

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking ability is important, in order to communicate and share information with other by using language. But based on the experiences in field, there are a lot of reasons why the learners being a passive learners while learning English. As mentioned by Jeremy Harmer, (4th edition, 345) “Students are often reluctant to speak because they are shy and they are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions”. It means that, teacher have to make serious effort for making learners is able to interact each other by using any resources.

Usually, learners are able to speak depend on the situation of the class. Sometimes it will be easy to get learners to speak in front of class when they are in a good situation with appropriate level and topic. In other time, it will be hard for learners to join with speaking activity. They may worry about their speech, grammar or even the situation to face their classmates. Based on learners experiences, there are some courses at English Village, Pare, Kediri - East Java which have some strategies to make learners are able to speak. There are some activities which are used to build learner’s speaking ability, such as sing a rap song and debate.

English Village is a small village which has a lot of English courses. Many learners who are graduated from there are able to speak actively in their daily activity at their hometown. So that, the research is conducted to take some information about the strategies which could make learners able to speak in the classroom at Access Course - Pare.

B. Reason for Choosing the Topic

There are three reasons for choosing the topic. The first is the learners' difficulties in expressing their idea or personal information is being a problem that need to be solved. Sometimes, learners get some problems with their own self when they have to deliver informations to the others. They are afraid of the content of their material and some others are worried about their speaking components, such as grammar and pronunciation.

The second is there are so many techniques of teaching speaking in Pare that can improve and use for the learners in order to make them more confident to speak. Some strategies are applied by combine with fun activities. So that, the learners can enjoy the classroom activity.

The third is because it is interesting to find out strategies that is used by the tutors to make learners speak more active in the classroom and their daily activities.

C. The Aim of the Study

The aim of the study is to describe the strategies used by the teacher to teach speaking.

D. Research Question

Statement of the problem is “what are the strategies used by the teacher for teaching speaking in Access Course – English Village?”

E. Research Focus

In this study, the researcher focus on the teaching strategies used by the teacher to teach speaking in Access Course, Pare Kediri.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking

1. The Definition of Speaking

English as lingua franca is growing too fast and connecting people for international communication; science; commerce; culture; and technology advancement. Moreover, it becomes benchmark of knowledge advancement and intelligence for people who do not use English as their first language. English as a language subject has four skills which are thought; reading, writing, listening and speaking. Especially for speaking, people not only learn about grammatical and vocabulary aspects but also the skill to interact with each other. Louma (2013:20) that is cited by Liliana said that ‘speaking is a way to distinguish aspect of speakers’ personality and attitudes through the manner the spoken sounds.’ It means that characteristic of the people can be seen by looking at the way they deliver the speech.

As a social beings, people need to interact and communicate with others around them as stated by Underwood (2013:20) that is cited by Akhyak who said that ‘speaking means creative process: an active interaction between speakers and listeners that involves thought and emotion.’ It means that during speaking activity, there will be two people or more as speaker and listener who talking each other with their own idea and expression.

Deeply, Brown (2004:172) stated that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.” It means that the meaning of information itself are related to the purpose of people’s goal while having a speech. People who wants to speech should consider about the information which will be delivered and how the way to extend it. It is supported by Lynne (2001:37) who said that “‘discourse’ as real language use is the target of teaching: we want children to be able to use the foreign language with real people for real purposes.”

Not only the purposes of their speaking, but also the difficulties is possible to be met by the people when they speak English as target language at several country. Like Brown (2005:225) that is cited by Nunan says ‘a further complication in interactive discourse: what he calls the “interlocutor effect”, or the difficulty of a speaking task as a gauged by the skills of one’s interlocutor’. It means that the problem is not only from the people inside, but also from another person as the “interlocutor” who has difficulties in speaking English.

From all the theories above, it can be concluded that definition of speaking is a person’s proficiency to mention and express the idea with their own purposes, which is an element of people life and as a realization of the people’ successful in learning language process.

2. Teaching Speaking

Speaking as a part of people's daily life has their own function for people easier to make a connection. Like stated by Kavaliauskiene, (2013:20) that is cited by Liliana who defined that 'speaking as a productive skill, whose objective is to facilitate communication'. The definition of speaking above is integrated with the people assumption about the success of learning language which can be measured by how fluent people speak like native. As clearly explained by David Stern that is cited by Vivian Cook (2008:5) who said that 'The-native speaker's "competence" or "proficiency" or "knowledge of the language" is a necessary point of reference for the second language proficiency concept used in language teaching.'

The teaching process here is naturally needed by the learners to achieve those results because it could not be instantly happen. The process which is led by the teacher consists of transferring material, offering some command, leading to learn something new and knowing the others knowledge and sciences. Like Brown (2014:4) who defined teaching as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand".

Meanwhile, according to the Nunan's description which is cited by Bc Petra Solcova (2011), teaching speaking means to teach language learners to:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- d. Organize their thought in a meaningful and logical sequence
- e. Use language as a means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Related to the theories above, it can be concluded that teaching speaking is a process of delivering knowledge, information and command, which helps the learners to gain the purpose in learning speaking as productive skill. In teaching speaking, there are some aspects too that have to be mastered by the learners such as the appropriateness between speech, context, sentences, expressing and pattern which are used. The capability to arrange the meaningful of language and to speak fluently are also considered.

3. Principles of Teaching Speaking`

According to the Brown (2007:331-332) there are seven principles in teaching speaking, as follow:

- a. Focus on both fluency and accuracy, depending on your objective
Think about the learners need is a must for the teacher before teaching speaking is started. Teacher can adjust the interactive

activity without focus on grammatical and pronunciation aspects.

The other way, teacher also can use drilling activity as meaningful as possible to improve grammar ability of the learners while they speak.

b. Provide intrinsically motivating techniques

Some techniques which are used by teacher might be unsuitable with the learners' characteristics or not interest for them. So, give the explanation about the advantage of those activities to the learners is must be done. Apply different techniques is needed also for the teacher to take the learners' enthusiasm in learning English.

c. Encourage the use of authentic language in meaningful contexts

The use of drilling and teacher's knowledge could help students to make the meaningful interaction in the classroom become easier. Moreover, grammar ability of the learners can be enhance with meaningful interaction.

d. Provide appropriate feedback and correction

The suitable feedback must be given by the teacher in a appropriate time. It is important to do in order to correction the learners' activity and to extend their knowledge also.

e. Capitalize on the natural link between speaking and listening

Speaking and listening are the skills which interrelated each other. Teacher who wants to apply technique with speaking goals cannot be rid of the listening goals that will be naturally followed.

f. Give students opportunities to initiate oral communication

The teacher who wants to modify the technique for teaching speaking should consider that the technique will give opportunities for the learners to build their oral communication skill. The ability for asking the questions, starting the topic and making a dialogue are some components of oral communication that should be allowed by the learners.

g. Encourage the development of speaking strategies

Teacher can build up the classroom situation to make the learners become aware of and have the occasion to practice some strategies, like getting someone's attention, using formulaic expressions or using mime and nonverbal expressions to convey meaning.

Moreover Harmer (2001:87-88) states the principles in teaching speaking as follow:

a. Rehearsal

Having the learners practice speaking using foreign language in the real situation will get them feel the use of English in the real life. Teacher can get the learners to make a free discussion outside classroom by bring them out to the airport and take a part in a role play.

b. Feedback

Every single task that is given by the teacher is provide with feedback, whether it is for the teacher or the learners. The feedback

which is aimed to the teachers could help them to measure their work performance in managing classroom activity and to know what the language problems that they have are. The feedback which is given to the learners will simplify them to categorise the type of speaking and used as a guidance to correct the mistake

c. Engagement

A good activity of speaking is characterized by the use of highly motivation activity. The activities which are fully participated by the learners, well arrangement and useful feedback will give much contentment to them.

4. Types of Classroom Speaking Performances

According to the Brown (2007:327-330), there are six types of classroom speaking performances, as follow:

a. Imitative

Drilling technique can be part of this kind of activity where the learners are repeating and practicing certain parts of language form such as phonological and grammatical order. Make a simple and short activity, give the learners know the purpose of drilling that they do, border into phonology and grammatical order only and do not push the learners during the activity are the guidelines for successful drilling.

b. Intensive

Intensive is the next step from imitative activity where the learners have to perform and practice some phonological or grammatical point of the language. It can be started by learner itself or in pair work activity.

c. Responsive

Being responsive is a good step of learners' development. The form of the respond must not consist of longer speech, as long as it is meaningful context. It could be the way of people answer questions and comments.

d. Transactional (dialogue)

Transactional is a conversation that longer than responsive language. The purpose of this speech is to exchange the information with the other speaker.

e. Interpersonal (dialogue)

Interpersonal is a kind of conversation which is more intense to transfer the social connection. This conversation will consists of some factors, like colloquial language, emotionally changed language, slang, ellipsis, sarcasm and a covert "agenda". So the learners have to more focus on those aspects in order to increase the interlocutor effect.

f. Extensive (monologue)

Extended monologue is a speech, oral report or summaries that could be given for the learners intermediate to advance level. It could be delivered spontaneously or drafted.

5. Teachers' Roles in Teaching Speaking

During teaching and learning process in the classroom, there will be many activities to do. Teacher and learners can do some movement from one activity to another activity. As stated by Harmer (2001:57) who said that "If we are fluent at making these changes our effectiveness as teacher is greatly enhanced". It means that the role of the teacher in the classroom is needed in order to know, control and assess the ongoing activities. Besides that, the performance of the teacher is increased when the activities in the classroom are working smoothly. According to Harmer (2007:275-276), there are three roles of the teachers in teaching speaking explained, as follows:

a. Prompter

Sometimes, teacher wants to help the learners when they lose some words to say or get difficulties to deliver something. In this case, teacher can act as the prompter and help the learners by giving them phrases or suggestions to say something without decreasing their opportunity to think creatively.

b. Feedback Provider

Teacher as an assessor have to give feedback, correction and grading the learners in many ways. It has function to make learners know for what they are being assessed and they can measure their own ability. However, the way of teacher deliver the assessing or grading is important too. Teacher should be sensitive to the learners' possible reaction when they get the criticism or judgement.

c. Participant

Teacher as a good animator in producing language can act as the participant also in the classroom activities, such as discussions and role play. Teacher can help the learners by offering new information and engage them to be more creative without join too much and dominate the activities.

B. Teachers' Strategies

1. Definition of Teaching Strategies

Every single person or learner has their own style in learning language and in every process of learning has the difficulties too. If the learner finds the problem during learning the language, of course they will make their own way to solve the problem. As defined by Brown, (2014:124) "strategies are those specific actions that we take to solve a given problem, and that vary considerably *within* each individual." The definition above is espoused by Oxford (2010) which states that,

“Strategy is a plan that is intended to achieve a particular purpose.” It can be implied that the hardness in learning English which is needed to overcome is as the particular purpose and such plans are needed too for solving the problem.

In daily activities, teacher will find the problem too in teaching and learning process. The problem could be found by the teacher itself or by learners. Certainly, teacher who has the problem with the learners, also will make a strategy to solve it. Brown (2014:124-125) that is cited by Ana Camot defined strategies as ‘procedures that facilitate a learning task. Strategies are most often conscious and goal driven.’ It means that in every difficulties of the assignment of the learners, teacher should provide some easier steps to achieve the goal of the task.

Strategies also are used in teaching communication skill, like mentioned by Brown (2014:130) that is cited by Faerch and Kasper who explain communication or output strategies as ‘potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal’. It means that when people have difficulties to add their communicative goal, they will be able to make a list what they have to do to solve it that agree with their personality. Moreover, it is espoused by Cole (2013) that is cited by Anjaniputra who said that, ‘That is the teacher’s role to provide effective plans/strategies in accomplishing students’ needs, whose general purpose is to communicate using the language being learnt. It means

that the strategies which are become the necessities for the learners will be offered by the teacher as their own responsibility. The learners' necessities which are completed by the teacher will be used as the language to communicate with others. Meanwhile, Moughamian at all (2009:14) stated that, "Strategies: Teaching strategies explicitly to help students learn how to access and remember information, scaffolding strategy use and promoting higher order thinking skills." It means that the learners will be easier to recall the memory about information they got and increase their thinking ability by using strategies which is taught by the teacher.

Related to the theories above, it can be concluded that teaching strategies are some actions which are taken by the teacher to solve the learners' problem in reaching their communication skill. The strategies which are used are different, related to the problem and personality of the learners.

2. Teachers' Strategies in Teaching Speaking

Every single person who learns language especially speaking aspect, they know their own lack on learning process. It is important to understand how to minimize their own lack by using the strategy which is suitable for their need and characteristic, like stated by Brown (2007:261) who said that "successful second language learners are usually people who know how to manipulate style (as

well as strategy) levels in their day-to-day encounters with the language.” Meanwhile, it is a must too for the teacher to help the learners to leave out from the difficulties, no matter condition that will be faced by the teacher. As stated by Miller, (2006:17) that is cited by Shiamaa who said that ‘yet, helping learners develop their oral communication skills is important and, even with large classes or difficult teaching situation; it is not something that can be ignored just because it is difficult.

According to Bahrani (2012), there are four strategies that can be used by the teachers in teaching speaking, as follows:

a. Build up a stock of minimal responses

The purpose of this strategy is to decrease the learners’ silence while listen the others’ talk. For the beginners, it is very helpful because they can focus on what people say without hardly think about the response.

b. Make the learners aware of the scripts for different situation

Script is a set of predictable spoken exchanges which are associated with some communication situations. Teacher can help the learners to build their ability in using different scripts by making an interactive activity such as obtaining information and making purchase.

- c. Encouraging learners to use clarification phrases.

Misunderstanding can happen in every situation of conversation of the learners. So that, it is important to the teacher to give the learners some strategies and phrases for clarification when they do not understand about their partner's said. The learners can minimize their shyness too when they are able to clarification and manage many kind of interactions.

- d. Providing authentic practice to develop learners' speaking ability

Almost all of the language learners are consider that speaking ability is the measure of the language successful. So, provide the authentic practice to the learners will help them to prepare the use of speaking in real life communication. It can make the learners able to speak in a good grammatically order, suitable content and sentence.

Related to the theory above, it can be summed that there are four strategies in teaching speaking that can be adopted by the teacher. The first is helping the learners by develop their stock of minimal response. The second is making the learners usual to use script in every different situation of the speech. The third is decreasing learners' misunderstanding through the clarification phrases and the last is letting them to practice their speaking ability in the real life situation in order to make them realize with the field's condition.

According to the Richard-Amato: (2010) there are fifteen teaching strategies to help facilitate speaking:

a. Role play might be a good way to practice various means of control
Teacher can provide interaction situation and guide the students to speak up using familiar topic which is given. It can be the time for the teacher to control students' comprehension and response.

b. Be careful not to usurp the students' turn or interfere with what the students want to say
Teacher is able to help the students' gap while they speak in front of the classroom, but it is only as important as possible.

c. Should a breakdown in communication occur during peer to peer interactions, wait as long as possible before intervening so that students have time to make their own repair.

d. During teacher-fronted interaction or discussion, provide modified language aimed at Wells's communal zone of proximal development negotiate for meaning, provide for sufficient turn length and make room for the co-constructional of ideas.

e. Allow students to volunteer when they are ready to contribute
Teacher is not allowed to force the students to speak, especially when the new material is just introduced. Even it is needed for the teacher to call someone to speak as a volunteer, make sure that the students have eagerness and brave enough to go forward.

- f. Rephrase the questions and be supportive throughout the discourse

Teacher should give an opportunity to the students to response the questions which are given, before calling up the other students.

- g. Give beginners to low-intermediate students many opportunities to dialogue in pairs with intermediate and advanced students so that they can modify their output to a greater extent and stretch to higher level of thinking.

- h. In general, encourage group work with individual varying proficiency levels

The task group which is given by the teacher should be include the individual task. The individual task have to consider about the differences of students level capabilities too.

- i. Allow students to participate in conversation tasks for which minimally structured guidelines have been prepared.

The information-gap can be minimized by taking the learners into the discourse. The discourse should be prepared before by the teacher with some rules.

- j. Encourage students to engage in pre-task planning

In several studies show that the use of a plan before doing the presentation will make students achieve their fluency in speaking.

- k. When students do not feel time pressure, it is more likely that they will be able to attend to form while speaking.

The teacher should give the learners a chance to deliver their own speech related to their idea and set the position to observe students' form of speaking.

- l. Have students evaluate their own presentation first using teacher-prepared guidelines or ones they have developed themselves.

Teacher can make a guideline or instruction for the learners to evaluate their own work, such as take a note what teachers' said during teaching and learning process and make a list about the understandable material which possible for studied back.

- m. Provide for peer facilitating and/or tutoring for students who want additional help in preparing and practicing oral presentation.

Teacher can help students who need more space to practice their speaking ability by give them opportunities to try it in pair.

- n. Advocate multilingualism whenever possible.

Students' capability in using many language in their social and academic environment will give much benefits. So, it is a must for the teachers to suggest their students to be mastery multilingualism.

- o. Develop a facility where students have access to technology that allows them to record and listen to their own prepared presentation.

Some students will interest to record their own presentation and use it as their media for checking. Teacher can help them by prepare the recorder and give them such suggestion about their presentation.

In addition, there are four strategies which are used in the speaking classroom according to the Anjaniputra (2013):

a. Cooperative activities

As stated by Anjaniputra (2013) that is cited by Newton and Nation who said that, 'cooperative activities can encourage negotiation of language item'. It means that by applying the cooperative activities, teacher can give opportunities to the students to get more information about language item used in English.

b. Role Plays

As stated by Anjaniputra (2013) that is cited by Harmer who said that, 'role plays are activities where students are asked to pretend to be in various social contexts and various social roles'. It means that, by using role plays or act like what the teacher asked, students can improve their social knowledge and expose it into their language. So that, students will not miss the idea to speak.

c. Creative Tasks

Creative tasks resemble real-life tasks where the students will focus more to produce something rather than language itself.

d. Drilling

As we know that words, pronunciation and others components of language are important to be mastery by the students in order to facilitate them before they start to speak. So, it is important too for the teacher to use this strategy, like stated by Anjaniputra (2013) that

is cited by Thornburry who said that, ‘is a strategy to improve pronunciation by imitating and repeating word, phrases and even whole utterances.’

C. Related Research

Many researchers have conducted the research about teaching strategies of teaching speaking in Kampung Inggris, Pare. The first research is conducted by Regina Mayangsari (2023). The title of the research is “Teachers Strategies in Speaking Class at Language Center, Kampung Inggris, Pare”. The subject is one of the teachers who teaching in speaking class of intensive two-week program at Language Center, Kampung Inggris, Pare. The result of the research shows that there were six teaching strategies that applied by teacher with teaching preparation and assessment in every topic. There was an interview, discussion, playing cards, picture description, storytelling, and role play.

The second research was conducted by Fahmi Farizi (2022). The title of the research is “A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri”. The results of the research show that the techniques applied by the tutors were storytelling, conversation, presenting, problem solving, discussion, debate and speech..

Based on the relevant research, it can be concluded that there are some strategies used to teach speaking in Kampung Inggris, Kediri. Therefore, the writer intends to investigate “Teacher’s Strategies in Teaching Speaking in Access Course”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In this research, the qualitative research method is used to describe the teachers' strategies in teaching speaking in Access Course – English Village. In qualitative research, the learner is not tested by the writer, but find out the behavioural pattern. There are no treatments applied in this research (Herawati, 2015:5). Observation, questionnaire and interview are used to gain the data.

In collecting the data, non-test instruments which are observation, closed questionnaire and structured interview are given to the participants. Nevertheless, the interviewed participants are only the teachers who teach speaking class.

The process of this research is shown systematically in the following research design:

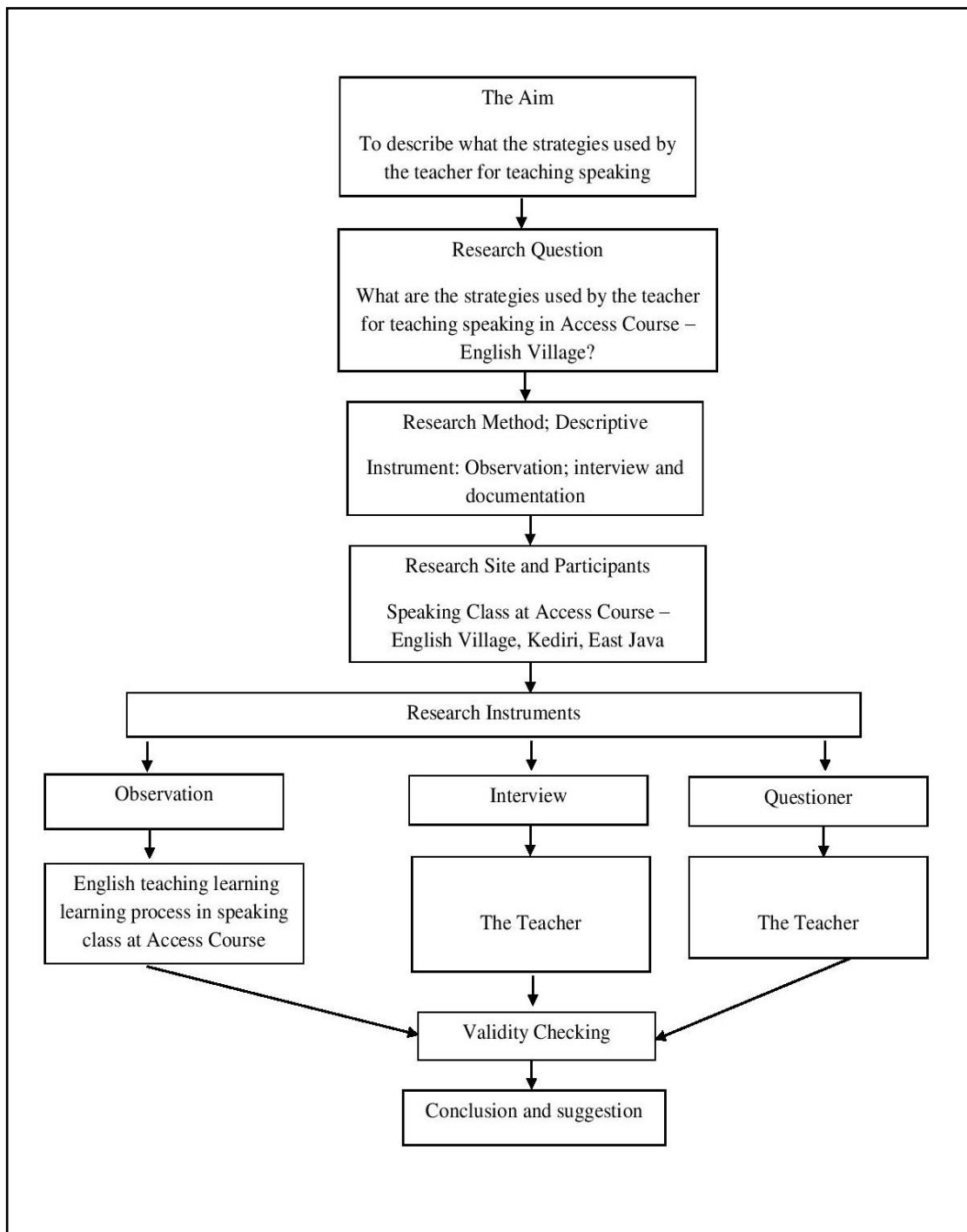


Figure 3.1

Research Design

B. Population and Sample

The population of this research are English teachers in Access Course – English Village, Kediri, East Java. There are ten teachers in this course. The sample of this research is teachers of speaking class. There are three teacher who are teaching speaking for three levels. In order to choose the sample, purposive sampling is applied.

C. Data Collection Technique

In this research there are three instruments used for obtaining the data; observation, questionnaire and interview. The first technique is observation. The observation is conducted to find out the strategies which are used in teaching speaking. Check-list and video is taken by the writer during teaching and learning process to support the data. The second is questionnaire. Questionnaire is distributed to get more information related to the strategies used. The last is interview. The teachers are chosen to be interviewed. The interview is conducted to get more information and support the data of questionnaire about teachers' strategies in teaching speaking.

D. Research Site and Participant

The tutors who are teaching courses at Access Course-Pare are taken as the population. There are ten tutors who are teaching ten English classes with different subject and one additional class. The ten classes are included; speaking class, pronunciation class, vocabulary class, grammar class, reading class, listening class, pre TOEFL class, TOEFL

class and job interview class. For additional class, there are five subjects which are taught, those are public speaking, conversation, grammar for speaking, reading developer and idiom.

From the data above, the purposive sampling is taken because there are ten tutors of English classes that is taught and only the tutors of speaking class who will be chosen as the sample on this research. There are four tutors who are teaching speaking for three levels of speaking class and each level is divided into two until three classes. Each class is consist of ten until fifteen members.

E. Research Method

Descriptive method is used to conduct the research, which is describing the strategies applied for speaking class in Access Course. The non-test instrument uses to collect data. They are observation, questionnaire and interview. The observation is divided into two, those are pre-observation and main observation. The questionnaire is distributed to the teachers who are teaching speaking. Last, interview will complete the data. The interview's result is recorded by the writer using tape recorder.

F. Data Analysis

1. Data Analysis of Observation

The observation is conducted to observe teachers' strategies which are used during teaching speaking activity in classroom.

2. Data Analysis Questionnaire

The results of the questionnaire are analysed and presented. Then, the results are concluded.

3. Data Analysis of Interview

The data of interview are transcribed and then summarized

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The data for this research were obtained from observation, questionnaire and interview. The observation was done nine times, started from 03 – 17 April 2017. It focused on the process of teaching speaking in order to find out the teachers strategies in teaching speaking. The questionnaire and interview were administered to the teachers to support the data validation.

1. The Result of Observation

The classroom activity was observed in speaking class 1A, 2A, 2B and additional class for 9 times on 03th – 09th April 2017. This observation is conducted to observe the teaching and learning activity to find out the teachers' strategies that used in teaching speaking in “Access Course” – English Village, Kediri, East Java.

a. Observation #1

The first observation was done on Monday, 03th April 2017 in additional class and the topic was about “Farmer”. The teacher prepared the class and teaching aids by clean the whiteboard before start the lesson. In the beginning of the class, the teacher asked the students about their last topic which was about brainstorming. After that the teacher told his own story and experiences as a smoker in order to motivate the students to speak. Meanwhile, the students paid

attention and tried to catch the information from the story. In whilst activity, the teacher asked some questions to the students; *“If you stop smoking, what about the farmers?, “What about the tax?”, If you could replace their job, what would it be?”*. Then the students thought about the questions.

By the questions, the teacher wanted to discuss about the answer along with the students. He gave 10 minutes to the students to think about the answer. Next, the teacher asked the question to start the discussion, *“Let’s talk about the farmer. In your opinion, when they cannot produce the cigarette and they cannot earn money, what should they do?”* And some students answered, *“They can move to the other land”, “find and replace to the others plants”*. At the last of the discussion, the teacher told some information about cigarette and farmers’ job if the cigarette factories are closed. After discussed about cigarettes farmer, the teacher asked question to the students; *“which one we better to talk? Stop to smoke or eat meat?” “Why is it danger to eat meat?”*

Next, the students asked to browse in internet in order to find some information about the dangerous of eating meat and when they finished looking for the information, they should discuss it. The students use their smartphone to browsing the information. Then the students share the information they got one by one and discuss it

together. Some of them took a notes and some others kept it in their mind, but they did not read it.

During this activity, the teacher give a reward to the students when they already deliver the information by saying *“Ok, good. Give a big hand.”* Some corrections also given by the teacher when the students got difficulties in saying some words. It can be written or oral correction. Finally, in the post – activity the teacher gave a feedback to the students and summarized the topic of the discussion.

The teacher also gave homework to the students which will be the material on the next meeting. The students should fine the material about “Reclamation in Indonesia”. Then, the teaching and learning activity was closed by saying *“Ok, thank you for your coming. Let’s say Alhamdulillah together and Assalamualaikum...”* and the students answered *“Walaikumsalam...”*

b. Observation #2

The second observation was done for additional class, on Tuesday, 4th April 2017. The topic told about “Reclamation” where the teacher has inform it to the students on the last meeting. The teacher shared some information and facts about reclamation to the students in the pre – activity and the students paid attention to him. After that, the teacher asked the students to discuss the advantages of reclamation and answered it one by one. Before turned to whilst

– activity, the teacher delivered others information and facts reclamation. Furthermore, in whilst – activity, the students divided into two group to do the debate activity which are group A as agree and group B as disagree. The topic of the debate itself was about the advantages and disadvantages of reclamation. The students got 10 minutes to discuss the topic with their group and they started the discussion after the instruction from the teacher. *“Ten minutes to discuss. Go ahead and you can discuss!”* During the discussion, the students were able to find some information by using their smartphone. Ten minutes left and the students started the debate with the teacher guideline. The teacher paid attention to the students’ talk and analysed their mistakes in pronounced or produced the words. During debate activity, there were some students who are active and some others are passive. In the post - activity, teacher guided the students to repeat the word which were written on the whiteboard and explained new terminology related to the topic. The words on the whiteboard were the words that found as a mistake by the students. Some suggestions and motivation also given by the teacher, like gave an analogy about Nobita’s characters and asked the students to read as much as possible to improve their knowledge. Then, the class were closed by greeting *“Assalamualaikum warohmatullahi wabarakatuh”, “Love you guys, thank you”*.

c. Observation #3

The last observation in additional class was done on Wednesday, 5th April 2017. In the pre – activity as usual teacher said greeting to the students. On that day, teacher separated a paper as the material. Before explain the material on the paper, teacher told about his experience first like in the previous meeting. The topic was about adventure. Next, the classroom activity was discuss the material on the paper. There is a text about adventure and some important words which link to the topic. They talked over the words and explained the definition, function or other explanation. Teacher corrected the students mistakes in pronounce the words directly such as the words “*sweat*” and “*sweater*”. Teacher gave instruction to the students to share with their peer about the question which was given, “*If you have a chance, to go in to the wild, where would it be? And with whom?*” “*Let’s talk about this! Come on!*” After that, they discussed about the terminology on the paper. Teacher delivered the definition or function and linked it to the topic. Last, teacher asked question again to the students in order to make them speak up and the students spoke one by one to answer and explain the question. At the end of the session, teacher gave motivation to students by asking them to do not stop dreaming and then closed the session by said greeting “*Thank you for coming, Assalamualaikum warahmatullahi wabarakatuh*”.

d. Observation #4

The fourth observation was done in speaking class 1C on Wednesday, 6th April 2017. In the pre – activity, teacher asked students to open their handbook and read the material first. Meanwhile, teacher wrote the conversation on the whiteboard. It was used as the text for drilling. Next is whilst activity which is divided into two sessions, there are drilling and simple debate. In drilling activity, the teacher read conversation together with students. During this activity, teacher repeated the words which were difficult to students to say and explained the meaning of it, such as the word *“turtle, elephant, eleven, hut, sure and before”*. Teacher also explained some idiom or slang which is written on the text, like *“I’m broke”*. Sometimes, teacher asked the definition or the way to pronounce the correct word to the students first and then he explained it. After drilling activity, students were separated into two groups to do simple debate. First is “agree” group and second as “disagree” group. But, before they were going to debate activity, teacher explained the rule or the words that can students used when they dispute with others’ opinion. For example, students can use *“I completely agree with this opinion”* and *“I’m not sure I deal with you”* to express agree or disagree opinion. Next, students were given topic and times to discuss with their group. The topic was about *“does it better to live in the city or village?”* Some advices and

corrections also given by the teacher after debate session. Teacher told about some mistakes in pronounce the words and how to be a team work in debate. Last, in post activity, teacher asked students to collect their homework and scratched the students' face who did not carry it out. The class was closed by greeting and gave attention to collect the homework tomorrow.

e. Observation #5

The first observation in speaking class 2A was done on Tuesday, 6th April 2017. Teacher opened the classroom activity by greeting, "*good morning ladies and gentlemen*" and started the lesson by continue the previous material about "how to answer the questions". On the last meeting, teacher already gave a paper which is consists of much questions. Students listened to the teacher's explanation and they should answered some of the questions properly, related to the explanation before. Because the material was given to the students, so it was practice session only on this meeting. Teacher gave instruction to the students to answer the questions that they had answered with their peer in two minutes. Next, in whilst activity, teacher called the students to come forward one by one to practice and answer the questions face to face with the teacher. In this activity, each students got 5 questions, 15 seconds to prepare and 45 seconds to answer one question. Last, teacher gave suggestions and advices to the students about their performance one by one.

Sometimes, teacher also wrote the students 'mistakes and corrected it. At the end of the class, some students got opportunity to ask some question or information related to the material on that day.

f. Observation #6

The second observation in speaking class 2A was done on Wednesday, 07th April 2017. Teacher prepared the classroom before start the activity by asking the student to clean the whiteboard. The class was opened by greeting to the students and teacher starter the material. In the beginning, teacher gave a paper which contain of questions and explained the direction for classroom activity on that day. Teacher said that there are three parts of questions on the paper and students should answer all of them in certain time. There would be 12 minutes to answer all of the questions. In whilst activity, teacher explained the strategies or steps that should be used by the students to answer each questions and the way to face people in the formal situation. Next, teacher asked the students to try to answer the questions and discuss it with their peer. After that teacher called the students one by one to come forward and did interview session. Students faced the teacher to answer questions in the part 1. While waiting for their turn, others students practiced to answer question with their friends. When they finished, teacher gave suggestion for their performance and explanation again to the students about the way that they should do to answer questions in the part 2 and 3. Last,

students were asked to answer those questions in pair in certain time given by the teacher. At the end of the session, teacher separated material for the next meeting and asked students to prepare well for tomorrow. The class was finished by greeting from the teacher by saying “*Assalamualaikum and goodluck!*”

g. Observation #7

The third observation in speaking class 2A was done on Thursday, 08th April 2017. At the first, teacher asked greeting to students by saying “*Assalamualaikum*” and gave the first material. The first material at that day was about “The way to introduce our self in formal situation”. The material was given by doing discussion, asking and answer questions and then wrote it on the white board. Teacher also gave paper which consist of questions for the second material. After the whole materials given, students were asked to practice it in pairs. Meanwhile, the teacher prepared the set of table and chairs for role play session and called a pair of students. In whilst activity, there were three sessions that have to be done by the students. The first was students asked to did interview with the teacher about introducing them self in formal situation. Teacher asked some questions to the students about their personal information in limited time and students answered it properly. In the second session, teacher gave a paper of question to the students and asked them to write the answer in the other paper for two minutes.

After that, students re-tell the information that they had written before. For the third session, teacher asked the students to turn face to face with their peer. After that, teacher delivered questions to the students that they should be discussed. The limited time was given also. Last, in the post activity, teacher summarized the material of that day and talked about students' mistakes. The class was closed by greeting and quoting.

h. Observation #8

The first observation in speaking class 2B was done on Tuesday, 4th April 2017. Firstly, the class was opened by teacher by greeting to the students, "*good morning*" and "*how are you?*" in the beginning, then he asked the students to open the booklet. Teacher said that the material on that day was about curriculum vitae which should be made by them. In whilst activity, teacher guided the students to discuss about curriculum vitae. They were talking about "*what is CV?*", "*how to make a good CV?*" and "*What are the things that should be considered in making CV?*" Teacher also gave the students some tips and tricks to apply the application. In this activity, the students' ability in speaking were discovered and during the discussion, some important points were written too by teacher on the whiteboard. After the discussion, teacher gave an instruction to the students to make their own CV and application. Teacher helped and corrected the student by take a look at their work one by one. The

use of oxford dictionary is allowed to the students in this class. In this meeting, the activities only discussed about “*Curriculum Vitae and Application*” and then teacher asked students to make their own CV an application. There will be the simulation on the next meeting.

i. Observation #9

The second observation in class 2B was done on Wednesday, the 5th of April 2017 and it was continuation of the last meeting. At the beginning of the class, the teacher asked the students’ experiences and difficulties when they applied the application. After that, teacher gave more information and solution related to the students’ problem. Regarding to the topic, teacher also gave others important knowledge and some strategies before they meet interviewer. For example, teacher told the students how to give the right answer and the right position when they met the interviewer. In whilst activity, role play method was applied. Teacher who was pretend to be interviewer asked some questions related to the CV and students who act as interviewee answered the questions based on teachers’ instruction. The score was taken by the teacher during interview session. At the end of interview session, teacher gave feedback to the students’ performances and then instructed them to perform in meeting session. In this session, students pretend to be employees in meeting situation and they should be a leader of those meeting alternately. Teacher took the score while meeting session.

On that day, all of the students got their turn to speak and they got suggestion also from the teacher at the end of the session. At the end of the classroom activity, teacher gave others information and suggestion to the students related to the topic and then it closed by said *“thank you for coming and see you tomorrow.”*

According to the observation above, it can be seen that the teachers always greet the students and sometimes use media to teach. One of the teacher used stopwatch in every speaking session to train students' ability in managing times and contents while they speak. The way both teachers teach was giving some question based on the topic and students' performing in front of the class. In addition, all students had opportunity to speak and get score. The use of role play and multi strategies activity also makes students have much times to speak and explore their speaking ability. Besides that, teachers used the newest issue as the interesting topic to be discussed and it made them interested to contribute in the class beside reward and advice from teacher. Mostly, teacher gave a chance to take a note in order to make them easier to remind the point of their spoke. When students got difficulties in saying some words, teachers always asked them to repeat the words at the end of the classroom activity. Then, the reward that lecturer gave to students was score and praises.

2. The Result of Questionnaire

On Thursday, April 4th 2017 the questionnaires were distributed to the three teachers as the respondents. The questionnaire is consists of 14 questions. It was given to the teachers to find out the teachers strategies of teaching speaking in “Access-Course”. The results of questionnaire is as follow:

The first question number 1 asks about how long they have been teaching speaking. 2 respondents admit that they have been teaching speaking for long times, while the rest of them say that he is teaching speaking only for a view years. Question number 2 is about teacher’s preparation before they come to the class. All respondents answered that they always prepare the material before they come to the class for teaching activity. Question number 3 is about interesting techniques that used by the teacher. All respondents admit that the interesting techniques are always used by the teacher in teaching speaking.

Question number 4 is about the language which is used by the teacher in teaching speaking. 2 respondents are admit that they are using full English as a language during teaching and learning activity in classroom while the rest of them answer that bilingual language are used in the classroom, whether it is for deliver material or for the students who deliver information. Question number 5 is about students’ who get difficulties while learning speaking. All respondents answered that there are some studentswho get difficulties in learning speaking. Question

number 6 asks about teaching aids that used by the teacher. All of the respondents said that the teaching aids are always used by them during teaching and learning in speaking class. Question number 7 is to find out whether the motivation is given to the students or not. All respondents answered that the motivation is always delivered to the students to motivate and start their bravery to speak up in speaking class.

Question number 8 asked about note taking and all respondents answered that the students are allowing to take a note before they perform. Question number 9 is about reward for the students. All respondents are answered that the reward is given for the students who have good achievement in classroom. Question number 10 asked the teacher whether they help the students to correct their mistakes or not. The answer is, all of respondents said yes for helping their students in corrections the mistakes. Question number 11 is about role play as a teaching technique. All respondents admit that role play activity is applied in their speaking class as one of the technique for teaching speaking.

Question number 12 asks about fun and interesting teaching method apply by the teacher. All respondents admit that they already applied fun and effective teaching method. In question number 13, it asks about the aim of the study. All teachers answered that the aim of the study was achieved by them. Question number 14 is about students achievement based on the strategies which are used. All respondents admit that there

are some development of the students' achievement in speaking class related to the strategies used by the teacher.

Based on the data, it is found that the teachers have been teaching speaking for long times and also teaching another subject. Teachers prepare teaching media and material before learning process begun. They use teaching media: white board and paper to help them deliver the material. Interesting learning model is already applied but some students are still quiet in speaking class so the teachers should make them more active in the class.

In the other hand, teachers have no difficulties in teaching speaking because they think that they have used some strategies to trigger the students to speak English besides those students get motivation like advice to make them brave and confident to speak English. Moreover motivation that teachers give is score and praises. Every students who contribute will get score plus and it stimulates another students.

Based on the result questionnaire, the goal of learning speaking is already achieved and speaking skill of students has increased. It can be seen from the number of students who want to contribute. Furthermore, their grammar and vocabulary are improved.

According to the result of questionnaire above, it can be concluded that both teachers have no difficulties in teaching speaking and they have been applied some strategies in motivating students to stimulate them confident to perform in speaking class.

3. The Result of Interview with Teachers

The interview was done in order to gain more data about strategies in teaching speaking in “Access-Course”. The questions of interview included teaching process, technique and media. The following questions below are supporting statements from the interview.

The first question was about preparation which is taken by the teacher before start the teaching and learning activity. They responded by almost the same answer as respondent #1 said,

“..So preparation that I took at the first time is identifying the level of the class, the second is deciding the topic and last one by preparing that in a quality time.”

In addition, respondent #2 said,

“Eemm untuk persiapan mengajar kita biasanya pertama, fokus sama topik yang mau kita ajarkan besok, kemudian selain topik juga kita kasih beberapa euuu maksudnya materi yang related sama itu.”

It means that identifying the level of the students, deciding the appropriate topic and provide the limited times for each topic become preparations that teachers took before they teach.

All the respondents have the different answer when they asked about activities that teachers did to create fun and effective situation. Respondent #1 said,

“.. I guess discussion it becomes the most important media, challenge the students’ ability to communicate differently. Also to exchange the idea to one and other and also to give them an opportunity to express their own preparation and ability.”

In addition, respondent #2 said,

“Intinya dalam proses pembelajaran kita harus menjadi ice breaker yang baik. Kenapa saya bilang harus jadi ice breaker yang baik, ketika kelas stuck dengan materi yang kita bawaan, disitulah kita menjadi ice breaker, supaya kelas bisa mencair.”

It means that the activities which are chosen and teachers' role as an ice breaker are the important ways to help teachers in build fun and effective situation.

When the respondents were asked about method, all respondents already use many kinds of method. As respondent #1 said,

“Banyak sekali metode. jadi kalau misalkan ditanya metode apa saja, sangat banyak. semua metode pasti akan kita coba.”

In addition, respondent #2 said,

“Untuk metode nya banyak. Terutama untuk speaking itu tergantung levelnya sendiri sih. Jadi kalau misalnya di basic, di beginner terutama, karena speaking itu kaitannya dengan vocab, ya... jadi kita coba build vocabulary nya,”

It means that there are so many method that applied and it will be related to the level of the students.

The respondents use teaching media which is related to the topic of the material. As respondent #1 said,

“Kita tetap menggunakan hands out, jadi untuk materi kita siapkan semua, euuu... jadi di hands out nya itu kalo misalkan ada artikel, kosakata-kosata yang grosarinya harus ditemukan grosarinya,”

In addition, respondent #2 said,

“Untuk media.... disini karena memang kita,.. kadang kita coba untuk bikin card, untuk menghafal vocab atau segala macemnya. Tapi untuk media kayak computer atau lain-lain untuk watching movie, kita sering tapi enggak ketika itu, ketika dikelas.”

It can be concluded that media such as hand out, card and projector are needed to support teaching and learning process but it is important too for the teacher to choose the media which suitable with the topic.

Almost all of the respondents use English as their language while teaching and learning process. As respondent #1 said,

“Eemmm bilingual, bilingual. Itu juga tergantung levelnya. Di kita juga ada level yang harus 100% bahasa Inggris ya.”

In addition, respondent #2 said,

“Ya, pasti. karena untuk di kelas saya pribadi itu zero toleran. Jadi kita tidak ada toleransi untuk berbahasa Indonesia. Kita nge-push, bukan sekedar pengajar yang terus berbahasa Inggris, tapi bagaimana siswa juga membiasakan diri euu... terus berbahasa Inggris.”

It means that the respondents use English as bilingual language in the certain level of the class. Monolingual (English – Indonesia) use while teaching speaking for speaking class level 1 and bilingual (English) use in class speaking level 2.

Some motivations were given by the respondents to increase the students' eagerness in learning speaking. As respondent #1 said,

” Ya. Euuu pastinya salah satu tujuan kenapa euuu kita disini panggil ke pengajar kita coach ya, karena memang coaching itu tidak hanya teaching. Tapi coaching itu didalamnya terdapat euuu giving motivation and also when they are falling down or anything, we try to motivate them to be brave to talk.”

Deeply, respondent #2 said,

“Euuu... Jadi kita tidak bisa menghilangkan sisipan motivasi, karena namanya orang belajar, motivasinya itu kadang naik turun. Ada orang yang bagus tapi motivasinya rendah, ada orang yang motivasinya tinggi tapi kemampuannya rendah.”

It is apprehended that some ways to get closer with the students is needed to motivate them when they lost their confident or eagerness in speaking.

Both of respondents agreed that praises and complements are become rewards that could rise up the students' confidence. As participant #2 said,

“Ya, pastinya. Jadi mereka merasa lebih percaya diri. O iya ternyata saya bisa. Walaupun terkadang memang terkadang belum sesuai dengan apa yang kita ekspektasikan tapi ketika kita memberikan itu dengan harapan dia bisa memacu dirinya lebih.”

Based on the statement above, students will be stimulated and motivated to speak or give their contribution in front of class by rewards given.

When the respondents asked about the strategies that they used in facing students who get difficulties in speaking class, all respondents said that they apply personal approach to solve it. As respondent #1 said,

“Ok thank you very much that a nice question. The things actually not a challenge for me because it use to happens in my class, so what I need to do is engage the students by meeting the students privately or I try to give them direct information at the class.”

It can be concluded that talk to the students privately could be the suitable and useful strategies

The respondents agree that the use of instruction for any activity is important to do. As respondents #1 said,

“Well I have to give them then they will know what to do, without the instruction I guess impossible students can follow activity.”

It means that the instruction for every activity is needed to make students easier finish the task or activity.

Both of the respondents allow the students to use dictionary and other technology while speaking classroom activity. As respondent #1 said,

“Mmmmm exceptional. It is just monolingual dictionary, one language. English and translated English.”

In addition, respondent #2 said,

“Kamus elektronik juga, kadang disaat tertentu kita perbolehkan. Cuman kadang kalau kita lihat tersebut buka handphone malah buka social media, kita larang disitu. Tapi untuk misalkan ada instruksi, "buka internet, buka ini!"

It can be concluded that the use of technology will facilitate students in speaking classroom activity if it is controlled by the teacher.

Most of the respondents involve the students in pair and discussion activity. As respondent #1 said,

“Well, they have to be in a discussion or even in a pair.”

It means that discussion or pair could be an effective activity to attract students to speak.

All respondents stated that they apply role play activity for different situation. As respondent #1 said,

“Mmmmm ... Ya. Saya biasanya mengaplikasikan itu ketika di examination biasanya. Jadi roleplay tersebut harus berisi semua materi yang dipelajari.”

In addition, respondent #2 said,

“So, role play is should be in a first week as a reformulation from the students engaged the class how do they follow the material.”

It can be concluded that role play is an activity which appropriate to apply at the beginning or at the end of session on each level.

The respondents enable their students to take a note while they speak in a classroom without any fear. As respondent #1 said,

“Ya. Tergantung level juga. Tapi kita menuntut memang di speaking, karena kita dikelas speaking bukan kelas readingnya. Jadi kalau hanya note saja masih ditoleransi, masih bisa.”

It comprehended that give students opportunity to take a note is needed and helpful as long as teacher can limit the level and the use of it.

Talking about students' difficulty in produce some words, both repondents always help them to face it. As respondent #1 said,

“ Mmmmm directly. Ketika misalnya di conversation, mereka bilang, coach, how to say....?” karena kita punya "how to say.. how to say...?, nah kita harus bantu mereka sambil saya tuliskan di whiteboard.

In addition, respondent #2 said,

“Well I help them and after that I suggested them”

It means that the respondents help students by using keywords when they need to know some new words or explanation about it

Telling about reflection which is given, the respondents have some ways to tell it to the students.as respondent #1 said,

“The reflection is sounds like eumpp..example euu... to telling about this topic actually 'what is the advantage of learning this topic?' and also ;what do you need to do after learning this topic?' well I try to describe them and they do response that well because they think about this lesson for life not just how to speak.”

It means that in each topic which was delivered, teachers always explain them about the connection between the topic and their real life. So they do not just learn about how to speak but they also learn about something new about they life.

When respondents asked about the aim of teaching speaking, both of them agreed that it was achieved by the students and by the teacher also. As respondent #1 said,

“Ok, based on my lesson plan.. Actually I have achieve and the students have achieve what they want”

According to the respondents’ statement, both teacher and students they have achieve their own purposes.

Talking about students’ achievement which related to the strategies applied, the respondents believe that there are some progress follow. As respondent #1 said,

“A lot development. More than 60%. The first achievement of the students, the first time they came to the class they do not have a brave enough even just to say a word. “

In addition, respondent #2 said,

“Ya, ada. Saya bisa lihat sendiri karena kita emang punya examination di akhir dan itu emang cara kita untuk measure mereka.”

From the statements above, it can be concluded that the strategies applied are effective to make students be brave and confident to speak. It can be seen by the teachers' measurement since the first time the students came.

B. Data Analysis

The research was conducted to find out the teachers' strategies used in teaching speaking in Access Course – *Kampung Inggris*, Kediri, East Java. The data are collected and analysed through three steps. The first is observation which has been done through teaching and learning process of speaking class. The next step is distributing questionnaire to all of the respondents to figure out more data about the strategies. The last step is interview which was done to the students' to get more detail information related to the research. The result from the data shows that there are some strategies which are used by the teachers. The data of teachers' strategies in teaching speaking in "Access –Course" is as follow:

1. Teachers' Strategies

Teachers' strategies in teaching speaking were observed and analyzed through observation of teaching and learning process, questionnaire and interview guideline. After collecting the data, the data then being analyzed and interpreted and the 10 strategies found are:

a. Effective and Fun Situation

Create fun and effective situation is should be done by the teacher by using discussion, conversation and being an ice breaker. Those are the

activities which always done by the teachers and students in every meeting of speaking class.

From analyze data of observation, discussion and conversation are the activity which force the students to be active to speak whether it is with their partner or teacher. It can be seen from the teaching and learning process of additional class where the teacher told about his own experiences about adventure in detail. After that students have make a group and they asked to talk and share about their own experiences in group. Each person in each group should has their turn to talk, so they will get more information from their group and they can apply their ability in speaking. The teacher also should notice about their role as a messenger during deliver the material in order to make students still pay attention to the material.

From the result of the questionnaire of teachers' strategies in teaching speaking about fun and effective strategies, it was found that both of respondents used that kind of strategies they marked answer "YES" for the question. It is supported with the teacher statement as the R#3 in interview who said that:

Excerpt #1

["O iya, jadi euuu point utama ketika dalam speaking adalah bagaimana siswa berpartisipasi didalam kelas. Aktif didalam kelas."]

[O, yes, so euu the main point in teaching speaking is how to make students give their participation in classroom. Speak actively in class."]

In addition, another respondent which is #R2 also gave the same response related to the question. He said:

Excerpt #2

“In the many times I guess discussion it becomes the most important media, challenge the students ability to communicate differently. Also to exchange the idea to one and other and also to give them an opportunity to express their own preparation and ability I order to develop and identify their own selfish in English.”

Moreover, the R#1 added that:

Excerpt #3

[*“Intinya, dalam proses pembelajaran kita harus menjadi ice breaker yang baik. Kenapa saya bilang harus baik, ketika kelas stuck dengan materi yang kita bawakan, disitulah kita menjadi ice breaker supaya kelas bisa mencair.”*]

[“The point is, in learning process we should be a good ice breaker. Why I told that, when we stuck with the material given, that is the time for us to be an ice breaker to make it still ruas”]

b. Role Play

Role play is an activity where the students pretend to be in various context of social life. This strategies was found from the observation, result of questionnaire and statement from the students in the interview session.

Through this activity, teacher can improve students' speaking skill and their social knowledge also. It is found in teaching and learning process in speaking class 2 A where the students asked to build meeting situation. They become employees who did meeting in their office and each of them has their turn to pretend to be a leader on the meeting. They enjoy the activity and follow it properly and the material of the meeting already given before it was starter. So, the students will not get confuse about their performance because they already prepare it.

The result of questionnaire also shows that all of the teachers apply Role Play activity as their strategy in teaching speaking. They markeded the answer "YES" for question about Role Play activity. The others situation also created by the teacher and usually it created for particular time as stated by R#2 who said that;

Excerpt #4

"So, role play is should be in a first week as a reformulation from the students engaged the class how do they follow the material."

In line with this statement, another respondent #R1 also stated the same answer when asked the same question. He stated that:

Excerpt #5

[“Mmmmm ya. Saya biasanya mengaplikasikan itu ketika di examination biasanya. Jadi roleplay tersebut harus berisi semua materi yang dipelajari. Jadi contohnya, silahkan bikin short movie. Kalian bikin naskah nya sendiri! Aplikasikan semua materi disitu “harus ada! Kayak dispeaking satu, direction, complement, invitation dan lain-lain itu harus ada”]

[“Mmmmm ya. I usually apply that on the examination. So Role Play should be contain of all the material which has already given. For example, “Let’s make short movie. You make your own script! Apply all the material on that. It should be there!” Like on the speaking 1, direction, complement, invitation and etc. which should be there.”]

c. The Use Dictionary and Technology Devices

The use of gadget, dictionary or other application of learning English should be consider by the teacher and the use those things in teaching and learning speaking is found by the result of observation, questionnaire and interview.

In teaching and learning speaking, teachers often to asked students to discuss and share information related to the topic. Sometimes, they will find difficulties to produce the words or even lack of information. So, student are able to use monolingual dictionary, electronic dictionary and others technology devices to help them in finding more information about the material.

Through the result of questionnaire, all of the respondents agree that the use of dictionary and technology devices is allowed. It shows from their answer which are markeded option “YES”.Furthermore, it is showed from the R#1 below:

Excerpt #6

[“Mmmmm exceptional. It is just monolingual dictionary, one language. English and translated English.”]

In addition, another respondent which is R#2 also gave the same response related to the question. He said:

Excerpt #7

[“*Kamus elektronik juga, kadang disaat tertentu kita perbolehkan. Cuman kadang kalau kita lihat tersebut buka handphone malah buka social media, kita larang disitu. Tapi untuk misalkan ada instruksi, "buka internet, buka ini!"*”]

[“For electronic dictionary, we are allowed to use in the certain time. But, sometimes, if we see they use the handphone for access social media, we forbid it. But when there is an instruction, “access the internet! Access it”]

d. Correction Students' Mistakes

Some students might be make mistakes during learning speaking in classroom. The important thing that should teachers do is correct it. The writer found this strategies from the result of observation, questionnaire and interview.

Students' mistakes can be corrected directly or at the end of the session. As happened in additional class where the teacher help students to correct their mistake in producing a words by write it on the whiteboard and ask them to repeat it in the correct one. Mostly, teacher will explain the definition of the word too.

From the result of the questionnaire, all of the respondents answered that they help the students for correcting the mistakes.

Clearly, it is described from the statement by #R3 who said:

Excerpt #8

["O iya, ketika ada siswa yang kesulitan dalam berbicara pasti akan kita bantu. Salah satu contohnya ketika mereka kebingungan mengenai kosakata, kita akan bantu dengan tulis kosakata dipapan tulis atau menuliskan ungkapan yang diinginkan dipapan tulis, itu kita pasti akan bantu."]

["O Ya, if there is a student who get difficulties it would be helped. One of the example, when they confuse about some vocab, we will helm them by write the word on the whiteboard or write the other expression of it. It should be helped by us"]

It can be noticed from taking example of statement from #R1 who stated:

["Mmmm directly. Ketika misalnya di conversation, mereka bilang, coach, how to say...?" karena kita punya "how to say.. how to say...?, nah kita harus bantu mereka sambil saya tuliskan di whiteboard."]

["Mmmm directly. For example on the conversation, they said, 'coach, how to say...?' because we have 'how to say... how to say...' Nah, we should helping them while write it down on the whiteboard"]

e. Note Taking

Note taking is done to help students while speak in with different script and situation. . It was analyzed from the data of observation, questionnaire and interview as follow:

a) Data of the Observation

In some activities, teachers allow students to take a note for preparing their speech or before they face their turn. Like teacher did on his class who asked their students to come forward to do interview session. Teacher gave some questions and then allow the students to answer those questions by write it on the paper before they present it.

b) Data of the Questionnaire

From the result of the questionnaire, all of the respondents agreed when the students take a to prepare their presentation. It shows by the answer of question and all of the respondents markered “YES”

c) Data of the Interview

Excerpt #9

[“Oh silahkan. Jadi membuat catatan dikelas speaking itu boleh. Jadi kelas speaking itu kelas paling bebas. Silahkan siswa bisa berekspresi apa saja dikelas speaking yang akan menopang mereka untuk ngomong intinya seperti itu. Jadi untuk note taking pun silahkan”]

[“Oh sure. For taking note in speaking class is allowed. Speaking class is the most free class. Students can express anything insiden the classroom which can pop uap their ability to speak. So, note taking is allowed.”]

f. Motivation and Advices

Motivation and advices are needed by the students to increasing their intention in learning speaking and it is found from the result of observation, quistionnaire and interview.

Motivation and advices are some effort which has already done by the teacher to develop students' eagerness in speaking. It is often done by the teacher at the end of the session. For example, teacher gave an analogy of Nobita's character on the movie which is lazy and by telling this story, teacher hopes that students will be realize the negative effect of Nobita's character on their real life.

After analysing the questionnaire, it reported that most of the respondents admitted that they always gave motivation to the students.

Based on the analysing of the result of the data interview, when the teacher asked about motivation that they gave, all of them stated that they gave the motivation for some reason as stated by R#1:

Excerpt #10

<p><i>[“Pastinya. Jadi kita tidak bisa menghilangkan sisipan motivasi, karena namanya orang belajar, motivasinya itu kadang naik turun.”]</i> [“Exactly. We cannot dissappear the use motivation, because people motivation it could be uap and down”]</p>
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Regarding to this strategies, another respondent which is #R3 stated the reason to the question. He answered:

Excerpt #11

[“Ya. Euuu pastinya salah satu tujuan kenapa euuu kita disini panggil ke pengajar kita coach ya, karena memang coaching itu tidak hanya teaching. Tapi coaching itu didalamnya terdapat euuu giving motivation and also when they are falling down or anything, we try to motivate them to be brave to talk.”]

[“Ya. Euuu exactly. One of the puproses we called our teacher Coach because in coaching is not only about teaching. But in coaching, there is giving motivation and also when they are falling down or anything, we try to motivate them to be brave to talk.”]

g. Rewards

Rewards are given to increase students’ passionate in speaking durian teaching and learning process. It is found from the result of observation, quistionnaire and interview. The other strategies which is found from observation is the reward which is given by the teacher. Teacher usually give the reward to the students who just present their speech or deliver their idea. The reward is not kind of gift but it is a form of praises such as “Ok, good. Give a big hand!”. By giving it in front of others students, hopefully they will be feel more apreciated and be brave to speak.

As reported from the result of the questionnaire about teachers’ strategies in teaching speaking, it was found that all of the teacher marked “YES” for the reward is given to the students who has good achievement or braveness to speak in front of class.

From the result of interview, it is found that both of the respondents stated that they give rewards to the students, like stated by the R#1 who said that:

Excerpt #12

[“Reward disini kalau berbentuk barang saya tidak terlalu condong kesitu, cuman reward disini dalam bentuk pujian, complement, o iya bagus.. Iya ini.. Semua mereka merasa senang”

[“Here, I did not prefer to the reward which is a thing, but reward that I mean is a form of praise, complement, ‘ya that’s good’ ‘ya like this’ All of them will feeling happy.

h. Monolingual Language

Force students to use English as daily language is effective to build and increase students braveness in speaking. The writer found this strategies from the result of observation, questionnaire and interview.

During the observation, it was found that two from three of the respondents used English as the only language in the teaching and learning activity. The students are not allowed to speak using Bahasa Indonesia or other language. When they got difficulties in say some words or they did know the words in English, they will looked at the dictionary or explain it using other words. But there is a class which used English and Indonesia as the languages in teaching and learning activity because of the level of the students itself. So, when the students hard to say the word or do not know the word in English, teacher will help them by write it on the white board and drill it together.

It is accordance too to the result of the questionnaire where 2 of the respondents markeded “YES” when they answered the question about language used in the classroom and another markeded “NO”.

From the result of interview, related to the question about language in teaching and learning classroom, it was found that only teachers who are teaching higher level class which use monolingual language. It can be seen from the statement of R#3 who expressed:

Excerpt #13

[*“Ya, pasti. Karena untuk dikelas saya pribadi itu zero toleran. Jadi kita tidak ada toleransi untuk berbahasa Indonesia. Kita nge-push, bukan sekedar pengajar yang terus berbahasa Inggris, tapi bagaimana siswa juga membiasakan diri euu terus berbahasa Inggris”*]

[Yes of course. Because it is zero toleran in my class. So we have no tolerance to speak Bahasa. We push students not only as a teacher who always speak English, but how to make students to always speak English”]

In the other hand, the R#1 which is teacher who teach the lower level of the class stated that:

Excerpt #14

[*“Eemmm bilingual, bilingual. Itu juga tergantung levelnya. Dikita juga ada level yang harus 100% bahasa Inggris ya. Tapi untuk kelas speaking 1A,1B,1C itu masih untuk 1A itu fifty-fifty, kadang untuk speaking 1C itu yang sekitar 80% harus sudah berbahasa Inggris.”*]

[“Emmmm bilingual, bilingual. That is related to the level too. There is level which should use 100% English. But in speaking class 1A,1B,1C, those are still 50:50, sometimes for speaking 1C there was 80% speak English”]

i. Teaching Media

Teacher use conventional aids, such as white board and hands out as the teaching media.

This strategies was found from the observation, result of questionnaire and statement from the students in the interview session.

The last strategies which found is teaching aids as media for teaching speaking class. The teachers use white board and hands out as their media for teaching speaking. The hand out which is used consist of material or text related to the topic of the day. But there is a teacher who created the hands out which is consist of questions that related to the topic. The question usually divided into two or three parts and it has function as guideline for the students to speech. Students will answer it part by part in the limited time given by the teacher after that they present it based on the teachers' instruction. Mostly teacher used different method for each part.

It is appropriate with the result of questionnaire when the respondent answered the question about teaching media used while teaching speaking. Most of the respondent cheklist the answer "YES" and it means that they use teaching media of teaching speaking.

According to the result, it was discovered that both of the respondents use teaching media for different needed as stated by the R#3 below:

In the same way, the R#1 added that:

Excerpt #16

[“Untuk media.... Disini karena memang kita,.. Kadang kita coba untuk bikin card, untuk menghafal vocab atau segala macemnya.”]

[“For the media.. Here we ... sometimes we try to make a card, remember the vocabularies or the others”]

From analysing the result data of questionnaire and data from interview which related to the statements and questions about teachers strategies in teaching speaking in “Access Course”, in generally it could be conclude that there are nine strategies used. There are Role Play, Discussion and Conversation and Note Taking which are applied. It is accordance with the types of speaking performances as stated by Brown (2007:327-330) who said that there are six types of classroom speaking performances, such as; Imitative, Intensive, Responsive, Transactional, Interpersonal and Extensive. There are giving motivation, rewards, use of dictionary and technology devices as the effort by the teachers to helm students to decrease their difficulties in speaking. It is related to the stated on the background of the study by Brown (204:4) who defined that “teaching as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand”. It means that teachers’ obligation is not only for teaching the students but they should help them when they got difficulties in the process of teaching and learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Speaking is one of the most important and difficult skill which should be mastered by the students who is learn language. It is important to learn because through this process, students can producing, receiving and processing the information. In the other hand, students who want to speak should be consider about the information which will be delivered and the way to extend it. In order to achieve those results, teaching and learning process are naturally needed. During the process, every students definitely has their own difficulties and it becomes teachers 'responsibility to help them for solving the problem. Actually, there will be some strategies to facilitate teacher to solve the problem.

Based on the data description taken from this research, there are seven teachers' strategies found for teaching speaking in Access Course – English Village. Some strategies such as role play, simple debate, be an ice breaker, students' participation as much as possible trough discussion and conversation, friendly approach, allowing the use of technology and to take a note and then promote the newest issues and real life story as the topic. Those strategies deemed such effective strategies to apply by the teacher in teaching speaking.

B. Suggestion

The Access Course is one of the best courses in *Kampung Inggris*, Pare – Kediri which provide a good program and strategies in teaching speaking skill. Their component in teaching the students is good. However, it will be better if it is managed well. So, there will be no overtime and classes will be ended as the schedule. Furthermore, according to some students' opinion, two weeks period is not enough to join Speaking class. They expect that it would be better if speaking class will be held for a month period in order that their speaking ability can improve maximally. Whereas, related to the students' expected and experiences when they learn in speaking class, it is suggested to the teachers who teach speaking to use and adopt those strategies for teaching and speaking.

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