiarize students how to think of the environment school students using English either right or wrong, the most important thing students consider using English is a skill, not just their target only to graduate schools but can use a minimum of the environment school. As well as the efforts that have been formulated, the school has created an English club. Every students who wants to communicate at least with the teacher and want to get information about English must use English. But the graph of the increase in the use of the English is still not changed too rapidly its development. Teachers are still there obstacles in explaining the subject matter as whole using English, because students are not accustomed to using English in the teaching and learning process. However, for the teachers more than fifty percent already use English in teaching process in order to familiarize students in speaking English.

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R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam

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mengajar speaking?

R: How are the students' responds when you applied those strategies in

teaching speaking?

T6: Ada beberapa keluhan didapatkan dari siswa yang lambat menangkap hasil materi yang diajarkan atau belum mendapatkan motivasi yang tinggi sehingga guru tidak menjadi kendala atas keluhan tersebut. Sebab persentase dari kendala yang ditemukan dari siswa itu jauh lebih kecil dibandingkan dari siswa yang termotivasi. Bagi guru biarkan siswa tersebut tetap mengikuti dalam proses mengajar walaupun lambat.

T6: There are some complaints obtained from students who are slow to capture the results of the material subject being taught or have not received high motivation so that teacher do not become an obstacle to these it. Because the percentage of it found by students are much smaller than that of motivated students. For teachers let the students keep up in teaching process even though it is slow.

R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: What did you used media to supporting strategies?

T6: Guru jarang sekali menggunakan media seperti teks, ataupun buku lembar kerja siswa (LKS) dalam mengajar speaking hanya mengandalkan kurikulum, karena sekarang dengan adanya

perkembangan ilmu teknologi (IT) semua media bisa didapatkan sesuai dengan materi pelajaran agar siswa bebas mengekspresikan diri untuk speaking English di kelas.

T6: Teachers rarely use media such as text, or student worksheet in teaching speaking only rely on the curriculum, because now with the development of technology (IT) all media can get in accordance with the subject matter so that students are free to express themselves to speak English in the class.

R: Apa jenis media yang digunakan?

R: What kinds of the media did you used?

T6: Hanya terpaku dari kurikulum yang ada.

T6: just only glued from existing curriculum.

R: Bagaimana hasil siswa dalam belajar speaking ?

R: How are the student's result in learning speaking ?

T6: Hasil belajar siswa sangat memuaskan untuk penilaiannya dikelas.

Siswa pernah memenangkan berbagai kompetisi dan menang dalam beberapa bidang seperti alphabet dan sebagainya.

T6: Students learning outcomes are very satisfying for their assessment in the class. Students have won various competitions such as alphabet and so on.

Interview Transcript 7

R: Researcher

T: Teacher

Teacher of SMA Negeri 13 Kerinci (Mr. Deson Eferi, S.Pdi)

Question and answer

R: Bagaimana kondisi siswa belajar speaking?

R: *How are the student conditions in learning speaking?*

T7: Kondisi belajar siswa umumnya sangat bersemangat di kelas MIA/IPA.

T7: *Learning conditions students are generally very excited in the classroom.*

R: Strategi apa yang digunakan saat mengajar speaking di SMA di kerinci?

R: *What is the commonly strategies did you use when teaching speaking?*

T7: Strategi yang digunakan yaitu: metode diskusi, role-play.

T7: *Strategies used are discussion and role-play.*

R: Apa alasan guru memilih strategi yang digunakan?

R: *What your reason is choosing those strategies used?*

T7: Menarik minat siswa dalam belajar serta menambah skill speaking.

T7: *Attract students' interest in learning and increase speaking skill.*

R: Bagaimana hambatan yang didapatkan melalui strategi yang digunakan?

R: *How the obstacles you get from using the strategies?*

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T7: Hambatan yang sering ditemukan pada sebagian besar siswa yaitu kurangnya penguasaan vocabulary.

T7: The obstacle that often found in most students is the lack of mastery of vocabulary.

R: Bagaimana cara mengatasi hambatan tersebut?

R: How do you overcome these obstacles?

T7: Menyajikan kata-kata yang sulit yang mengarah pada materi yang akan diajarkan kepada siswa terlebih dahulu.

T7: The present difficult words that lead to the material subject to be taught to students first.

R: Bagaimana tanggapan siswa ketika menerapkan strategi tersebut dalam mengajar speaking?

R: How are the students' responds when you applied those strategies in teaching speaking?

T7: Menarik minat siswa dalam belajar.

T7: To attract students' interest in learning.

R: Dalam menerapkan strategi mengajar speaking, media apa yang digunakan?

R: What did you used media to supporting strategies?

T7: Power point atau infocus, buku pelajaran serta internet.

T7: Powerpoint or infocus projector, textbook and internet.

R: Apa jenis media yang digunakan?

R: What kinds of the media did you used?

T7: Laptop.

T7: Laptop.

R: Bagaimana hasil siswa dalam belajar speaking?

R: How are the student's results in learning speaking?

T7: Siswa bisa mengekspresikan serta menerapkan materi hasil belajar bersama teman sekelasnya dengan percaya diri.

T7: Student can be express and apply learning material subject with classmate to confidence.

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Interview Transcript 8

R: Researcher

S: Students

Student of MAN 1 Kerinci (Azzahra)

Question and answer

R: Apa pendapat anda tentang belajar speaking?

R: *what do you think about speaking learning?*

S1: Saya sebagai siswa tidak menyukai belajar bahasa inggris khususnya speaking karena tidak percaya diri dalam menggunakan bahasa inggris disaat pembelajaran berlangsung.

S1: *I don't like English Learning, especially speaking because I'm not confident to use English in learning.*

R: Apa yang digunakan guru dalam mengajar speaking?

R: *What do teacher use in teaching speaking?*

S1: Guru mengajar menggunakan buku mata pelajaran.

S1: *Teacher using subject books.*

R: Apa strategi yang digunakan guru saat mengajar speaking?

R: *what strategies do teacher using in teaching speaking?*

S1: Guru menjelaskan materi pelajaran kemudian siswa diberi tugas untuk berdialog dengan teman sesuai materi pelajaran.

S1: *Teacher explains the subject matter then the students are given the task to*

dialogue with friends according to the subject matters.

R: Apa pendapat anda sebagai siswa tentang strategi yang digunakan guru saat mengajar speaking?

R: What do you think as a student about the strategies teachers using in teaching speaking?

S1: Saya tidak menyukai pelajaran bahasa inggris karena saya tidak lancar dalam berbicara bahasa inggris.

S1: I don't like English lesson because I'm not fluent in speaking English.



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Interview Transcript 9

R: Researcher

S: Student

Students of SMA N 1 Kerinci (Rani)

Question and answer

R: Apa pendapat anda tentang belajar speaking?

R: *what do you think about speaking learning?*

S2: Saya menyukai belajar bahasa inggris terutama berbicara menggunakan bahasa inggris bersama teman sekelas.

S2: *I like English Learning, especially speaking English with my classmate.*

R: Apa yang digunakan guru dalam mengajar speaking?

R: *What do teacher use in teaching speaking?*

S2: Guru mengajar menggunakan buku mata pelajaran.

S2: *Teacher using subject books.*

R: Apa strategi yang digunakan guru saat mengajar speaking?

R: *what strategies do teacher using in teaching speaking?*

S2: Setelah guru menjelaskan materi pelajaran kemudian guru memberikan tugas berkelompok untuk membuat teks lalu berdialog dengan teman, kemudian

mengekspresikannya didepan kelas tanpa menggunakan teks.

S2: *After the teacher explained the subject matter, the teacher gave a group task to make a text and then dialogue with friends, then express it in front of the*

class without using text.

R: Apa pendapat anda sebagai siswa tentang strategi yang digunakan guru saat mengajar speaking?

R: *What do you think as a student about the strategies teachers using in teaching speaking?*

S2: Saya sangat menyukai materi apapun mengenai pelajaran bahasa inggris yang diajarkan guru.

S2: *I really like any material about English lesson that the teacher teaches.*



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Interview Transcript 10

R: Researcher

S: Students

Student of MAN 2 Kerinci (Fina)

Question and answer

R: Apa pendapat anda tentang belajar speaking?

R: *what do you think about speaking learning?*

S3: Pembelajaran bahasa inggris sangat menyenangkan untuk dipelajari, karena setiap materi yang diajarkan sangat mudah dipahami.

S3: *English learning is fun to learn, because every material taught is very easy to understand.*

R: Apa yang digunakan guru dalam mengajar speaking?

R: *What do teacher use in teaching speaking?*

S3: Guru menggunakan buku pelajaran bahasa inggris saat menjelaskan materi yang diajarkan, tapi terkadang menggunakan internet sebagai bahan tambahan untuk belajar.

S3: *Teacher using subject books when explaining the material being taught, but sometimes use the internet as an additional material for learning.*

R: Apa strategi yang digunakan guru saat mengajar speaking?

R: *what strategies do teacher using in teaching speaking?*

S3: Dalam belajar bahasa inggris siswa dituntut untuk berbicara menggunakan

bahasa Inggris di kelas dan lingkungan sekolah. Siswa diberikan tugas mencari bahan tambahan belajar melalui internet seperti YouTube untuk menambah skill speaking selama pembelajaran berlangsung.

S3: In learning English students are required to speak English in class and school environment. Students are given the task of finding additional learning materials via internet such as youtube to add speaking skills during learning.

R: Apa pendapat anda sebagai siswa tentang strategi yang digunakan guru saat mengajar speaking?

R: What do you think as a student about the strategies teachers using in teaching speaking?

S3: Ketika di dalam kelas kami wajib menggunakan bahasa Inggris dan itu sangat seru ketika harus berbicara dan berdialog dengan teman sekelas dan guru.

S3: When in the class we are obliged to use English and it's very exciting when it comes to talking and dialogue with classmates and teacher.

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Interview Transcript 11

R: Researcher

S: Student

Student of SMA N 2 Kerinci (Muhammad Rizki)

Question and answer

R: Apa pendapat anda tentang belajar speaking?

R: *what do you think about speaking learning?*

S4: Berbicara menggunakan bahasa inggris dikelas itu sangat saya sukai.

S4: *Speaking English in the class is something I love it.*

R: Apa yang digunakan guru dalam mengajar speaking?

R: *What do teacher use in teaching speaking?*

S4: Setiap belajar kelompok guru menyediakan media yang digunakan untuk memudahkan siswa dalam memahami materi yang diajarkan dikelas.

S4: *In every explains the material subject, the teacher using a few a media when made a learning group to students got understands.*

R: Apa strategi yang digunakan guru saat mengajar speaking?

R: *what strategies do teacher using in teaching speaking ?*

S4: Guru menjelaskan materi yang diajarkan sangat mudah dipahami, setelah itu guru akan membuat kelompok pada setiap siswa kemudian kami akan berdiskusi.

S4 : *The teacher explains the material taught is very easy to understands after*

that the teacher will make a groups on each student then we will discuss

R: Apa pendapat anda sebagai siswa tentang strategi yang digunakan guru saat mengajar speaking?

R: What do you think as a student about the strategies teachers using in teaching speaking?

S4: Saya sangat menyukai pelajaran bahasa inggris karena ada hal baru yang diingat setiap materi yang diajarkan.

S4: I really like English lesson because there are new things that are remembered every material taught.



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Interview Transcript 12

R: Researcher

S: Student

Student of SMA N 13 Kerinci (Vania)

Question and answer

R: Apa pendapat anda tentang belajar speaking?

R: *what do you think about speaking learning?*

S5: Saya tidak menyukai pelajaran bahasa inggris. Saya tidak bisa berbicara menggunakan bahasa inggris.

S5: *I don't like English lessons. I can't speak English.*

R: Apa yang digunakan guru dalam mengajar speaking?

R: *What do teacher use in teaching speaking?*

S5: Guru menggunakan buku mata pelajaran dan buku lembar kerja siswa untuk menjelaskan materi pelajaran bahasa inggris.

S5: *Teacher using subject and worksheet books to explain the subject material.*

R: Apa strategi yang digunakan guru saat mengajar speaking?

R: *what strategies do teacher using in teaching speaking?*

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S5: Guru menjelaskan materi pelajaran yang ada dibuku mata pelajaran. Siswa diberi tugas latihan dibuku lembar kerja siswa dan menghafal kosakata yang ada dimateri lalu mendiskusikannya sesama teman sekelas dan guru.

S5: *The teacher explains the subject material in the subject book. Then the students*

given the task of exercise in the worksheet book and memorize vocabulary in the material and then discuss it among classmates and teacher

R: Apa pendapat anda sebagai siswa tentang strategi yang digunakan guru saat mengajar speaking?

R: *What do you think as a student about the strategies teachers using in teaching speaking?*

S5: Saya tidak menyukai pelajaran bahasa inggris karena sangat sulit untuk menghafal kosakata bahasa inggris.

S5: *I don't like English lesson because it is very difficult to memorize the English vocabulary.*



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Appendix IV

DOCUMENTATION

Interview teachers



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)

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(Picture 5)



(Picture 6)

Interview students



(Picture 7)



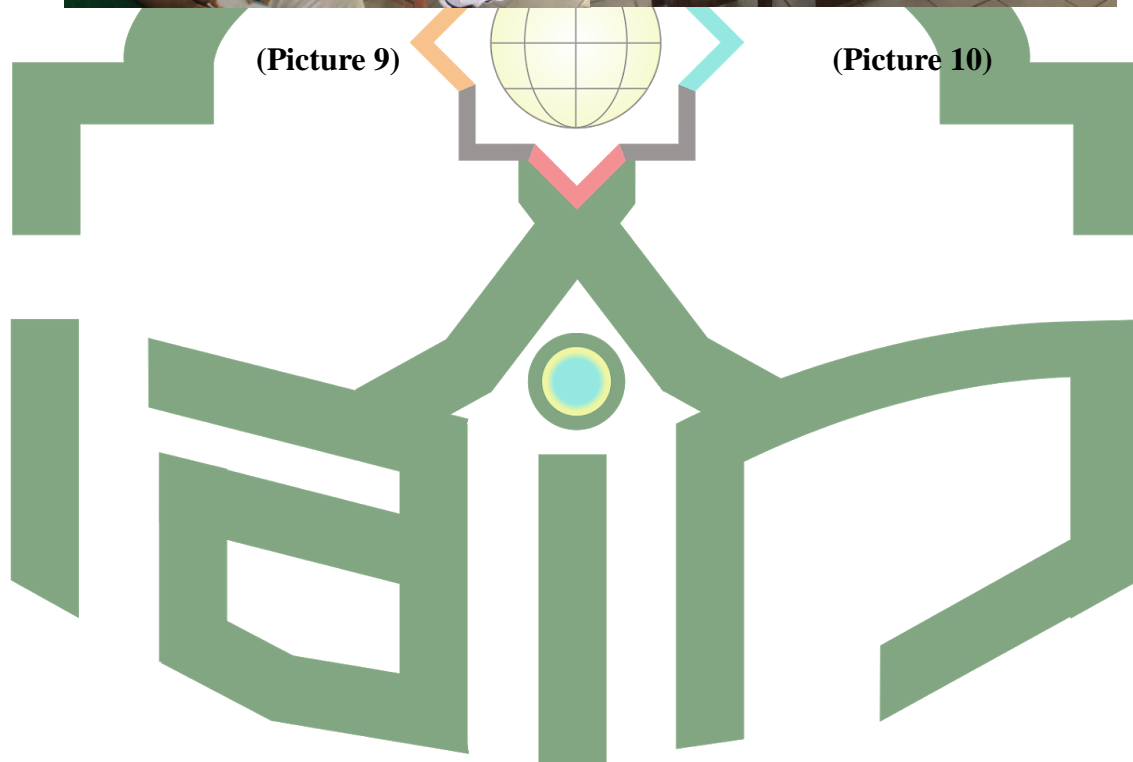
(Picture 8)



(Picture 9)



(Picture 10)



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KERINCI**

AUTOBIOGRAPHY

A. Personal Identity

Name : Nikky Putri Alvionita
 Place and date of birth : Pekanbaru, 01 Juni 1998
 Sex : Female
 Address : Jl. Raya Air hangat, RT. 02,
 dusun koto luar, desa Air Hangat,
 Kec. Air Hangat Timur, Kab.
 Kerinci, Prov. Jambi

Religion : Islam
 Nationality : Indonesia
 Marital status : Single
 Occupation : Student

B. Parents Identity

Father's name : Ahyardi
 Mother's name : Lisarwati
 Address : Jl. Raya Air hangat, RT. 02,

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 dusun koto luar, desa Air Hangat,
 Kec. Air Hangat Timur, Kab.
 Kerinci, Prov. Jambi

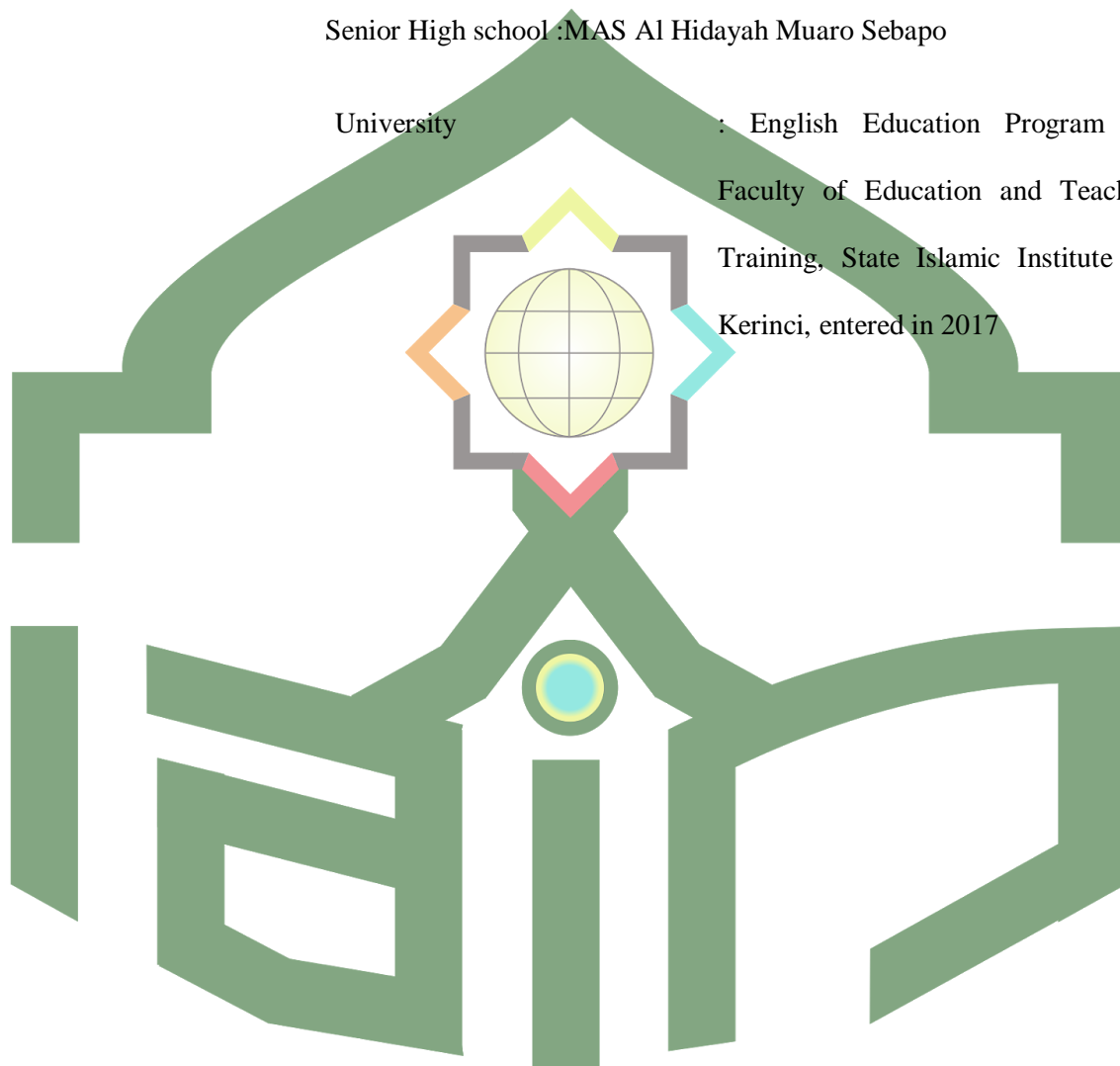
C. Educational Background

Primary school : SDN 27/IX Sebapo

Junior High school : SMPN 28 Muaro Jambi

Senior High school : MAS Al Hidayah Muaro Sebapo

University : English Education Program of
Faculty of Education and Teacher
Training, State Islamic Institute of
Kerinci, entered in 2017



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