

**TEACHING SPEAKING STRATEGIES BY ENGLISH TEACHER
AT SMA NEGERI 3 REJANG LEBONG
(A Descriptive Study at SMAN 3 Rejang Lebong Especially XII IPA1)**

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana" degree of
English Study Program



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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum, Wr.Wb

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PREFACE

All praises to Allah that the writer had finally finished writing his thesis entitled **“The Strategies Used in Teaching Speaking at SMA Negeri 3 Rejang Lebong”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English Study Program of IAIN Curup. The writer realized that this thesis is a far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, ~~24~~ July 2022

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The researcher finished this research entitled **“The Strategies Used in Teaching Speaking at SMA Negeri 3 Rejang Lebong”** the researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude to following parties for their contribution:

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Finally, the researcher needs suggestion for being perfect in the future because this thesis not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of the research can give beneficial contribution to the development of education in other school. For acknowledgement above, and those are not mentioned, may Allah SWT give them the best reward. Amen.

Wassalamu'alaikum Wr. Wb.

Curup, July 2022

The Researcher


Nabila Khairunisa Hanif
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MOTTO AND DEDICATION

“There are many obstacles to progress. You can be disappointed for a minute or two, but after that, you have to get up again.”

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Mr. Paidi Gusmuliana M. Pd and my Co-advisor Mr. Prihantoro. SS. M. Pd who had guided and support my thesis to completion

This thesis dedicates to:

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My CEO of Money “ Sri Wahyuti” and My Daddy bro “Didik Sunardi” who always support me, thank you so much for everything. I Love You so Much in This Universe.

My Brother

Pandu Muhammad Wibawa, my little brother. I don’t know what I want to say, but you must know, I always be there for you if you need me. Love u.

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And for the last, Almamater IAIN Curup.

ABSTRACT

Nabila Khairunisa Hanif 2022 : **The Strategies Used in Teaching Speaking at SMA
Negeri 3 Rejang Lebong**

Advisor : Paidi Gusmuliana, M. Pd

Co-advisor : Prihantoro, SS. M. Pd

Speaking has the important role in our life. By having good speaking skill, the students will be able to communicate each other and develop them to be wise speakers both in the class and daily life. There are many kinds of strategies that can be applied by teacher in teaching speaking. But the teacher should select the strategy that appropriate with the students need and material. The strategy for teaching greatly affects the students' understanding in a process of learning. The main purposes of this research are to describe the strategy used in teaching speaking. The type of this research was qualitative. In this research, the teacher and the students of 12 IPA1 SMA Negeri 3 Rejang Lebong were as subject of the research and the sources of the data. The techniques of data collection used were observation and interview. The findings showed that English teachers in SMA Negeri 3 Rejang Lebong use setting clear lesson goals, showing and telling, questioning to checking understanding, providing student with feedback in learning English.

Keyword : Teaching strategy, factor, speaking English

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CHAPTER I

INTRODUCTION

A. Background of Study

In general, every person requires a tool or medium to communicate their feelings and thoughts to others, whether it be directly or indirectly. Language serves as a means of intercommunication. The position of language becomes crucial for everyone as a result of that necessity. It is as like the substance in Oxford Learner's Pocket Dictionary that defines language is system of communication in speech and writing used by people of a particular country.¹ In language perspective, Ronal Wardhaugh stated that language is a system of arbitrary vocal symbols used for human communication.² So, language becomes more important because it can also influence to someone's mindset.³

In today's globe, particularly Indonesia, learning English has become crucial. As a result of English being a worldwide language, we aspire to be able to grasp it. Indonesians are required through interaction and competitiveness with other nations to be able to convey their ideas in writing and oral discourse that is cogent, accurate, and relevant to the situation, in addition to understanding when listening to English speech.⁴ so that other countries who speak it as their daily language do not once again "colonize" us.

¹ A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York, Oxford University Press, 2009.

² Ronald Wardhaugh, *Introduction to Linguistics*, (USA: McGraw- Hill, 1972), p. 3.

³ Sumarsono, *Sosiolinguistics*, (Yogyakarta: Pustaka Pelajar, 2013), p.18.

⁴ Patrisius Istiarto Djiwandono, *Strategi Belajar Bahasa Inggris*, (Malang: PT. Malta Printindo, 2009), p. v.

Because of the situation, Anne and Richard stated that a country's ability to participate actively in the global economy and to have access to the information and knowledge that provide the foundation for both social and economic development depends on the ability of a good portion of its citizenry to speak English.⁵

Learning strategy is a step in the activities selected and used by the learner to achieve understanding and purpose of the material. Likewise in learning English, learners should have strategies or ways on how to learn the language effectively and efficiently. Many language learning strategies are suggested by experts, particularly in the learning of speaking, such as cognitive strategies, affective strategies and social strategies. From those three strategies, social strategies often used by learners who have a lower category in learning speaking. They tend to be passive, do not want to ask and not confident. In teaching English, teachers or lecturers have used many relevant approaches, methods, strategies and media, however, problems often come from the learners. Although students have studied English from elementary school to college, not a few of them have not been able to apply English in everyday life. Especially in speaking skills.

Speaking is one of the most difficult skills for language learners to achieve, this is because speaking is the most visible product in learning a language compared to other skills in writing, listening and reading. Speaking in general can be interpreted as a delivery of intent such as one person's ideas,

⁵Cambridge, edited by Anne Burns and JakC. Rihards, *The Cambridge Guide to Second Language Teacher Education*, (USA: Cambridge University Press, 2009),p.1.

thoughts, or ideas to others by using spoken language so that it can be understood by others. Tarigan in Suhartono states that speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas and feelings. This is also supported by Hariyadi and Zamzani who say that speaking is essentially a communication process, because in it there is a message from one source to another. From some of the definitions above, it can be concluded that learning a language, in this case English, especially in speaking skills is not an easy thing, especially for anyone who uses English as a foreign language.

The goal of teaching speaking is to communicate effectively and efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to mistakes of pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Teaching speaking with good strategy must be through passed, therefore the student are less motivate because the teacher has less strategy that can revive students interest to follow the lesson. Meanwhile another student still uses local dialect or use *bahasa Indonesia* in learning process because the teacher is not accustom uses English in learning process. Based on the expert, the teachers are expected to change the passive students into active ones in using the language. Without experience in using the language, learners tend to be nervous about try to say thing. The jobs of the teachers are teaching English by using strategy toward students and also can learn English easily.

Therefore, most teachers English especially use teaching strategy to help their students.

Strategy is used by all of the teachers, because with strategy the learners can understand in fast way. The teacher also achieves the goal of teaching especially in teaching speaking. The strategies are employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Considering those explanation, this research was conducted to several schools in Rejang Lebong. SMA Negeri 1 Rejang Lebong, SMA Negeri 2 Rejang Lebong, SMA Negeri 4 Rejang Lebong are favorite schools and it has been proven that many achievements have been obtained. Supporting factors regarding the achievements obtained in some of these schools are that the majority of students in this schools are from families who are economically capable and location of the school is in a very affordable city and that schools are strategically located. The teachers at school certainly have the ability and good teaching strategies, so that they are able to be their school one of the favorite schools.

The researcher has been observations to schools that were not strategically located and based on the data obtained a case study at SMA Negeri 6 Rejang Lebong and SMA Negeri 3 Rejang Lebong, in this schools the average background of the students had sufficient abilities, the economy was very sufficient and limited school facilities, but the teachers at the school created several good teaching methods so that students at the school can receive lessons well. The strategies from the English teacher at SMA Negeri 3 Rejang

Lebong are good strategies, the students from this school especially twelve grades which superior class can response the strategies very well, because from observation before. The students are active and get the material from the teacher to fast with games or other strategies, even though the school is very far from a strategic location and limited facilities. The reason why the researcher focuses as on speaking skills, because the students and the teacher combine cooperative well and the material is received well by the students at twelve grades. In English, speaking, writing, reading and listening are different so the difficulty from speaking is the prominent aspect. The researcher wants to know what the strategies the teacher are used in the classroom.

There are some previous about the strategies used in teaching of speaking. The first previous studies is from Mendelez, discuss about teaching speaking strategies to beginners. The result from the post task showed more confidence when communicating or expressing them orally. The second previous study is from Anjani Putra and Agung Ginanjar discuss about the teachers strategies in the teaching speaking to student in secondary level. This study is aimed at portraying teacher's strategies in teaching peaking to students at secondary level and recognized student response toward the strategies by involving an English teacher and a class of 22 students. The result revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks, and drilling. In the meantime, students response toward the strategies resulted in positive attitude as they responded that the strategies helped them

to speak, as well as concerned oral production of students whose participation was emphasized.

The reason why researchers choose SMA Negeri 3 Rejang Lebong, it was found that the students could speak English properly and speak English fluently and they had several trophies when they took part in the competition in the speech competition even though with the limitations of the school. Therefore, there are teachers who have good learning strategies that teach students how to be good at speaking by doing the strategies themselves. As a result, twelve graders can achieve the ability to speak correctly and fluently.

From that fact the researcher will conduct research from this school. Considering this explanation, this study was conducted to determine the strategies used in teaching speaking to students for XII IPA1 SMA Negeri 3 Rejang Lebong. Because of the phenomena, the researcher would like to know more about how teaching speaking in SMA Negeri 3 Rejang Lebong, and particularly strategies in teaching process into thesis entitle **“The Strategies Used in Teaching Speaking at SMA Negeri 3 Rejang Lebong”**

B. Research Question

1. What strategies are used by the English teacher in teaching speaking at XII IPA1 SMA Negeri 3 Rejang Lebong?
2. What are the factors influence students to be good at speaking skills?

C. Research Objective

Based on the research question, there are the objective of the research:

1. To know the strategy are used by the English teacher of teaching speaking skill at SMAN 3 Rejang Lebong especially of class XII IPA1
2. To know the factors that influence the students to be good at speaking skills

By doing this research, hopefully it can give benefits to all people who are a part of education about teaching speaking professionally. For this, the researcher will divide the benefits into two aspects, theoretic and practice.

D. Significant of the Research

1. For Teachers

It is hoped that this research can be used as an evaluation tool and a resource by all English teachers when establishing new, more engaging teaching strategies for class XII IPA1. in order for them to master English, particularly in active. If so, they can experience happiness, activity, satisfaction, attention, and positive results.

2. For Students

The need for excellent English teachers is great. So perhaps they can use this study as a guide when selecting a class XII IPA1 with qualified English instructors and a strong educational system.

3. For the Researcher

The researcher can be able to compare some effective English teaching and learning with the aid of this study, which will also urgently aid the researcher's investigation. More importantly, the researcher can

learn from many first-hand accounts regarding how teachers instruct pupils in speaking.

E. Delimitation of the Research

The scope of this research as follow:

1. The subject of this research is limit to English teacher and the second student of XII IPA1 at SMA Negeri 3 Rejang Lebong.
2. The object of the research is only focus the teacher strategies used in teaching speaking and factor influencing the student speaking skills.

F. Definition of Key Term

1. Teaching strategy

According to Killian, he explain how to improve student speaking skill needed most teaching strategies in class. Those teaching strategies are collected to fulfil the language learners needs during learning English, especially in speaking.⁶ Typically, strategy is utilized to succeed in reaching an objective. It implies that using a strategy to achieve a goal is crucial. Someone needs a plan if they want to accomplish something. Hamruni defines a strategy in education as a plan, technique, or collection of actions intended to accomplish a specific educational objective. It indicates that a teacher must make a provision when teaching a lesson. It is a strategies used by teachers. So that the teacher can accomplish the goal

⁶Killian, *The Australian Society For Evidence Based Teaching*, 2015.

of instruction. That term closely resembles Abdul Majid's position. According to him, a strategy is a plan of action for reaching a goal.⁷

In the field of education, the phrases approach, method, technique, and tactic are related to the term "strategy." The difference between a teaching strategy and a learning method is that a teaching strategy can refer to a plan, how to make a particular effort created and used specifically by teachers to guide, direct, and point the way for students to realize a set of teaching and learning objectives or learning methods.

2. Factor Influence Speaking

The proficiency of students in English is influenced by a number of factors. When it comes to speaking activities, performance conditions, affective aspects, listening ability, and feedback are some of the factors that teachers can use to help students recognize.⁸

The first element applies to performance circumstances. Under various circumstances, learners participate in a speaking activity. Speaking performance is affected by performance conditions, which include time constraints, planning, performance quality, and level of assistance. Affective factors are connected to the second factor. The emotive side of students is one of the crucial aspects of language learning, according to Oxford. The third consideration is hearing ability.

⁷ Abdul Majid, *Strategi Pembelajaran*, (Bandung: Rosdakarya, 2013),p. 10.

⁸Lai-Mei-Leong & Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners English Speaking Skill*, (international journal of research in English education, 2018)

G. Thesis Organization

This chapter lays out the structure for chapters one through five. The context of the study, the research question, the research's purpose, its delineation, its significance, and a definition of a key term are all included in Chapter I's introduction. Review of related literature is the subject of Chapter II. It offers reviews of connected studies as well as associated theory. The research methodology chapter is third. It covers the type of study, the topic of the research, the data collection method, the research tool, and the data analysis method. Findings and discussion are covered in Chapter IV, while conclusion and recommendations are covered in Chapter V, which is the final chapter.

CHAPTER II

LITERATURE RIVEW

A. Review of the Literature Riview

1. English Teaching Strategy

a. Definition of Teaching Strategy

Typically, strategy is utilized to succeed in reaching an objective. It implies that using a strategy to achieve a goal is crucial. Someone needs a plan if they want to accomplish something. Hamruni defines a strategy in education as a plan, technique, or collection of actions intended to accomplish a specific educational objective. It implies that a teacher must have a plan in place when teaching a lesson; this is a teaching method. so that the teacher can accomplish the goal of instruction. That term closely resembles Abdul Majid's position. According to him, a strategy is a plan of action for reaching a goal.¹

Romiszowski expresses a more detailed viewpoint on learning strategy, stating that it is a point of view and action direction followed in order to select the most effective learning methods, which leads to more specialized aspects, and that it is a plan, tactic, and training.²

In the field of education, the phrases approach, method, technique, and tactic are related to the term "strategy." The difference between a teaching strategy and a learning technique is that a teaching

¹ Abdul Majid, *Strategi Pembelajaran*, (Bandung: Rosdakarya, 2013),p. 10.

² Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor*,p. 18

strategy might refer to a plan, how to make a specific effort, and how to use it. Teachers use teaching strategies to lead, guide, and show students how to achieve a set of teaching and learning objectives. Approach is then better characterized as a technique to start something in education. In this sense, an approach can be thought of as a technique to start learning..³

The next crucial word in education is method. Method is a means of obtaining something, according to J.R. David in *Teaching Strategies for College Class Room*.⁴ This definition and the definition of strategy are similar. However, we must understand that method comes after strategy as the final phase. Language learning often has three components: cognitive (the capacity to take in, store, and retrieve information from the mind), meta cognition (the capacity to observe mental processes), and a social/affective component (the capacity to collaborate with others and control emotions).⁵

Based on the perspectives and justifications given above, it can be said that a teaching strategy is a set of teacher activities designed to achieve a certain educational goal and includes an approach, a method, a technique, and a tactic. According to Celce-Murcia, a technique is a system of instructions that specifies quite accurately how to teach a second or foreign language. A technique is a teaching tool or activity,

³ Abdul Majid, *Strategi Pembelajaran...*, p. 19.

⁴ Abdul Majid, *Strategi Pembelajaran...*, p. 21.

⁵ 17PatrisiusIstiarto Djiwandono, *Strategi Belajar Bahasa Inggris; Belajar Menyimak, Membaca, Menulis, dan Berbicara dengan Taktis*, (Jakarta: PT Indeks, 2009), p. 1.

making it the smallest of the three notions. A particular set of practices that are somewhat compatible with an approach constitute a technique. An approach to teaching languages is a method that adheres to a certain model or paradigm of research.⁶ A highly specific kind of learning activity called a technique is used in one or more approaches. Learning a language often comprises three components: cognitive (the capacity to take in, retain, and retrieve information from the mind), meta cognitive (the capacity to observe mental processes), and social/affective (the capacity to work with others and regulate emotions).⁷

b. Basic Teaching Strategy

The most fundamental method of instruction is explanation. The explanation's role as "a tool employed by speakers for understanding or "providing understanding" of the object of communication, of debate, or discussion, is what distinguishes it from other explanations. The purpose of explanation is to make clear what something (a method, a word, a task) means and to formally preserve the required gap between the subject of the action or study and the tool. Both professors and students use explanation as a tool in the teaching and learning process. To foster understanding is the aim. Explanation traditionally belongs to the monologic teaching approach, in which knowledge is passed from instructor to student (along with eg

⁶Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p.5-6

⁷Patrisius Istiarto Djwandono, *Strategi Belajar Bahasa Inggris; Belajar Menyimak, Membaca, Menulis, dan Berbicara dengan Taktis*, (Jakarta: PT Indeks, 2009), p.1.

narration, description or lecture). claims that in reality, unique types of justification are frequently used. According to this viewpoint, students passively accept what is provided while the teacher performs the role of explanation. It was possible to determine whether students believed that particular teaching methods had aided their grasp of the subject matter by getting comments from them on whether they thought the explanations were clear. We can view the explanation in a much larger meaning because without student understanding, it cannot be claimed to be clear. Even though it is not frequently explored directly in the literature, explanation is a factor in the majority of publications that discuss communication and reasoning. Central to teaching is the art of explanation and the capacity to impart understanding to others. Teachers should therefore use efficient teaching strategies that can help students comprehend the material being taught in order to accomplish the learning objectives.

c. The importance of Teaching Strategy

One of the elements that must be present in learning activities is teaching or method since an efficient method is required to meet learning objectives and attempts to develop student abilities. The use of teaching strategies as a tool and a means of achieving oblique objectives is crucial to learning. The purpose of teaching methods is to help students learn in a way that is simpler, quicker, more pleasant,

independent, more efficient, and more transferable to different contexts.

2. Speaking English Skill

a. Definition of speaking skill

Speaking is a necessary skill. People can communicate their intentions to others by speaking. In Mary Ann, Brown argues that speaking is a participatory process of creating meaning that entails both producing and consuming information. So speaking ability is a must for practically everyone in the present period. Additionally, out of the 4,000 to 5,000 living languages, English is by far the most frequently spoken. On the other hand, there are about 250 million second language speakers who use English on a daily basis, in addition to the 300 million native English speakers who may be found on every continent. It should come as no surprise considering how important it is for communication, whether it be in a private chat, seminar, training, or multinational setting.

Speaking has taken on a more important role in language teaching and learning, according to Listiyaning Sumardiyani and Zulfa Zakhyya. It is a language production talent that necessitates spontaneity, direct responsiveness, and automatism due to the need for an immediate response. There are distinct characteristics of spoken language, including oral channel, salient, and fleeting.

When a word is generated, it has an ongoing context of place and time surrounding it. This is referred to as being transient. It cannot be copied since the speech is coordinated with the situation, which carries on the meaning.⁸ When a word is generated, it has an ongoing context of place and time surrounding it. This is referred to as being transient. It cannot be copied since the speech is coordinated with the situation, which carries on the meaning. When a teacher speaks for instructional purposes, they are carrying out the complete teaching-learning process. To that end, everyday language is taken into consideration. It is named routine because teachers frequently repeat the expressions they use to conduct regular teaching and learning sessions in the classroom. Some of these include assigning worksheets, gathering student work, and getting pupils to work in groups. Routine expressions are actually a minor or micro talent, yet they are essential. The teaching process won't be finished if those expressions don't surface.

b. Speaking English in Indonesian context

Few individuals use English in regular conversation in Indonesia because it is still considered a foreign language there. However, English has been utilized for a variety of purposes in different areas in this country, which has led to some individuals using it as a second language. For instance, at the academic level, some students are quite fluent in English and occasionally utilize it as a communication tool.

⁸ Listiyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional Purpose: A Handbook*, (Semarang: IKIP PGRI Semarang Press, 2007), p. 9.

Thus, English is only occasionally used for communication by some people for whom it is a second language. Key-level managers, like bankers and government representatives, also mix and switch codes in both Indonesian and English. It is simple to find instances of young people using English, such as in youth-focused seminars, mid-level jobs at work, radio broadcasters, or television presenters. Additionally, as the tourism industry has grown, English usage among those working in it such as tour guides and hotel front desk staff has increased. It is a failure for this nation that more Indonesians use English in their classrooms yet it is very uncommon for Indonesians to utilize English instead of their native tongue or language of residence because Indonesia has many different cultures and languages.

c. Speaking Problem

When forcing kids to speak in class, teachers may run into a number of speaking issues. Inhibition, knowledge tricks, low or unequal engagement, and mother tongue usage are among them. Obstacles are frequently the first issue that pupils experience. Students frequently get stuck when attempting to communicate in a foreign language in class. They regret using words that draw attention to themselves. Little Wood emphasizes how readily hurdles and anxieties can arise in foreign language classes. Second, students frequently lament that they lack the motivation to speak up and don't have anything to say. believes that the learner has nothing to do with the issue being picked by the teacher

since it is inappropriate for him or because he has little background knowledge in it. Many students find it challenging to react when the teacher asks them to speak in a foreign language because they might not know what to say, what vocabulary to use, or how to employ the proper grammar. Low or inconsistent participation is another issue in speaking classes. Each student will have a very limited amount of conversation time in large groups since only one person can speak at a time so the others can speak. Some students tend to predominate the sessions and speak very little or nothing. Last but not least, when some or all of the learners speak the same mother tongue, they tend to employ it because it is more convenient for them. Harmer offers a number of explanations for why pupils speak in their own dialect in class. First, when pupils are asked to address a subject they are unable to, they will use their own language to express themselves if they like. The usage of one's mother tongue comes naturally, which is another factor. Additionally, if the teacher doesn't urge you to do so, explain something in your own tongue. Lastly, kids will feel more comfortable in class if the teacher frequently uses their language.

3. Teaching Strategies in Speaking

a. Kind of Teaching Strategies in speaking

Below are some of the more well-known tactics. In order to learn more about implementing these and other pedagogical strategies, get in touch with the program for supporting teaching and learning.

1. Case method

Providing opportunities to apply what they learn in the classroom to real-life experiences has proven to be an effective way to disseminate and integrate knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application.

2. Discussion

There are various ways to stimulate discussion. For example, some teachers start the lesson with a group discussion to refresh students' memories of the assigned reading. Obviously, successful class discussions involve planning on the part of the students. Instructors should communicate this commitment to students on the first day of class by clearly articulating course expectations.

3. Active Learning

Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that involve students in the learning process stimulate critical thinking and greater awareness of other perspectives. While there are times when lectures are the most appropriate method for disseminating information, current thinking in teaching and learning collage suggests that the use of various instructional strategies can positively enhance student learning.

b. Model of teaching strategies in speaking

The model from Ellis and Sinclair on learning speaking. They said that:

- a) The model from strategies in use is to find a chance of the practice of exercise and lead or directing the conversation.
- b) Risk taking is the use is to use a techniques doubts to make time to make time to think in a conversation exercise and survive on his own vocabulary
- c) Getting organized in use is organizing a source of the material and time. While strategies in taught fort he activities of speaking is:
 - 1) Substitution: in this strategies technique using a synonym paraphrase and movement communicate meaning.
 - 2) Cooperation: in this technique in strategies in learn the group to complete the task
 - 3) Self-evaluation: the technique of was checking the ability of success communication.

c. Group Discussion

The group discussion is a method in a learning series Armai discussion method according to Arief is one of the alternative methods/ways that can be used by a teacher in the classroom with the aim to solve a problem based on the opinions of students.

In other hand, Usman states that the this discussion group is an orderly process that involves a group of people in an informal face to face interaction with a variety of experiences or information, conclusions or solutions to problem.⁹ A process that involves a group of people face to face to share information, experiences, conclusions, and solutions to a problem.

In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help student speak well and correctly. According to Killian, he explain how to improve student speaking skill needed most teaching strategies in class. Those teaching strategies are collected to fulfil the language learners needs during learning English, especially in speaking.¹⁰ The strategies are follow:

a. Setting clear lesson goals

It is crucial that the teacher be clear about what he wants students to learn during each lesson. If teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson will be unclear. Clear lesson goals help teacher and student to focus every other aspect of lesson on what matters most.

b. Showing and telling

Teacher should normally start lesson with show and tell. Put simply, telling involves sharing information or knowledge with the students while

⁹ Usman, Prinsip dan Teknik Evaluasi Pengajaran. P. 205

¹⁰Killian, *The Australian Society For Evidence Based Teaching*, 2015.

showing involves modelling how to do something. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

c. Questioning to check for understanding

Research suggests that teachers typically spend a large amount of teaching time asking question. However, few teacher use questions to check for understanding within a lesson. However, a teacher should always check for as randomized sampling. Student answer boards and tell a friend are helpful.

d. Summarizing new learning in a graphical way

Graphic outlines include things such as mind maps, flow charts and venn diagrams. Teacher can use them to help students to summarize what they have learned and to understand the interrelationships the aspects of what teachers have taught them. Discussing a graphical summary is a fanatic way to finish off teachers show and tell. Teacher can then refer to it one more time at the end of the lesson.

e. Plenty of practice

As said by Killian, practice make perfect. Practice helps students to retain the knowledge and skill that they have learned while also allowing another opportunity to check for understanding. If teachers wants to harness the potent power of practice, he must ensure that student are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over spaced out period of time.

f. Providing student with feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.

g. Being flexible about how long it takes to learn

The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is also the central premise behind mastery learning, a technique that has the same affect on student result as socio economic status and other aspects of home life.

h. Getting students working together (in productive ways)

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.

i. Teach strategies not just content

Teacher can increase how well students do in any subject by explicitly teach them how to use relevant strategies. When teaching children to read, teachers needs to teach them how to attack unknown words, as well as strategies

that will deepen their comprehension. When teaching them mathematics, you need to teach them problem solving strategies. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

j. Nurture Meta-Cognition

Many teachers believe they are encouraging students use meta-cognition when they are just asking students to use strategies-strategies such as making connections when reading or self-verbalizing when solving problem. Encouraging students to adopt strategies is important, but it is not meta-cognition. Meta-cognition involves thinking about options, choices and result and it has an even larger effect on student result than teaching strategies. When using meta-cognition the students may think about what strategies they could use before choosing one and they may think about how effective their choice was before continuing with or changing their chosen strategy.

From the explanation above, it can be concluded that the strategies are very important in teaching and learning process. The right strategy can help the students in achieving the goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language.

4. Factors Influencing Students' English Speaking Skill

There are some factors that influence students' English performance. If teacher want to help identify some factors that influence their speaking performance are influenced by factors like performance conditions, affective

factors, listening skill, and feedback during speaking tasks.¹¹

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support.¹² The second factor is related to affective ones. Oxford said that one of the important factors in learning a language is the affective side of students. Listening ability is the third factor. Doff says that learners cannot improve their speaking ability unless they develop listening ability.¹³ Learners should comprehend what is uttered to them in order to have a successful dialogue. Topical knowledge is the fourth factor. Bachman and Palmer defined it as knowledge is the speakers' knowledge structures in long memory. That is, topical knowledge is the speakers' knowledge of related topical information.¹⁴ It enable students to apply language with respect to the world in which their live. The sixth factor is related to the feedback during activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Hamer, the decisions that instructors adopt towards their learners performance depend on the stages of the lesson, the tasks, and the kind of mistakes they make.¹⁵Harmer also continued that if instructions directly correct their students' problem, the flow of the dialogue and the aim of

¹¹Lai-Mei-Leong & Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners English Speaking Skill*, (international journal of research in English education, 2018)

¹²Nation, I. S. P., & Newton, J, *Teaching ESL/EFL Listening and Speaking. ESL & Applied Linguistic Professional Series*, (Routledge Taylor & Francis Group, 2009)

¹³ Doff, A, *Teach English: A Training Course for Teacher*, (Cambridge University Press, 1988)

¹⁴Bachman, L, & Palmer, A. S, *Language Testing in Practice*. (Oxford: Oxford University Press, 1996)

¹⁵Hamer, J, *The Practice of English Language Teaching The 3th Edition*, (Longman: London and New York, 1991)

the speaking task will be spoiled.¹⁶ It is supported that the statement if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructions should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah, EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners.¹⁷ As we know English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding context like tenses and phonemes that come after them. This can cause a lot of problem for non native speaker of English and they sometimes get confused in producing the English words. EFL learners should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speaker apply and perceive the structure of English language correctly that leads to their fluency.¹⁸ Native speakers say what they want without having any problems because they are familiar with the language. If they have problem in expressing some concepts, they try to use other ways of telling

¹⁶*Ibid*

¹⁷Mahripah, S. (2014). Exploring Factors Affecting EFL Learners Speaking Performance: from Theories into Practices. Proceedings of the 3rd UAD TEFL International Conference 2014 "Materials Development in Asia and Beyond: Directions, Issues, and Challenges." English Education Department, University Ahmad Dahlan , Yogyakarta, Indonesia.

¹⁸Latha, B. M. (2012). *Teaching English as a Second Language: Factors Affecting Learning Speaking Skill*. International Journal of Engineering Research & Technology (IJERT), 1(7), 1-6.

those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problem for the listeners to comprehend them. But the mistakes non native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding.

Motivation can influence and be influenced by components of language learning. According to Merisuo-Storm, an integrative and friendly view towards the people whose language is being learned makes sensitized learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language.¹⁹ If the learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners. The fear of speaking English is pertinent to some personality construct like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners. According to Woodrow, anxiety has negative effect on the oral

¹⁹Merisuo-Storm, T. (2007). *Pupil's Attitudes Towards Foreign Language Learning and the Development of Literacy Skills in Bilingual Education*. *Teaching and Teacher Education*, 23, 226-235.

performance of English speakers.²⁰ Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity. Inhibition is a feeling of worry that stops people from telling or performing what they want. All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threat disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people.²¹ Risk taking is pertinent to inhibition and self-respect, EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill.²² Besides, there are some factors to influence learners English speaking communication need, cultural factors to influence

²⁰Woodrow, L. (2006), *Anxiety and Speaking English as a Language*, RELC Journal, 37(3), 308-328.

²¹Brown, H. D, *Teaching by Principle-An Interactive Approach to Language Pedagogy*, (Practice Hall Regents. 1994)

²²Mahripah, S. (2014). Exploring Factors Affecting EFL Learners Speaking Performance: from Theories into Practices. Proceedings of the 3rd UAD TEFL International Conference 2014 "Materials Development in Asia and Beyond: Directions, Issues, and Challenges." English Education Department, University Ahmad Dahlan , Yogyakarta, Indonesia.

learners English speaking skill communication need, cultural factors and identify factors. First, communication need, for most people the purpose of learning any second language is communication. When sufficient skill has been develop to meet the learners communication needed, they may be little motivation for the learner to master increasingly idiosyncratic detail, especially when they play relatively small role in communication.

The necessity to maintain a balance between linguistic and cultural roles is the second cultural aspect. Third, identity works against second language learners' attempts to acquire the skills of native speakers. English is the native tongue of people in particular nations. Some students pick up the language in an effort to identify with the people and culture of a nation that speaks it. It implies that the components are crucial for enhancing our abilities. The researcher comes to the conclusion that there are many factors impacting speaking learners after reviewing the aforementioned hypotheses. The hypotheses employed in this research are displayed in the table below.

Table 1.1
Factor Influencing Speaking Skills

No.	Factors influencing learners speaking skills theories	Description
1	Pertinent Factor	relevant performance circumstances Under various circumstances, learners participate in a speaking

		activity. Speaking performance is affected by performance conditions, which include time constraints, planning, performance quality, and level of assistance.
2	Affective Factor	Affective factors are connected to the second factor. The emotive aspect of the student is one of the crucial components in language learning, according to Oxford.
3	Listening Factor	According to Doff, without developing their listening skills, students cannot increase their speaking abilities. To have a productive conversation, learners must understand what is spoken to them.
4	Topical knowledge Factor	Topical Knowledge argues that it represents the long-term memory's knowledge structures. In other words, topical knowledge refers to a speaker's familiarity with pertinent topical information. It allows students to use language in relation to the environment in which they live.
5	Linguistic Factor	1. For EFL learners, learning phonology is a challenging element of language learning. English is not a phonetic language, as is well known. That is, English terms'

		<p>pronunciations and spellings are not the same.</p> <p>2. The accurate application and understanding of the English language's grammatical structure can help speakers become more fluent.</p> <p>3. Because of the meaning, semantics can occasionally play a significant role in speaker miscommunication.</p>
6	Motivation Factor	Learners won't make any significant progress in picking up the various linguistic elements if they have a hostile attitude toward the language.
7	Feedback Factor	Teachers must provide feedback to students during speaking class activities.
8	Culture Factor	The requirement to preserve a balance between linguistic and cultural roles is one of these considerations.
9	Identify Factor	English is the native tongue of people in particular nations. Some students pick up the language in an effort to identify with the people and culture of a nation that speaks it.

B. Review of Related Findings

Relevant study has been carried out by some previous researcher related language learning strategies, the first studies that relevant with the research which has done by Sumarno, students of English department IAIN Sultan Thaha Saifuddin Jambi, (2014) with title “Teacher Strategy In Teaching Speaking English by Using Cooperative Learning Type discussion Group at The State Junior High School 13 Kota Jambi” based on this research the writer presents a cooperative learning strategies with the type of group discussions. It is one of the strategies that will be used to encourage students to learn to speaking English among them. The purpose of this strategy is for students to be actively talking with friends and also to improve the students’ ability to speaking English.

Usually, This discussion method only a few are active, and students should be given some methods of learning, for example, not only the methods used but, using the two methods used for example, using the method of discussion, question and answer etc. This research only focused on teachers. Second the research which has done by Mahdalena, students of English department IAIN Sultha Thaha Saifuddin Jambi,(2005) with title “Learning Strategy of Student’s with high grade in Speaking at the Fourth semester of English education program the state institute for Islamic Studies Sultan Thaha Saifuddin Jambi” based on this research, the writer presents only one of several students and its results in KHS. In this research, study use a clustering of oxford that strategy taxonomy. And this

research only focus on teacher. The third research which has done by Fairurrozi student of English education of faculty department The State Islamic University Sultan Thaha Saifuddin Jambi (2020) with title “The Teacher Strategies in Teaching Speaking at The Eleventh Grade of State Senior High School 4 Jambi” based on this research, the writer present only to know what strategy are used in teaching speaking at eleventh grade at senior high school 4 Jambi

Having compared with the previous researches, this research has a differences. In this research, the writer will not apply any kind of learning strategy, but the writer only want to know what strategy which has been used by the teacher of “The Strategies Used In Teaching Speaking at SMA Negeri 3 Rejang Lebong” not only Strategy but also teachers noticed students response to the strategy in use by teacher, and researcher will to know the factor influencing the speaking student at XII IPA1.

CHAPTER III

RESEARCH METHODOLOGY

The research methodology is essentially a scientific means to collect data for a certain use.¹ Therefore, a method's function in a research project is crucial and critical. This is done to establish the proper procedures for judging whether a research project will be successful or unsuccessful.

A. Kind of the Research

Qualitative field research is a type of study. It is a technique for conducting qualitative research in the real estate or location sectors.² Since the researcher conducted the study at SMAN 3 Rejang Lebong right away, in particular at English for General Class of XII IPA 1, In this study, the researcher adopted a qualitative methodology.³ Because the researcher wanted to describe the strategy of teaching speaking effectively implemented at English for General Class of XII IPA 1 as clearly as possible, the research procedures that produce descriptive data in the form of words written or spoken about people and behaviors that can be observed.

B. Subject of Research

Purposive sampling was utilized by this researcher to choose the samples. People who are experts in food make up a sampling of the data.

Purposive sampling's major objective is to concentrate on particular

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 2.

² AndiPrastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 183.

³ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya, 2005), p. 4.

demographic features that are interesting to you in order to best enable you to respond to your research questions.

These are some factors to take into account based on the study's parameters, such as the fact that the teacher teaches English and does so in XII IPA1. As a result, there is just one instructor at SMA Negeri 3 Rejang Lebong in this study. There are six classes in each of the twelve grades at SMA Negeri 3 Rejang Lebong: XII IPA1, XII IPA2, XII IPA3, XII IPS1, XII IPS1, and XII IPS3.

C. Technique of analysis Data

Actually, participant observation, in-depth interviews, documentation, and combinations of them or triangulation can be used as data gathering approaches.⁴ The researcher employed the following data collection techniques in this study:

1. Observation

One way of gathering data involves making observations and documenting the object of the search, followed by any necessary recording to obtain the data needed for the search. In order to directly monitor the implementation of the speaking instruction approach at XII IPA1 SMAN 3 Rejang Lebong and to gather data, data collecting techniques will be used. This indicates that the researcher fully engaged in the process of teaching speaking English. The researcher then conducted independent observations of the instructional process. The researcher then snaps a few photos. The

⁴ Prastowo, *Metode Penelitian Kualitatif...*, p.207.

researcher used observation to determine the actual circumstances surrounding the application of the techniques in XII IPA1 SMA Negeri 3 Rejang Lebong.

2. Interview

The interview is a process of direct communication between two or more people, including interaction, dialogue, questioning, and answering, in order to gather the necessary information. Only a general outline outlining the items that will be requested was used during the interview. Teachers are the intended interview subjects for the researcher. The focus of the researcher's inquiries into the teaching of speaking process was on the methods employed by teachers in the classroom.

D. Research Instrument

To obtain more data about this research, the research also used instruments, such as:

1. Interview guidance

The teacher served as the respondent in the interview process. The interview guideline for the study must specify which questions to ask when and in what order, as well as how much further urging or probing is acceptable.⁵ The interview guideline is a collection of questions that the researcher uses to interview the teacher in order to collect information from the responder. The theory employed, the indications, and the question are just a few of the elements required to develop the interview guide.

The questions were developed by the researcher after observing the signs. It is applied in this study's attempt to respond to the research topic.

⁵Ibid

Additionally, it is intended that participants explain anything in response to the questions so that the researcher can get more particular information from respondents. The questions are therefore applicable to the field. The interview guidance's most important element is that the indicators and questions posed are accurate.

Table 1.1

Interview Guidance

No.	Theories	Indicator	Question
1.	Pertinent Factor	Students' performance conditions	What are some activities you do, and how do you practice or perform these to improve your speaking skill?
2.	Affective Factor	Students emotion or feeling	How do you motivate yourself to make your speaking better?
3.	Listening Factor	Students ability to understand the utterance toward them	What kinds of listening materials do you enjoy, do these materials improve pronunciation or other speaking components?
4.	Topical Knowledge Factor	Students background	Does your prior knowledge also help you to comprehend

		knowledge about a certain topic	topic when speaking? Why?
5.	Feedback Factor	Students need teacher feedback during speaking class activity	How do you respond when your teacher correct your mistakes or error in speaking?

2. Observation checklist

a method of determining if someone performs a given way when requested to perform a specific task. The researcher marks the list if a certain behavior is present when the subject is being observed.⁶ In this study, a checklist was employed by the researcher to get accurate data from respondents while they were being observed by the teacher. The theory employed, indicators, items pertaining to classroom activities, and validation phrases are some key components for creating the observation checklist.

First, the observation checklist created by made reference to the theory of teaching methods the teacher employed in class XII IPA1 to teach speaking. The Killian theory, which consists of 10 techniques, is the main hypothesis of this study, as the researcher indicated above.

⁶David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researcher*, (New Fetter Lane, London: Routledge Falmer, 2003), p.116

The researcher also developed some indicators for this study. The researcher thoroughly read the meaning of the theory before analyzing it. After reading, the researcher looked up the definitions of each of the teacher-implemented strategy listed in the theory. After obtaining several goods that, when used with those tactics, could serve as indications. Then, the indicators increased while taking into account the theories' descriptions of various tactics.

The observation checklist's final and most important criteria is that the indication used is reliable. Validity, according to Ngalim Puwanto, is the ability to demonstrate a connection between a certain measurement's meaning or the goal of examining criteria and behavior.⁷ According to what was just said, the indication needs to be validated before the researcher can observe the respondents. In order to verify and categorize the sentence's accuracy, the researcher gave it to the teacher who was designated as the validator. Ulfa Aini S. Pd has approved the sentence elements.

The researcher used field notes to document all information pertaining to the tactics employed by the English instructor and their implementation when the teacher is teaching in class XII of IPA1. The observation also used field notes. Field notes are the researcher's observations of what he or she saw, heard, felt, and thought while conducting the observation. Both descriptive and reflective elements are included.⁸

E. Technique of Data Analysis

⁷Ngalim Puwanto. Prinsip Prinsip dan Teknik Evaluasi Pengajaran. (Bandung: Remaja Raosdakarya. 1994) P. 137

⁸Taylor and Bogdan, Field Notes: How to Take Them, Code Them, Manage Them. P. 389

Data analysis is the act of methodically locating and combining information gleaned from interviews, field notes, and other sources such that it is easily understandable and its conclusions may be shared with others.⁹

Based on data collection, the researcher employed descriptive qualitative research. Because the qualitative technique is a type of research that does not employ any calculation or statistical procedure, the researcher gathered, organized, and presented the data. The researcher took the following actions in order to understand the teaching process at SMAN 3 Rejang Lebong, particularly XII IPA1:

1. Reduction

Resuming, picking out key details, concentrating on what matters, and searching for a pattern are all examples of data reduction. By doing this, the data will be minimized and provide clear explanations, making it simpler for the researcher to gather further data and locate it if necessary.¹⁰

The researcher next verified all the information gathered through informant answers, observations, documents, a chosen image, and other records. The objective is data smoothing (filtering), then improved phrases and words that provide more information are discarded.

2. Display data

The next stage is to display the data after it has been reduced in size. It can be done in a flowchart, diagram, short explanation,

⁹ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2010), p.334.

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif...*, p. 247.

relationship between categories, or any visual representation in qualitative research. Narrative text has historically been the most common type of display data for qualitative research data. It aims to make it simple for the researcher to comprehend what would happen and arrange the next activity based on what is understood of it.

The researcher categorized responses and other data in this stage based on the variable group. It was then categorized once more using the predetermined indicators. The data would have a proper position inside the context of established reports by doing this.

3. Conclusion/Verification

The method of data analysis ends with interpretation.¹¹ At this point, the researcher analyzed the data that will be coded by enriching the data through comparative analysis without erasing all of the original context. The end result is a narrative exposure that paints a picture of the event and its symptoms.

The following steps were used to examine the data from the research question and the observation and interview data: The first was the data gathered through observation, which the researcher then converted into prose after elaborating on and describing in accordance with the actual situation. The second was interview data, which was converted into text by the researcher. The third contained data from both interviews and observation.

¹¹ Prastowo, *Metode Penelitian Kualitatif...*, p. 239

CHAPTER IV

FINDING AND DISCUSSION

The findings and discussions related to the outcomes of observation and interview are explained in this chapter. It includes the research question's response. The solution is displayed as follows in this section.

A. Finding

The researcher presented the findings by providing the clear data from a teacher who taught speaking topic in order to learn more about the teacher tactics in teaching speaking at XII IPA1 SMA Negeri 3 Rejang Lebong. In order to learn more about the tactics teachers employ to teach speaking, researchers first observed teachers in action. While conducting an interview to obtain more specific information. This investigation was conducted in July 2022.

1. Teacher Strategies in Teaching Speaking

The researcher collected data by observing the teacher questionnaire at XII IPA1 SMA Negeri 3 Rejang Lebong in order to evaluate the teacher tactics in teaching speaking. The researcher displayed the data based on the methods teacher employed to teach speaking. The researcher discovered the following information based on the findings observation for three days.

The researcher have observed how the teachers explain lessons to students of class XII IPA1 using some strategies. Before the teacher Before the teacher starts the next lesson, as usual the teacher will ask students about their readiness to learn. The teacher also always reminds students to prepare some questions when

other friends are having discussions. It can be seen in the result of interview with the teacher:

Teacher: *Actually I already ask you to make or to prepare the question while your friend is presenting their presentation.*

Teacher: *Yes? Ok for the...ok please prepare the question while presenters are presenting. You may take a note, so we will not waste our time. Understood?*

Students: *Yes mam¹.*

A strategy is a specific action, an operation that must be executed in a standard (same) way to always produce the same result under the same circumstances.

After explaining the material, the teacher asked them to do the exercise or practiced their speaking skill with step forward in front the class. The techniques that implemented by the teacher in teaching speaking there are strategies. The strategies that implemented by the teachers are below:

a. Setting Clear Lessons

The teacher will be explicit about what he wants pupils to learn throughout each lesson by defining specific lesson goals. It is very important that the teacher is clear about what he or she wants students to learn during each lesson. If the teacher cannot quickly and easily state what he or she wants students to know and be able to do at the end of a given lesson, the purpose of the lesson will be unclear. Clear lesson

¹ Interview

objectives help teachers (and students) to focus on every other aspect of the lesson on what is most important.

b. Showing and Telling

With showing and telling, the teacher will explain about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks. Teacher should normally start lessons with show and tell. Put simply, telling involves sharing information or knowledge with the students while showing involves modelling how to do something. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.² It can be seen in the result of interview with the teacher, You have to pay attention to your friends or to the presenters. You have to listen. He presenters and then appreciate them. You will score your friends for the presentation but for the file and the content from me. The score will be from 75 to 95. After the friend is presenting the presentation, I want you to make a question. And then who wants to ask I will give you the additional score.

Teacher told the rules of presentation in the beginning of teaching speaking process before the presenters present their work.

² The result of observation on July 2022

c. Questioning to Check for Understanding

With questioning to check for understanding, students will answer the questions asked by the teacher in the target to check understanding within lesson. Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson. Techniques such as randomized sampling, student answer-boards and tell-a-friend are helpful. It can be seen in the result of interview with the teacher, teacher checked student understanding by letting the other students ask some question based on the topic. Teacher held questioning-session after presentation.³ Teacher also help the presenter to say the words in English.

d. Providing Students with Feedback

With providing students with feedback, students know how they have performed a particular task along with ways they can improve. Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where

³ The Result of Observation on July 2022

they are at, and of how they can improve. It can be seen in the result of interview with the teacher, Teacher gave feedback about how to present, sound, and power point. In class XII IPA1, the instructor employed four of the strategies. The teacher explained the presenting rules before the presenter presented his work. After the presenter finished, the teacher offered feedback, had a question-and-answer session to ensure that the students understood, and allotted time based on how long the presenter had to finish.

It was determined that the English instructor only utilized four strategies in class XII IPA1 based on the observation findings of the strategies she employed to teach speaking. The teacher appeared to have some difficulty implementing all ten strategies for teaching speaking because the activity in class consisted only of presentations made by the pupils. The teacher provided sufficient room for the students to use the presenting style as speaking practice. The researcher's data showed that the teacher used four out of the ten strategies.

2. The factor Influencing Student English Speaking Skill

On July 21th 2022, the researcher conducted an interview with a teacher at SMA Negeri 3 Rejang Lebong. According to the interview's findings, the following information was discovered:

The first factor is pertinent to performance conditions. It can be seen in the result of interview the teacher said of course, the teacher adapt to the learning material that day, for example about offering help. and students have to find vocabulary about offering help to practice in front of the class in pairs Learners

carry out a speaking activity under different conditions.⁴ Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support.⁵

The second factor is related to affective ones. It can be seen in the result of interview with the teacher, the teacher said to strengthening the students she always motivating by giving feedback to them such as praise which when they are good at doing their assignments we will give gifts in the form of good words. Oxford said that one of the important factors in learning a language is the affective side of students⁶.

Listening ability is the third factor. It can be seen in the result of interview with the teacher, the teacher said materials such as listening to songs, students are very happy with the material sing a song, and because of that it is also one of the factors that increase their speaking.⁷ Doff says that learners cannot improve their speaking ability unless they develop listening ability.⁸ Learners should comprehend what is uttered to them in order to have a successful dialogue.

Topical knowledge is the fourth factor. When the researcher asked about the fourth factor, the teacher explained that basic knowledge is certainly very influential on students, the more vocabulary they master, the more they can speak English Bachman and Palmer defined it as knowledge is the speakers' knowledge structures in long memory. That is, topical knowledge is the speakers' knowledge

⁴ The teacher interviewed result on July 19th 2022

⁵ Nation, I. S. P., & Newton, J, *Teaching ESL/EFL Listening and Speaking. ESL & Applied Linguistic Professional Series*, (Routledge Taylor & Francis Group, 2009)

⁶ The teacher interviewed result on July 19th 2022

⁷ The teacher interviewed result on July 19th 2022

⁸ Doff, A, *Teach English: A Training Course for Teacher*, (Cambridge University Press, 1988)

of related topical information.⁹ It enable students to apply language with respect to the world in which their live. The last factor is related to the feedback during activities. The teacher stated she still give the best, even though the students are wrong in speaking English, but she as a teacher of course still give the best, always remind and always learn from mistakes. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer, the decisions that instructors adopt towards their learners performance depend on the stages of the lesson, the tasks, and the kind of mistakes they make.¹⁰Harmer also continued that if instructions directly correct their students' problem, the flow of the dialogue and the aim of the speaking task will be spoiled.¹¹ It is supported that the statement if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructions should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

B. Discussion

The researcher describes the research's outcome based on an explanation of the findings. This finding includes the teacher's instructional strategy for teaching speaking, which were put into practice at XII IPA1 SMA Negeri 3 Rejang Lebong.

⁹Bachman, L, & Palmer, A. S, *Language Testing in Practice*. (Oxford: Oxford University Press, 1996)

¹⁰Hamer, J, *The Practice of English Language Teaching The 3th Edition*, (Longman: London and New York, 1991)

¹¹*Ibid*

1. The strategies Used in Teaching Speaking at XII IPA1 SMA Negeri 3 Rejang Lebong

In this section, the researcher observed students in class XII IPA1 for three meetings in order to identify how speaking was taught at XII IPA1 SMA Negeri 3 Rejang Lebong. The process of teaching speaking at SMA Negeri 3 Rejang Lebong was started by studying the observation sheet, and it was then carried out by using interviews to learn how the teacher actually applied the plan.

From July 19th to July 21th 2022, the researcher observed the teacher in action as she taught English in the classroom. The researcher discovered many data after monitoring the implementation of tactics utilized in teaching speaking at XII IPA1 SMA Negeri 3 Rejang Lebong. There were a few things that happened when the teacher put the method into practice since it can help to ask students to be more prepared and learn while giving a presentation. The teacher used the Setting Clear Lesson Goals technique at the outset of the teaching and learning process before the students began presenting their work. It was used by verbally outlining the objectives to the students.¹²

The teacher applied the second strategy, the Showing and Telling strategy, by outlining the requirements for presentations before the pupils gave them. Additionally, teachers used it to create direct interactions with students by imparting knowledge. After the presenters had presented their work regarding the text, the teacher employed the Questioning to Check for Understanding approach by holding a

¹² Lai-Mei-Leong & Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners English Speaking Skill*, (international journal of research in English education, 2018)

question-and-answer session between presenters and audiences.¹³ The audience members posed a wide variety of questions. It was the teacher's implementation of this instructional method. Using this strategy, she made sure that the students not only listened to the presenter's explanation but also understood it.

The final strategy was employed When using the Providing Students with Feedback strategy, the teacher provided feedback that helped the students understand what they did wrong and how to fix it. The teacher provided comments on the student's use of language, power point, and presentation style.¹⁴

It may be inferred from the table of tactics used in teaching speaking by the English teacher above that those strategies were effectively used. It indicates that the teacher used those techniques in accordance with the needs of the student. The use of active tactics in teaching speaking proved effective. Because the activity in the class was just a presentation done by the students, the teacher seemed like to find some difficulties to apply all of the ten strategies in teaching speaking. Teacher gave enough spaces for students to practice their speaking by using presentation method.

2. The factor influencing student speaking skills

The proficiency of students in English is influenced by a number of factors. When it comes to speaking activities, performance conditions, affective aspects, listening ability, and feedback are some of the factors that teachers can use to help students recognize.

¹³ The observation result.

¹⁴The observation result

The first element applies to performance circumstances. Under various circumstances, learners participate in a speaking activity. Speaking performance is affected by performance conditions, which include time constraints, planning, performance quality, and level of assistance. Affective factors are connected to the second factor. The emotive side of students is one of the crucial aspects of language learning, according to Oxford. The third element is hearing ability. According to Doff, students can't become better speakers unless they also become better listeners.

According to Mahripah, EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners.¹⁵ As we know English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding context like tenses and phonemes that come after them. This can cause a lot of problem for non native speaker of English and they sometimes get confused in producing the English words. EFL learners should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speaker apply and perceive the structure of English language correctly that leads to their

¹⁵Mahripah, S. (2014). Exploring Factors Affecting EFL Learners Speaking Performance: from Theories into Practices. Proceedings of the 3rd UAD TEFL International Conference 2014 "Materials Development in Asia and Beyond: Directions, Issues, and Challenges." English Education Department, University Ahmad Dahlan , Yogyakarta, Indonesia.

fluency.¹⁶Native speakers say what they want without having any problems because they are familiar with the language. If they have problem in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problem for the listeners to comprehend them. But the mistakes non native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding.

Motivation can influence and be influenced by components of language learning. According to Merisuo-Storm, an integrative and friendly view towards the people whose language is being learned makes sensitized learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language.¹⁷If the learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners. The fear of speaking English is pertinent to some personality construct like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety

¹⁶Latha, B. M. (2012). *Teaching English as a Second Language: Factors Affecting Learning Speaking Skill*. International Journal of Engineering Research & Technology (IJERT), 1(7), 1-6.

¹⁷Merisuo-Storm, T. (2007). *Pupil's Attitudes Towards Foreign Language Learning and the Development of Literacy Skills in Bilingual Education*. Teaching and Teacher Education, 23, 226-235.

may lead to despondence and a sense of failure in learners. According to Woodrow, anxiety has negative effect on the oral performance of English speakers.¹⁸ Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

To have a productive conversation, learners must understand what is spoken to them. The fourth element is subject-matter expertise. According to Bachman and Palmer, knowledge is the speakers' long-term knowledge structures. In other words, topical knowledge refers to a speaker's familiarity with pertinent topical information. It allows children to use language in relation to the environment in which they live. The sixth aspect has to do with the feedback given after an activity. Many students assume that their teachers would provide them with the appropriate criticism regarding their speaking performance. According to Harmer, the decisions instructors make regarding their students' performance are based on the assignments, the stages of the lesson, and the types of errors they make.¹⁹ Harmer added that the dialogue's flow and the purpose of the speaking activity would be compromised if teachers gave directions that

¹⁸Woodrow, L. (2006), *Anxiety and Speaking English as a Language*, RELC Journal, 37(3), 308-328.

¹⁹ Harmer, *The Practice Of English Language Teaching The 3th Edition*, (Longman: London and New York, 1991)

immediately fixed their students' issues. The claim that if students are constantly corrected, they will become demotivated and fearful of speaking, is supported. It has been stated that teachers should always constructively criticize their students' errors while also providing them with greater encouragement and persuasion while speaking.

Components of language acquisition can influence motivation as well as be influenced by it. According to Merisuo-Storm, students become more attentive to the audio-lingual components of language as well as to pronunciation and accent by adopting an integrative and welcoming attitude toward the people whose language is being taught.²⁰ If language learners approach it with hostility, their ability to pick up the various elements of language won't really improve. The phrases above lend credence to the idea that learners need more than just communicative proficiency to develop their speaking abilities. Learners won't be able to achieve speaking objectives without favorable attitudes toward speaking performance. Anxiety, inhibition, and risk-taking are a few personality traits that the fear of speaking English is related to. Anxiety can occasionally be brought on by language speaking. Extreme anxiety can occasionally make students feel defeated and unsuccessful. Woodrow asserts that anxiousness has a detrimental impact on English speakers' spoken performances.²¹ Adults take great care to avoid making mistakes when speaking. They believe that mistakes indicate a level of ignorance that makes it difficult for them to speak English in front of others.

²⁰ Merisuo-Term, *language Assessment Principle and Classroom Practice*. 2004

²¹ Woodrow, *Communicative Language Teaching*. Cambridge. Cambridge University Press. P. 207

Speaking anxiety may result from a situation in the classroom where language learners have varying levels of proficiency. According to the results of the interview conducted on July 19th 2022, the researcher concluded that the pertinent factor, affective component, listening factor, topical knowledge factor, and feedback factor were the factors that affected student speaking at SMA Negeri 3 Rejang.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and recommendation serve as the final component of this research after the analysis and interpretation of the data obtained in the previous chapter. The conclusion that follows provides the answer to the study's research question, while the recommendations are meant to enlighten researchers who might be interested in conducting additional research in this field.

A. Conclusion

The first instructor at XII IPA1 SMA Negeri 3 Rejang Lebong only used and applied four instructional strategies for speaking, according to the data analysis mentioned in the findings and discussion. Because she only implemented the methods in accordance with the needs of the kids, the teacher was unable to use all spoken teaching strategies. Plenty of Practice, Summarizing New Learning Graphically, Getting Students Working Together (In Productive Ways), Teaching Tactics Not Just Content, and Nurture Meta-Cognition were the six teaching speaking strategies that the teacher was unable to use. The second English instructor at SMA Negeri 3 Rejang Lebong used and put into practice teaching speaking tactics that might assist students who were actively participating in the teaching and learning process. Next, the relevant factor, affective factor, listening factor, topical knowledge factor, and feedback factor affected the student's ability to talk.

B. Suggestion

The suggestion for a better future is finally made. The exact proposal is made as follows:

1. The College

The instructor might use this research as a guide when deciding on effective speaking instruction tactics for senior high school students.

2. The Teacher

The English teacher needs to be aware of the best ways to teach, experiment with different methods to get students interested in the language, feel at ease in the classroom, and enjoy speaking English in class. The teacher should also make an effort to become friends with the students as this will make them feel more at ease. The qualities of pupils who occasionally felt embarrassed, fearful, or insecure when speaking should be known by the English teacher. It is crucial to do so in order to help people understand the offered materials better.

3. For Researcher

The researcher anticipates that the findings of this study will contribute as a source of information for the subsequent study on speaking instruction technique.

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Table 2.1
Observation Checklist and Field Notes
Strategies in Teaching Speaking at 12 IPA1.

	Theories	indicators	YES	NO	Field note
1.	Setting clear lesson Goals	The teacher will be explicit about what he wants pupils to learn throughout each lesson by defining specific lesson goals.			
2.	Showing and telling	With showing and telling, the teacher will explain about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.			
3.	Questioning to check for understanding	with questioning to check for understanding, students will answer the questions asked by the teacher in the target to check understanding within lesson.			
4.	Providing students with feedback	With providing students with feedback, students know how they have performed a particular task along with ways they can improve.			

Table 3.1
Interview Guidance
Factor Influencing Student Speaking

No.	Theories	Indicator	Question
1.	Pertinent Factor	Students' performance conditions	What are some activities you do as a teacher, and how do you practice or perform these to improve your speaking skill?
2.	Affective Factor	Students emotion or feeling	How do you motivate your students to make speaking better?
3.	Listening Factor	Students ability to understand the utterance toward them	What kinds of listening materials do you enjoy, do these materials improve pronunciation or other speaking components?
4.	Topical Knowledge Factor	Students background knowledge about a certain topic	Does your prior knowledge also help you to comprehend topic when speaking? Why?
5.	Feedback Factor	Students need teacher feedback during speaking class activity	How do you respond when your teacher correct your mistakes or error in speaking?

Interview Transcript

- Researcher : Assalammualaikum Wr. Wb
- Respondent : Walaikumsalam Wr. Wb
- Researcher : Perkenalkan nama saya Nabila Khairunisa Hanif dari IAIN Curup. Ehmm..terima kasih ...kepada mam bersedia di interview untuk penelitian saya yang berjudul The Strategies Used in Teaching Speaking at SMA Negeri 3 Rejang Lebong. Dan sebelumnya saya terima kasih juga untuk hadir hari ini dan minta maaf telah mengganggu waktunya mam.
- Respondent : Iya gak masalah
- Researcher : Oke langsung masuk ke pertanyaan ya mam
- Respondent : Iya
- Researcher : Pertanyaan pertama, apa saja kegiatan dikelas dan bagaimana kegiatan mam sebagai guru speaking bahasa inggris untuk meningkatkan berbicara seorang murid dikelas?
- Respondent : Ehmmm sebelumnya kita sesuaikan dulu dengan materi pembelajaran, misalnya materi pembelajaran nya itu tentang menawarkan antuan, offering help. Jadi kita bisa menampilkan video dulu atau memberikan contoh contoh bahasa inggris apa apa saja yang menjadi kata kata dipakai tentang apa saja yang digunakan ketika menawarkan bantuan, kemudian anak anak di suruh mencari kosa kata yang di pakai dan dipraktikan secara berpasangan di kelas.
- Researcher : Ehmm... selanjutnya yang kedua, bagaimana anda sebagai seorang guru untuk memotivasi murid murid dikelas agar mereka menjadi public speaker yang baik?

- Respondent : yaaa yang jelas memberi penguatan yaa, seperti pujian walaupun mereka salah tapi tetap harus diberi reward agar mereka semangat belajar dan tidak merasa gagal ketika mencoba dan salah.
- Researcher : pertanyaan ketiga, jenis materi apa sih yang bisa meningkatkan komponen berbicara seorang murid?
- Respondent : materi seperti transaksional, percakapan transaksional.
- Researcher : nah selanjutnya apakah pengetahuan sebelumnya yang dikuasai murid dapat membantu siswa untuk pemahaman berbicara?
- Respondent : Iya karena knowlagde itu sangat berpengaruh saat kita berbicara, misalnya kita tidak tahu bahasa inggrisnya pergi, ya bagaimana bisa kita berbicara tanpa pengetahuan?. Jadi itu pengetahuan sebelumnya harus ada setidaknya tentang kosa kata yang umum digunakan sehari hari. Semakin dia tahu tentang pengetahuan kosa kata bahasa inggris, semakin bisa ia berbicara bahasa inggris.
- Researcher : Oke mam, kemudian yang terakhir, bagaimana tanggapan anda sebagai guru, ketika ada murid yang salah ketika berbicara bahasa inggris?
- Respondent : Ehmm... tentunya sebagai seorang guru, supaya mereka mau berbicara bahasa inggris, karena bahasa inggris adalah bahasa asing, karna kita tidak boleh memberikan anxiety kepada siswa dan walaupun mereka salah, tetap harus kita motivasi, dikoreksi bagian mana yang salah, diberi masukan dan kita harus beri masukan. Kami tidak memberi punishment karena kita belajar, agar siswa selalu suka dan ingin berbicara bahasa inggris, maka kita harus benarkan.
- Researcher : Terus apakah mam menemukan siswa yang tidak berpartisipasi dalam proses belajar mengajar?

Researcher : Oke terima kasih mam, telat menyempatkan waktunya untuk menjadi respondent dalam penelitian saya. Saya permisi dulu ya mam Wassalammualaikum wr. Wb

Respondent : Oke Sama-sama, semoga berhasil untuk penelitiannya dan semoga lancar dalam menyusun skripsinya ya. Wa'alamu'alaikum wr.wb.

Table 4.1

Utterance

	TEACHING SPEAKING STRATEGIES	UTTERANCE	DESCRIPTION
1.	Setting clear lesson Goals	<p>T: Actually I already ask you to make or to prepare the question while your friend is presenting their presentation.</p> <p>T: Yes? Ok for the...ok please prepare the question while presenters are presenting. You may take a note, so we will not waste our time. Understood?</p> <p>S: Yes.</p>	Teacher asked students to focus on the presentation about. She gave time to students to learn while the presenters were presenting their work by prepare a question
2.	Showing and telling	<p>T: You have to pay attention to your friends or to the presenters. You have to listen to the presenters and then appreciate them. You will score your friends for the presentation but for the file and the content from me. The score will be from 75 to 95. After the friend is presenting the presentation, I want you to make a question. And then who wants to ask I will give you the additional score.</p>	Teacher told the rules of presentation in the beginning of teaching speaking process before the presenters present their work.
3.	Questioning to check for understanding	<p>T: Ok, who wanna ask?</p> <p>S: Where is the location of Blue Lagoon?</p> <p>P: (answered the question)</p> <p>S: How much the price to enter to Blue Lagoon?</p> <p>P: Lima ribu</p>	Teacher checked student understanding by letting the other students ask some question based on the topic. Teacher held questioning-session after presentation.

		T: Five...five...five thousand rupiah.	Teacher also help the presenter to say the words in English.
4.	Providing students with feedback	<p>T: ok, but you present it too fast. Ele coba pakai interaksi juga, lihat temennya jangan Cuma lihat slidenya. Ok, Ele, would you like to repeat once again? But louder.</p> <p>P: Ha??</p> <p>T: Louder...lebih keras ngomongnya.</p> <p>P: (he repeat the presentation).</p> <p>T: Ele, please make the general clasification and then, give color for power point. And also good quality picture. So, I want you to revise it.</p>	Teacher gave feedback about how to present, sound, and power point



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 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 20 April 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan**
- Surat Rekomendasi dari Tadris Bahasa Inggris Nomor. 162/FT.2/PP.00.9/TBI/2022
 - Berita Acara Seminar Proposal Hari, Senin , 18 April 2022

MEMUTUSKAN :

Menetapkan

- Pertama** :
- Paidi Gusmuliana, M.Pd** **198408172015031004**
 - Prihantoro, SS M.Pd** **197508202008011004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Nabila Khairunisa Hanif**

N I M : **18551038**

JUDUL SKRIPSI : **"The Strategies Used In Teaching Speaking At SMA 3 Rejang Lebong"**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 25 April 2022

Dekan,

[Signature]
Y Inah Nurmal

Terbaca :

- Rektor
- Bendahara IAIN Curup;
- Kabag Akademik kemahasiswaan dan kerja sama;
- Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

Nomor : /In.34/FT/PP.00.9/07/2022 6 Juli 2022
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian


Kepada Yth. Kepala Cabang Dinas Pendidikan
 Wilayah II Kab Kepahiang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Nabila Khairunisa Hanif
 NIM : 18551038
 Fakultas/Prodi : Tarbiyah / TBI
 Judul Skripsi : The Strategies used in Teaching Speaking at SMAN 3 Rejang Lebong
 Waktu Penelitian : 06 Juli 2022 s.d 06 Oktober 2022
 Lokasi Penelitian : Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dejan

 Dr. H. Hamengkubuwono, M.Pd
 NIP. 19650826 199903 1 001

Tembusan disampaikan Yth :

1. Rektor
2. Wark 1
3. Ka. Biro ALIAK
4. Arsip



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH II CURUP
 Jalan Sidomulyo – Tempel Rejo Kecamatan Curup Selatan Kode Pos : 39124
 Email : cccabdinwilayahii@gmail.com

SURAT REKOMENDASI

Nomor : 420/401 /Cabdin.II/ 2022

Yang bertanda tangan dibawah ini:

Nama : **Sabirin Absah, S.Pd**
 NIP : 19730825 200312 1 004
 Pangkat/Golongan : Pembina / IV.a
 Jabatan : Kepala Sub Bagian Tata Usaha
 Instansi : Cabang Dinas Pendidikan Wilayah II Curup.

Berdasarkan Surat Izin Penelitian dari Dekan Sekolah Tinggi Institut Agama Islam Negeri Curup (IAIN) Fakultas Tarbiyah nomor: 698/In.34/FT/PP.00.9/07/2022 tanggal 6 Juli 2022 dan Surat Izin Penelitian dari Kepala SMK SMA Negeri 3 Rejang Lebong Nomor: 421.3/ /PL/SMAN.3/RL/2022 tanggal 7 Juli 2022 untuk mahasiswa:

Nama : **Nabila Khairunisa Hanif**
 NIM : 18551038
 Program Studi : TBI
 Fakultas : Tarbiyah
 Tempat Penelitian : SMA Negeri 3 Rejang Lebong
 Waktu Penelitian : 6 Juli 2022 s.d 6 Oktober 2022

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan Karya Ilmiah dengan judul “ **The Strategis Used in Teaching Speaking at SMAN 3 Rejang Lebong**”

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 12 Juli 2022
 Cabang Dinas Pendidikan
 Wilayah II Curup.
 Kepala Sub Bagian Tata Usaha



Sabirin Absah, S.Pd
 NIP/19730825 200312 1 004

Tembusan Yth

1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu
 Cq. Kepala Bidang Pembinaan SMA
2. Rektor IAIN Curup
 Cq. Dekan Fakultas Tarbiyah
3. Kepala SMAN 3 Rejang Lebong



PEMERINTAH PROPINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 3 REJANG LEBONG
 Jl. DR. AK Gani Desa Pahlawan Telp. (0732) 23084 Curup 39119
 Akreditasi : A

SURAT IZIN PENELITIAN

Nomor : 421.3/ / PL / SMAN.3/RL/2022

Berdasarkan Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Curup Fakultas Tarbiyah. Tanggal 6 Juli 2022. Tentang Izin Penelitian, maka dengan ini kepala Sekolah SMA Negeri 3 Rejang Lebong memberikan izin kepada saudara:

Nama	: NABILA KHAIRUNIS HANIF
NPM	: 18551038
Prodi	: Bahasa Inggris
Jenjang	: S-1
Fakultas	: Tarbiyah
Judul Tesis	: "The Strategies Used Teaching Speaking at SMAN 3 Rejang Lebong"

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 07 Juli 2022
 Kepala Sekolah

ROSDI S. Pd
 NIP. 196811021998011001

SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Ulfa aini S.Pd
NIP : **198612172009032009**
Jabatan : guru mata pelajaran Bahasa inggris

Dengan ini menerangkan bahwa:


Nama : Nabila Khairunisa Hanif
NIM : 18551038
Jurusan : Tarbiyah
Prodi : Pendidikan Bahasa Inggris

Bahwa telah selesai mengadakan wawancara di SMA Negeri 3 Rejang Lebong pada hari selasa tanggal 19 juli2022, dengan judul Skripsi "**strategies used in teaching speaking at SMA Negeri Rejang Lebong**"

Demikian surat keterangan ini dibuat dengan sebenarnya, atas perhatiaanya dicapkan terima kasih.

Curup, selasa 19 juli 2022

Guru mata pelajaran Bahasa inggris


Ulfa Aini S.Pd
NIP. **198612172009032009**



**PEMERINTAH PROPINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 3 REJANG LEBONG**

ALAMAT : Jln. Dr. Ak. Gani Desa Pahlawan Tlp. (0732) 23084 Kode Pos 39119
Akreditasi : A

SURAT KETERANGAN SELESAI PENELITIAN

NO : 421.3 / 246 / PL/SMAN 3 / RI/2022

Yang bertandatangan di bawah ini :

Nama : **ROSDI, S.Pd**
NIP : 196811021998011001
Pangkat / Gol. : Pembina Tk.1 / IV b
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :


Nama : **NABILA KHAIRUNISA HANIF**
NPM : 18551038
Prodi : Bahasa Inggris
Jenjang : S-1
Fakultas : Tarbiyah

Nama yang tersebut diatas benar-benar telah selesai melaksanakan penelitian skripsi yang berjudul "The Strategies Used Teaching Speaking at SMAN 3 Rejang Lebong" dari tanggal 6 Juli s/d 6 oktober 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 19 Juli 2022
Kepala Sekolah

SMA NEGERI 3 REJANG LEBONG
ROSDI, S.Pd
NIP. 196811021998011001

 IAIN CURUP		Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
TANGGAL	35/01/2022	Mencari skripsi yang membahas tentang		
	01/2022	Masalah Rielandah tentang keefektifan scaling skat.		
	31/03/2022	manfaat format wawancara		
	2022/04	perbaikan instrumen penelitian.		
	2022/06	perubahan Research Question		
	2022/06	Bikin Sk Penelitian.		
	2022/07	perubahan instrumen penelitian		
	2022/07	ACC Sidang		

 IAIN CURUP		Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
NO	TANGGAL			
1	08/2022/04	Bimbingan bab 1-3		
2	06/2022/04	Perbaikan kepenulisan (umum)		
3	16/2022/06	Bab 1-5 (perbaikan)		
4	27/2022/07	ACC Sidang.		
5				
6				
7				
8				



BIOGRAPHY



Nabila Khairunisa Hanif was born in Bekasi on December 11th 2000. She is a daughter of Mr. D and Mrs. S. she has a brother, his name Pandu Muhamad Wibawa. Her favorite food is fried chicken, her hobby are singing and cooking. She finished her elementary school at SDN purwodadi and graduated 2012. Then, she continued her study to junior high school and senior high school at Pondok Pesantren Mazro'illah Lubuk Linggau and graduated 2018. Next at 2018 she decided entering Institute College for Islam (IAIN) Curup and selected English Study Program as her fakulty. She graduated her study on 2022.