

**TEACHER'S STRATEGY IN DEVELOPING STUDENT'S SPEAKING  
FLUENCY**

A PAPER

Submitted study program to English Education Study Program, Faculty of teacher  
training and Educational Sciences, Pakuan University as a partial fulfillment of the  
Requirement for Sarjana Pendidikan Examination

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## **DECLARATION**

I hereby certify that the paper entitled “Teacher’s Strategy in Developing Students’ Speaking Fluency” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2021

Meninda Surya Nadhifah

## **PREFACE**

*Alhamdulillahirobbilalamiin*, all praises are dedicated to Allah SWT who always guides and gives the researcher strength and patience until she could finish her paper entitled, “Teacher’s Strategy in Developing Students’ Speaking Fluency”

The paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination at the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Even though the researcher has tried to do her best in conducting the research, she realizes that the paper is far from being perfect. Therefore, she accepts any suggestions and criticism for her better writing in the future. Finally, it is expected that the paper will be useful for the researcher and those who read it.

Bogor, July 2021

The Researcher

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## **ABSTRACT**

English has a very important role for students to communicate in this era of globalization. However, there are still many students who are not confident in speaking English because they are not fluent in speaking. This study aims to investigate teacher's strategies in developing students' speaking fluency. In conducting research, the researcher uses a qualitative approach and a descriptive method. The study was conducted in MTS Negeri 3 Bogor. The participants of this study were the students of grade eight and two English teachers. To collect the data, the researcher used observation and interview. The interview was conducted to the students and the teachers. Based on the research findings, it was found that the most widely used teaching strategy used by the teacher in developing students' speaking fluency was storytelling and cooperative activities. The teacher uses those techniques because they make it easy for the students their speaking fluency in English.

Keyword: teachers' strategies, teaching speaking

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

According to Richard and Renandya (2002:210) speaking is one of the central elements of communication. In EFL (English for Foreign Language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underline speaking effectiveness. Speaking is a basic skill in teaching English to interact with others. One of the most important things that should be prepared is the ability to communicate in the global language.

The purpose of speaking is for communication. Communication can be used purpose not only as a tool of interaction with other people but also the media can solves all problems faced by them. One of the purposes of English teaching of speaking skills in Indonesian students is that they can understand spoken English in class when studying English. Some students still face some problems to improve their speaking ability.

In learning English, both teachers and students have some strategies in order to teach or to improve students' speaking skill. Teacher strategies are how teachers treat students in the teaching learning process. It is hoped that the goal of teaching can be achieved by using strategy. In short, teaching strategies are very important

since they determine the success of the teaching process. Strategies used by the teachers should be interesting.

The teachers usually have different strategies to teach their students and improve their students' speaking skills. There are many students who are not confident in speaking English, so the teacher must have a strategy for improving all factors that affect students speaking. The teacher also has to make the classroom more fun to build student motivation.

Teaching strategies in speaking activities are very important to student's difficulties in speaking skill. Strategies in speaking skill can help students develop their fluency in speaking. Speaking is a basic way of teaching English to interact with others.

## **B. Reason for Choosing the Topic**

The writer realized that the student's mastery in speaking skills is important in the learning process. The writer chooses this topic because many teachers used some strategies to develop students in speaking English. The teacher should make it easier for students to share their ideas and develop the student's confidence when they speak. Strategies by the teacher used in the class are tools for the students to develop communication ability.

In addition, there are some reasons why the writer wanted to know about the teachers' strategies in teaching speaking skills. The writer believed that if there is

self-confidence in speaking, there will be good communication. Unfortunately, most of the students find it difficult to practice speaking with friends or use it in daily conversation. Therefore, a teacher must be able to create some interesting strategies in teaching speaking skills. Strategies will help the students train their speaking ability so that the speaking skill can be used both in teaching or learning and daily conversation.

Based on the reason above, the writer believes that this research can be useful for students and teachers because it can develop the quality of speaking skill in speaking activity and it can create a new strategy in teaching speaking. Because the writer needs to identify what strategies are used by the teacher for speaking skills.

**C. Research Question**

What strategies are used by the teacher's to develop students' fluency in speaking skill?

**D. Aim of the Research**

The writer has an aim in conducting the research; the writer wants to investigate the strategies used by English teachers in developing student's fluency in speaking skill.

## **E. Research Focus**

The writer focuses on the strategies used by the teacher's in developing fluency in speaking skill among the eighth grade students.

## **F. Operational Definition**

The title of this research is "Teacher's strategy in developing student's speaking fluency"

1. Teaching strategies refer to the structure, methods, technique, and processes that a teacher uses during instruction. The teacher employs to assist student learning.
2. Fluency in speaking skills from Richards (2009, p.14) mentioned a brave definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". The definition of fluency has the Latin origin meaning as "flow". It can be the same as other language define about fluency as flow or fluidity as stated by Kopponen and Riggensbach (2000, in Jamatlou, F.:2011)

## **G. Research significance**

This research is hoped that it will be useful for the teachers, students and for the school the statements are below:

1. For the students

For students, the results of this study will help students to improve their skills in speaking English and learn English more confidently.

2. For the teacher's

The teacher can motivate students to speak fluently in English and be confident in speaking English. This research can be useful for English teachers to improve their abilities and understanding of developing students' speaking skills. The results of this study will provide information and a description of students' abilities in developing learning to speak English fluently.

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Teaching Strategy

Teaching strategy is an activity or a plan of action. According to Brown (2000), strategies are specific methods of approaching a problem or task, mode of operation for achieving a particular end planned design for controlling and manipulating certain information. Meanwhile, in the learning process a teacher is someone who has many ideas and experiences that they teach in the class and provide any information for students.

According Dea Gamara (2018) the teachers need to have various strategies in teaching and learning process. As stated by William and Burden (2003), strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted. A good strategy will make the learning process more interesting and help students to understand the material more easily.

From some of the opinions mentioned above can be concluded that a teaching strategy is an activity or a plan of action. The strategy that has been designed to achieve a certain goal. So, teaching strategies are instruction methods used by teachers' help students learn and to apply their knowledge. This includes the sequence learning method, learning activities and manipulating certain information.

## **B. Strategies of Teaching Speaking Skill**

The teaching of English in school is aimed at developing students' ability to communicate in English that includes four skills: reading, listening, speaking and writing. The mastery of the language is used to support students with written and spoken ability. In the teaching learning process of speaking, the teachers need speaking strategy to make the learning process work well and can help students speak well. According to Crawford (2005: 10) teaching is more than a set of methods. It means communicating a set purpose, to a particular group of students, to a specific point in the school with a certain resources, within a particular time frame, in a particular setting of schools and communities.

Anjaniputra (2013) states that some of the strategies used in teaching speaking such as role play, cooperative activities, creative tasks, drilling, debate, storytelling, and prepared talks. That should be strategies in order to be able to speak well. There are some strategies that teachers can use to speak English.

1. **Role Play.** According to Nunan (2001) Role play is approved to be communicative language learning since students are actively involved in conversations. Students are not passive but active learners. Students are not passive but as active learners. Students become the center of teaching not the teachers as found in common ways of teaching. According Nining Hidayati (2015) Role play allows a wider range of language functions and language

varieties to occur than would normally occur within a classroom. It means the students can learn from a wider language than is in the classroom.

2. **Cooperative Activities.** According to Brown (2001) cooperative activities provide the students with contextual and meaningful topics. It is important to relate new materials with what has been learned by students. According to George M Jacobs, the strength of how teachers do cooperative learning fits with the cooperative principle of teaching collaborative skills. These skills include asking for reasons, checking that others understand and thanking others.
3. **Creative Tasks.** According to Solcova (2011) creative tasks assert that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something. The students focus on making the procedure of making foods or drinks, so that the activity is to develop fluency.
4. **Drilling.** According to Thornbury (2005) drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases, or utterances on student's mind, moving a new items from working memory to long term memory and providing a means of gaining articulatory control over language. Drilling is a part of the Audio

language method. The students replace one word with another. The strength of this method is that the students can understand the dialogue because while they are doing activities, they will try to know the meaning of the words.

5. **Debate.** Krieger (2007) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Debate can present opportunities for students to engage in using extended chunks of language for a purpose. A debate is a type of role play where the students are asked to take sides on an issue and defend their positions. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing and disagreeing. According to Richa Rubiati, debate has much strength. They are the students who cooperate well with other friends and debating the students are trained to work and team.

6. **Story Telling.** According to Harmer (2007:129) the best stories of course are those which the students tell about themselves and their family or friends. The students must be able to tell a story in the target language, in this case English. The teacher can encourage the students to retell stories which they have read in their books or found in the newspaper or on the internet. According to Ellis and Brewster, storytelling techniques can motivate students to develop positive attitudes towards the foreign language and language learning.

7. **Prepared Talks.** According to Richa Rubiati (2010) a popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener. In prepared talk, students make a presentation on a topic of their own choice.

### C. **Conceptions of Speaking Skill**

#### a. **Definition of Speaking.**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. According to Harmer (2007) states that speaking is a skill which becomes an important part of daily life and that it is the way for people to create social relationships as human beings. So, speaking is the ability to produce the language.

#### b. **The Purposes of Speaking Skill.**

The purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be saying with their society. That is why speaking is very important. Basically, there are some important things in speaking (Tarigan,2008:30-36) namely :

1. **To inform.** According to Tarigan (2008:30) to inform means that the speaker wants to inform and share ideas, information, process feeling

or opinion to the hearer and give knowledge as well in particular purpose.

**2. To entertain.** According to Tarigan (2008:32) to entertain means that the speaker wants to make the listener feel happier with the materials which are selected primarily based on their entertainment value. For example, when the teachers tell the story to the students and their parents tell the funny story to their children.

**3. To persuade.** According to Tarigan (2008:35) to persuade means that the speaker tries to confirm the hearer to do something in a certain activity. The teacher has to make a good teaching to the students by giving them example in delivering materials. For examples, the students can understand the lesson and be active to join the lesson in the class.

### **c. The Components of Speaking Skill**

In components of speaking there are components that should be considered by the speaker in order to make information. The components are explained below:

#### **1. Fluency.**

According to Richard (2006:14) fluency is the ability to speak quickly and automatically, to keep going in meaningful interaction and to maintain comprehensible communication competence. If we continue to have discussions in which we interact then what we speak quickly can be understood. It is also to make students communicate only in English.

## **2. Pronunciation.**

According to Hornby (2006:1164) pronunciation is the way in which a particular person pronounces the words of language. Most words have only one pronunciation, but sometimes a word has two or more pronunciations.

## **3. Comprehension.**

According to Cohen (et al.,2005:51) Comprehension refers to the fact that participants fully understand the nature of a research project, even when procedures are complicated and entail risks. It means their speaking can be understood and comprehended by their adversary to speak.

## **4. Grammar.**

Grammar and speaking have a close relationship. In addition, to the sound system learners must be taught by using a structured system of

language. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's knowledge of the language. According to Purpura (2004:6) this is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

### **5. Vocabulary.**

According to Lines (2006:121) vocabulary is the collection of words that an individual knows. It means when we only know the meaning and do not know the application of a vocabulary in a sentence, our vocabulary will be useless.

### **D. Related Research**

To support this research, the writer uses previous related research written by Purwanti, Suci Indri et al. (2018) which entitled "Teacher's strategies to teach students' speaking skill at a state senior high school in Banjarnegara." The research was conducted at States Senior High School in Banjarnegara. The participants of this study taught in different classes because the researcher wanted to get various teaching speaking strategies from the participant's experiences. In collecting the data, in-depth interviews were used in this study. The finding showed three teaching speaking strategies used by English teachers namely, games, modeling, and presentation. Thus, the strategies were effectively implemented to make the students speak in English.

Another research was conducted by Agung Ginanjar Anjaniputra (2013). This study is aimed to know the teacher's strategies in teaching speaking to students at secondary level. This research uses classroom observation and an interview was conducted to identify the strategies of teaching speaking, and a questionnaire was administered to the students to gain the data about their response towards strategies. The result revealed that the strategies used cooperative activities, role play, creative tasks and drilling. From the results, the students gave a positive response towards the strategies to help them to speak English by the questionnaire based on the information obtained from the teachers.

Those two studies above explained teaching speaking strategies applied in the teaching process. This study is different from those studies because this study does not only discuss the strategies, but also the English teachers' problem with the strategies in developing students' in speaking skills. The writer focuses on the strategies used by English teachers in developing fluency in speaking skill. But the research will investigate what the teacher's strategy in developing student's speaking fluency.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method and Design

In this research, descriptive qualitative research is to find out the teacher's strategy in developing student's speaking fluency and the challenges they face in using these strategies. According to Cohen, et al (2011) stated that qualitative research is also used to find out trends in thought and opinions and dive deeper into the problem. This method is suitable for this research because researchers want to find out about the English teacher's strategy or way of teaching at the school so that students understand how to speak English.

The researcher used descriptive qualitative analysis to analyze the data. Merriam (2009) stated that in descriptive qualitative research, the result of descriptive qualitative research was rich and had a description to explain the participants' answer. Besides, the result of this research is to choose qualitative descriptors that are suitable for use.

In this research, the researcher describes the strategies in developing students' speaking skills by an English teacher. The researcher also used descriptive qualitative research because they can provide a more detailed description of information and the researcher also wants to provide detailed information so that the reader understands the contents of this research.

## **B. Research Site and Participant**

This research is conducted in Senior High School 4 in Cibinong. The participant in this research is an English teacher at Senior High School. In this research, the researcher uses purposive sampling. The researcher chose an English teacher who mastered the target language and what strategy was used in developing English speaking techniques.

## **C. Research Instruments**

This study uses interview guidelines as a research instrument. The instruments needed in this study are an observation via online, field notes and interviews with English teachers. The observation is used to observe students' activity during the teaching and learning process at each meeting. Field notes are preparation to record some aspects of teaching and learning carried out by the English teacher.

In collecting the data, non-instruments are used; they are observation and teacher's interview.

### **1. Observation**

The observation is used to observe students' activity during the teaching and learning process at each meeting.

## 2. Teacher's interview

The teachers are interviewed to get further information about the strategies of each, teacher are strategies in teaching speaking and the media used by English teachers in teaching speaking.

### **D. Data Analysis**

#### 1. Data Analysis Observation

Riduwan, (2004: p.104) stated technique of observation is technique of collecting data, the researcher does observation directly in the object of research to look closely at the performed activity. Make it an easy document analysis process. The researcher will observe via online if the current conditions are not possible. In this observation, the researcher will observe the teacher's strategy in developing student's speaking fluency.

#### 2. Interview

Ary, Jacobs and Razavieh (2002:434) stated that interview is one of the most widely used methods for obtaining data. The researcher uses whatsapp an interview with the students and teachers to find out what strategies could develop students in speaking English fluently. The results of the analysis are drawn in text from using descriptive techniques. The researcher marks which data supports finding the answer to the first problem statement and so on. The last step is the researcher will be

analyzing data summarizing the result of the observation and the result of the interview. After that, the researcher gets the conclusion about Teachers' Strategy in Developing Students Speaking Fluency

## CHAPTER IV

### DATA DESCRIPTION AND ANALYSIS

#### A. Data Description

This research was conducted at Madrasah Tsanawiyah Negeri 3 Bogor. The data were taken from observation, teacher's interview and student's interview. The participants were Eighth grade English teachers in Mts Negeri 2 Bogor, there are two English teachers Mrs. Rahmah Sulistyaningrum, S.Pd and Mrs. Dra Neneng Amanah Rofaidah M,Pd. Then, the data were analyzed and interpreted to find out the result of the research.

##### 1. Data from Observation

The observations were made by the researcher to find out teachers strategies in teaching speaking skills. To get the data, the researcher observed the teacher teaching a class while taking field notes for three weeks. Because of the pandemic situation, there are ten classes divided into two classes with ten students in each class. It was Monday and Wednesday with different teachers. The researcher also observed how the teacher manages the class and employs several strategies to teach speaking skills. Based on the observation in Mts Negeri 2 Bogor, for more information, the observation result regarding teaching strategies can be seen as follows:

**4.1 Table of observation recapitulation of Teacher's Strategy in Developing  
Student's Speaking Fluency**

<b>No</b>	<b>Teaching Strategies of Speaking</b>	<b>1<sup>st</sup> Observation (Monday, 12<sup>th</sup> April 2021)</b>	<b>2<sup>st</sup> Observation (Wednesday, 14<sup>th</sup> April 2021)</b>	<b>3<sup>st</sup> Observation (Wednesday, 19<sup>th</sup> April 2021)</b>	<b>4<sup>st</sup> Observation (Monday, 14<sup>th</sup> April 2021)</b>	<b>5<sup>st</sup> Observation (Wednesday, 28<sup>th</sup> April 2021)</b>	<b>6<sup>st</sup> Observation (Wednesday, 28<sup>th</sup> April 2021)</b>
1.	Story Telling	✓			✓	✓	✓
2.	Cooperative Activities		✓	✓			

According to the table above, storytelling and cooperative activities are the most commonly used by English teachers in teaching speaking. According to the interview, the teacher used both strategies because the strategies were simple to understand and the material was also easy to understand.

## **2. Data Interview to the Teachers**

The second data was taken from an interview. Two interviews were conducted from two English teachers after the classroom observations were done. The first interview was conducted on April 29<sup>th</sup> 2021 and the second interview was taken on Tuesday, 04<sup>th</sup> May 2021 at school. There is one question, namely what strategies are used by the English teacher in speaking English and the media used by the English teacher. Interviewing the teacher, the researcher got information about the strategies and the media used by the English teacher. The explanation of the interview to the teachers as follow

### **a. Student English speaking ability in MTSN 3 Bogor**

While doing research, researchers conducted an interview with an English teacher to find out how the ability to speak English. The English teacher who taught the 81-86 class at MTSN 3 Bogor Mrs. Rahmah Sulistyaningrum, S.Pd said:

*“Siswa siswi di mtsn 3 bogor ini memiliki kemampuan berbicara terutama bahasa inggris yang berbeda, ada yang mempunyai kemampuan berbicara bahasa inggris yang sangat baik ada yang kurang baik. Terkadang ada beberapa siswa paham apa yang disampaikan oleh saya dalam mengajar bahasa inggris tetapi ada juga siswa yang masih malu untuk berbicara*

*bahasa inggris. Terkadang juga ada siswa yang masih menggunakan bahasa Indonesia dan di campur oleh bahasa inggris.”*

*“The students in MTSN 3 Bogor have the ability to speak especially different English, some have very good English and some not good. Sometimes there were some students who understood what I was told in teaching English but there were also students who were still embarrassed to speak English. There are students who still use Indonesian and are mixed up by English.”*

The result of an interview with the English teacher was that students and students in MTSN 3 Bogor here had different English ability because there are some students who cannot speak English. Sometimes students also use mixed language when conversing with a teacher or a friend.

The following is also an explanation from the English teacher who taught 87-8.10 at MTSN 3 Bogor, Mrs. Dra Neneng Amanah Rofaidah M,Pd. said :

*”Ketika berbicara bahasa inggris ada siswa yang masih malu untuk berbicara bahasa inggris dikarenakan mereka takut salah dalam pengucapannya. Jika siswa tidak mengerti apa yang saya sampaikan dalam berbicara bahasa Inggris, saya akan berbicara bahasa Indonesia.”*

*“When speaking English there are students who are still embarrassed to speak English because they are afraid of being wrong in pronouncing it. If*

*students do not understand what I say in speaking English, I will speak Indonesian.”*

The interviews concluded there are some students who are still afraid to speak English, but when the teacher conveys in English the students do not understand, the teacher uses Indonesian.

**b. The strategies used by an English teacher to develop student speaking skill in MTSN 3 Bogor**

In the learning process, there are some students who are still passive in every conversation or discussion in the speaking lesson. They feel shy and afraid to answer questions from the teacher. They feel unconfident to speak English.

While the researcher conducted an interview of a student's ability to speak English in class during the English learning process, the researcher also asked about the strategy that an English teacher uses in developing student speech. However, the researcher will first question the strategy used by the English teacher in the English learning process. The researcher conducted interview with Mrs. Rahmah Sulistyanningrum, S.Pd as an English teacher who taught the 81-86 class, the researcher asked her what the strategy was used during the English learning process and she said:

*“Ketika saya mengajar untuk kelas 8 ini saya menggunakan strategi storytelling , siswa belajar menyampaikan isi ceritanya tentang apa gitu aja sih kemarin mah. Saya suruh mereka mengirim video ada juga yang berupa voice note sesuai video yang saya kasih itu aja sih kak. Karena storytelling siswa dapat lebih ekspresif. Ada juga siswa yang belum paham dan ada juga siswa yang sudah paham bahasa inggris didalam cerita tersebut.”*

*”When I taught this eighth grade I used the storytelling strategy. Students learned to relate the content of her story to what it was all about yesterday. I had them send a video or voice note to the one I gave. Because student storytelling can be more expressive. There are students who do not understand and there are student who understand English in the story.”*

Based on the results of the interview, the researcher concluded that the learning strategy used by the English teacher is the storytelling strategy but some of her students still did not understand what was in the storytelling.

On April 23, 2021 the researcher also conducted an interview with a teacher in English Mrs. Dra Neneng Amanah Rofaidah M,Pd. she said :

*” Ketika pembelajaran bahasa inggris berlangsung, saya menggunakan strategi storytelling, cooperative activities juga saya mengajarkan. Karena untuk debat beberapa siswa ada yang pasif oleh karena itu saya tidak*

*mengajarkan. Saya lebih mengajarkan storytelling dan cooperative activities itu aja sih kak.”*

*[During the English study, I used a storytelling strategy and cooperative activities. Because for some students' debate there was nothing passive therefore I did not teach. I teach more used storytelling and cooperative activities.]*

From the explanation above, it can be concluded that the teacher used storytelling strategies and cooperative activities. There are some students who are passive in English learning, there are also some students who convey about that material that is easy to understand.

Question number two is about how effective are the English teacher's speaking teaching strategies? On August 19, 2021 the researcher also conducted an interview with a teacher in English Mrs. Rahmah Sulistyaningrum, S.Pd she said:

*[Sebetulnya karena daring kemarin itu saya menggunakan dari Ebook, kemudian anak mencoba untuk menyampaikan story telling kan, memang untuk penerapannya kurang begitu efektif karena memang satu kendala gak semua siswa itu mengikuti kegiatan zoom karena memang keterbatasan jaringan kurang efektif. Paling, berapa persen ya ada kali 60%]*

*[Actually, because yesterday I used an Ebook, then the students tried to convey storytelling. The implementation is not very effective because one problem is that not all students take part in the zoom activity because the network limitations are less effective. At most, how many percent sometimes 60%]*

From the explanation above, it can be concluded that it is not effective in the network because some students also have difficulty in using the network.

The researcher also conducted an interview with a teacher in English Dra Neneng Amanah Rofaidah M,Pd. she said:

*[Karena untuk tahun ini lumayan untuk pengajaran. Tidak semua siswa mempunyai hp pribadi jadi mereka tuh misalkan untuk satu hp untuk berdua bersama kakak nya atau adiknya jadi seperti itu. Jadi saya memberikan tugas itu batas waktunya sampai sore misalkan sampai jam 6 sore. Ada siswa juga yang protes untuk memberikan tugas karena itu hp nya digunakan oleh 2 orang, jadi saya memberikan batas waktu pengumpulan sampai jam 6. Jadi untuk speaking ini belum terlalu efektif karena masalah tersebut.]*

*[Because for this year, it's good for teaching. Not all students have personal cell phones, for example for one cellphone for the two of them with their sister or*

*brother. So I gave the assignment a time limit until 6pm. There are also students who protest to giving assignments because their cellphones are used by 2 people, so I give the deadline for collection until 6pm. So speaking, it's not very effective because of that problem.]*

From the explanation above, the teacher gives a time limit for collecting assignments because not all students have cellphones. So the students are given convenience in collecting assignments.

Question number three is about have the students met their success goals, after the teacher's implementing the teaching speaking? The researcher also conducted an interview with a teacher in English Mrs. Rahmah Sulistyaningrum, S.Pd she said:

*[Nah yang itu tadi kak, untuk 60% insyaallah sih anak bisa berani mau menyampaikan ada juga beberapa siswa membawa teks tapi ada juga secara langsung tanpa menggunakan teks. Nah untuk 40% itu tadi ada siswa yang tidak berani dan memang kemampuan Bahasa Inggris nya kurang untuk kelas 8]*

*[Now, that was it for 60%. The students can dare to say there are also some students who bring text but some directly without using text. Now for that 40%, there were students who did not indeed their English skills were lacking for*

*grade 8]*

From the explanation above, it can be concluded that there are some students who bring books in storytelling and there are also students who are fluent in speaking English without text.

The researcher also conducted an interview with a teacher in English Dra Neneng Amanah Rofaidah M,Pd. she said:

*[Ada beberapa siswa yang masih malu dalam berbicara bahasa inggris. Ada juga siswa yang sudah percaya diri dalam menyampaikan sesuatu dalam bahasa inggris.]*

*[There are some students who are still shy in speaking English. There are also students who are confident in conveying something in English.]*

From the explanation above, it can be concluded that some students are embarrassed to speak English and are not confident.

Question number three is about the difficulties that English teacher's face when implementing strategies to teach speaking at MTSN 3 Bogor? The researcher also conducted an interview with a teacher in English Mrs. Rahmah Sulistyaningrum, S.Pd she said:

*[Yang pertama yaitu keberanian anak kurang yang berani dan mempunyai kepercayaan diri memang anak-anak yang biasa menggunakan Bahasa Inggris dalam keseharian mereka. Rata-rata yang mempunyai ketertarikan menggunakan Bahasa Inggris, terutama dalam menggunakan daring sekarang dari guru saja. Kemudian, untuk tatap muka nya terbatas apalagi kelas 8 nya zoom meet yang muat 1000 orang jadi kita masih yang tak berbayar. Jadi siswa menyampaikan dengan video.*

*[The first is the lack of courage of students who are brave and have self-confidence, indeed the students who usually use English in their daily lives. The average person who has an interest in using English, especially in using online, is now only from the teacher. Then, face to face meetings are limited, especially for the 8<sup>th</sup> class, zoom meet, which can accommodate 1000 people, so we are still unpaid. So students convey with video.]*

From the explanation above, it can be concluded that the courage of students who are less brave and have self-confidence who are used to using English.

The researcher also conducted an interview with a teacher in English Dra Neneng Amanah Rofaidah M,Pd. she said:

*[Misalkan dari kelas 9-10 itu kelasnya tidak saya gabung karena terlalu*

*banyak dan tidak efektif untuk digabung. Terus juga karena beberapa siswa tidak mempunyai hp jadi untuk tugas nya saya kasih waktu seharian itu.]*

*[For example, from class 96-9.10, I did not join the class because there were too many and it was not effective to combine. Also, because some students do not have cell phones, I give them all day for their assignment.]*

**c. The Media used by an English teacher to develop student speaking skill in MTSN 3 Bogor**

The researcher conducted interview with Mrs. Rahmah Sulistyaningrum, S.Pd as an English teacher who taught the 81-85 class and Mrs. Dra Neneng Amanah Rofaidah M,Pd as an English teacher who taught the 86-8.10 class, the researcher asked her what the media used by English teacher in developing speaking skill with Mrs. Rahmah Sulistyaningrum, S.Pd she said:

*“Untuk media yang saya gunakan ya kak untuk hampir setahun terakhir via E-book tapi kadang-kadang juga saya memakai google classroom, elearning dan video berupa cerita”.*

*“For the media, I have used for the past almost a year via E-book, but sometimes I use google classroom, elearning and the video of the stories.*

Based on the results of the interview about media, the teacher uses all media via online. And Mrs. Dra Neneng Amanah Rofaidah M,Pd she said :

*“Hmm untuk media yang saya gunakan di dalam kelas berupa cerita juga ya kak dan seperti kosakata gitu kak lalu saya tempelkan di papan tulis lalu saya meminta siswa untuk mengartikan dari kosakata tersebut.”*

*” From the media, I use my class is a story as well as a vocabulary. Then I paste it on the blackboard and then I ask students to interpret the Indonesian and sometimes from English to Indonesian from the vocabulary.”*

The results of the interview was that the English teacher used story and vocabulary in English and interpreted Indonesian and Indonesian to English to enhance vocabulary knowledge that the students had not yet known.

## **B. Data Analysis**

In this research, the researcher would like to investigate the strategies used by English teacher in developing students' fluency in speaking skill. The researcher explained them in more detailed, and there were discussions about the problem statements of this study : what strategies English teachers used to developing students fluency in speaking skill. It was explained by the researcher interpretation of student observation, teacher and students interview. The researcher chose Madrasah

Tsanawiyah Negeri 3 Bogor as the research site for this study. All of the data was collected between April 8<sup>th</sup> and May 8<sup>th</sup> 2021.

Based on the data presented above, the subjects of this research are Mrs. Rahma and Mrs. Neneng who are all 8<sup>th</sup> grade teachers. The researcher found more strategies that both teachers use for their teaching. Storytelling and cooperative activities are two of these strategies. The students could practice more speaking in the classroom using these strategies in an environment where they feel comfortable speaking up. The students have numerous opportunities to practice speaking and participate actively in speaking. The participants described their approach to teaching students to speak.

Using Storytelling. This strategy was used by Mrs. Rahmah and Mrs. Neneng. The strategy she used then motivates and fosters children's self-confidence. According to Harmer (2007:129) the best stories of course are those which the students tell about themselves and their family or friends. The students must be able to tell a story in the target language, in this case English. The teacher can encourage the students to retell stories which they have read in their books or found in the newspaper or on the internet. The students learned how to use storytelling to improve their speaking skill while learning English. The advantages of using storytelling were that students were more active to speak. Some students express themselves more effectively through storytelling. The teacher always told the students that they should speak English to get the point, but some students were using Indonesian when they

were stuck on the meaning. Using cooperative activities, this strategy was used by Mrs. Neneng. The students were encouraged to participate in class activities through cooperative activities in the classroom. According to Brown (2001) cooperative activities provide the students with contextual and meaningful topics. It is important to relate new materials with what has been learned by students. These activities allow students to interact with their classmates to make some deals. It also improves teacher and student interaction, the teacher gives a story text then the teacher asks the students to look at vocabulary that they think is difficult to translate.

According to the findings of this study, some students are interested in using this strategy because it can help them improve their public speaking skills. The students believe that using storytelling and cooperative activities as a strategy will provide them with a wealth of experience. In terms of teaching, teachers apply different strategies, so that students easily understand what is conveyed by the teacher. The result of the research was in accordance with the statement by Agung Ginanjar Anjaniputra (2013) about strategy used by the teacher in teaching speaking at regular class. The results revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks, and drilling. After that the second previous study was done by Indah Merdekawati (2011) about strategy used by the teacher in teaching speaking in class. The results of her study showed that the teacher in teaching English speaking, those are ; effective discussion debate, role playing, and

daily conversation. Based on the statement, it indicates the strategies used by English teacher in speaking skill.

***4.1 Table of observation recapitulation of Teacher's Strategy in Developing Student's Speaking Fluency***

<b>No</b>	<b>Teaching Strategies of Speaking</b>	<b>1<sup>st</sup> Observation</b> (Monday, 12 <sup>th</sup> April 2021)	<b>2<sup>st</sup> Observ</b> ation (Wednesday, 14 <sup>th</sup> April 2021)	<b>3<sup>st</sup> Observ</b> ation (Wednesday, 19 <sup>th</sup> April 2021)	<b>4<sup>st</sup> Observ</b> ation (Monday, 14 <sup>th</sup> April 2021)	<b>5<sup>st</sup> Observ</b> ation (Wednesday, 28 <sup>th</sup> April 2021)	<b>6<sup>st</sup> Observ</b> ation (Wednesday, 28 <sup>th</sup> April 2021)
3.	Story Telling	✓			✓	✓	✓
4.	Cooperative Activities		✓	✓			

According to the table above, storytelling and cooperative activities are the most commonly used by English teachers in teaching speaking. According to the interview, the teacher used both strategies because the strategies were simple to understand and the material was also easy to understand.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to the 8<sup>th</sup> grade English teachers in Madrasah Tsanawiyah Negeri 3 Bogor, the research conducted to find out what strategies used by English teachers at Mtsn 3 Bogor has their own teaching strategy when it comes to teaching speaking. According to Syaiful Bahri Djamarah (2010), about basic strategy in teaching and learning speaking, they are: Identify and establish specifications and qualifications for the expected changes in behavior and personality of students, Choosing a learning approach system, Selecting and determining procedures, methods and teaching techniques, and Establishing norms and minimum limits of success or criteria and standards of success. Storytelling and cooperative activities are two strategies used by English teachers at Mts Negeri 3 Bogor. Because they are practiced and spoken in English, these strategies can improve the students' ability to communicate in English. The way English teachers implemented used the strategies. In storytelling, the students can speak in English to tell the story in their own words. In the cooperative activities, the students are divided into groups, and then they discuss with their peers a task that has been assigned to them.

## **B. Suggestion**

The researcher makes some recommendations based on the findings of the preceding study. The researcher hopes that these suggestions will be useful, particularly for English teachers, students, and the other researchers. They are as follows:

a. For English teachers

Each student has differences in abilities, characteristics, and interests. So teachers must understand what students need and teachers must use appropriate strategies to teach speaking English. This will make it easier for students to understand the material. Teaching English is not easy, especially in teaching speaking English. English teachers should be patient in order to build the students' confidence and practice speaking English.

b. For the students

Learning to speak English speaking is not easy. The students are expected to be more active in learning English, especially in language learning. Do not be afraid to express your ideas and opinions.

c. For the other researcher

The study's findings can be used as an additional reference for future research by other researchers who want to conduct research on teacher strategies, particularly in speaking.

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# **APPENDICES**

**RESEARCH INSTRUMENT**  
**TEACHERS INSTRUMENTS FORM**

Teachers Name :

Date :

- 
1. What are the strategies used by an English teacher to develop student speaking skill in MTSN 3 Bogor?
  2. What is the media used by an English teacher to develop student speaking skills in MTSN 3 Bogor?
  3. How effective are English teacher's speaking teaching strategies?
  4. Have the students met their success goals, after the teacher's implementing the teaching speaking?
  5. What are the difficulties that English teacher's face when implementing strategies to teach speaking at MTSN 3 Bogor?

## Observation Guideline

### #Observation 1

**Time** : 08.00 AM – 09.00 AM  
**Date** : Monday 12<sup>th</sup> April 2021  
**Class** : 87  
**Teacher** : Mrs. Dra Neneng Amanah Rofaidah M,Pd.

Time	Activities
08.00- 08.10	Class start with an English teacher. Teachers and students pray. After that, the teacher checked the student's attendance list. The students prepare books before they start learning. After that, the teacher checks the students' readiness to follow the lesson and instruction of the teacher.
08.10- 08.50	The teacher invited the students to repeat all the dialogue of complimenting that had been prepared in the book. The students were asked to read the story about present tense and spoken in English. The teacher asks the students to interpret what is presented in the story. The story is used to explain what the present tense is and the students are asked which verb is present tense. ). After the lesson, if there are students who find it difficult to speak, the teacher uses Indonesian and sometimes the teacher uses English. This situation makes students active in the class, they are very enthusiastic about what the teacher says.
08.50- 09.00	The teacher asked them to close their book. In this session, before the teacher starts teaching the students, the teacher reviews the previous material and the progress of the students. In this section, the teacher also motivates students so they are motivated in teaching and learning activities. They were very active to review the lesson. When the time was up, she directly closed the meeting.

## #Observation 2

**Time** : 08.00 AM- 09.00 AM  
**Date** : Wednesday, 14<sup>th</sup> April 2021.  
**Class** : 86  
**Teacher** : Mrs. Dra Neneng Amanah Rofaidah M,Pd.

<b>Time</b>	<b>Activities</b>
08.00- 08.10	Class starts with an English teacher. The teacher opened a meeting by praying and greeting the students. After that, the teacher checked the student's attendance list. The students prepare the material.
08.10- 08.50	The teacher gives a story from a book. The students were asked by the teacher to read the story in the book and then share some examples with other students. The teacher gives the students about 10 minutes to look up the vocabulary in the story. After that the students and the teacher discussed the vocabulary and its meaning. After all, the teacher gave comments and appreciation.
08.50- 09.00	The teacher gives feedback to students. The feedback is about activities they have done before. When the time was up, she directly closed the meeting.

### #Observation 3

**Time** : 08.00 AM- 09.00 AM

**Date** : Wednesday, 19<sup>th</sup> April 2021.

**Class** : 88

**Teacher** : Mrs. Dra Neneng Amanah Rofaidah M,Pd.

<b>Time</b>	<b>Activities</b>
08.00- 08.10	Class starts with an English teacher. The teacher opened a meeting by praying and greeting the students. After that, the teacher checked the student's attendance list. The students prepare the material. In the class there is one student who is absent. The teacher talked about the story in the book.
08.10- 08.50	The teacher divided five groups into one group of two. After being divided into 5 groups, the teacher asked the students to understand the content of the reading text by using their own words in ten minutes. After that the group presented their discussion results. The students listened and paid attention to the review given by the teacher
08.50- 09.00	The teacher summarizes the learning process and also provides feedback or corrections to students. Feedback is given directly, so students know their mistakes and students do not make mistakes again.

#### #Observation 4

**Time** : 09.00-10.00 AM

**Date** : Monday, 14<sup>th</sup> April 2021

**Class** : 84

**Teacher** : Mrs. Rahmah Sulistyaningrum, S.Pd.

<b>Time</b>	<b>Activities</b>
09.00- 09.10	Class starts with an English teacher. The teacher opened a meeting by praying and greeting the students. After that, the teacher checked the student's attendance list. The teacher asks questions about the student's favorite stories.
09.10- 09.50	The teacher gives a story through the E-book and then the students are asked to choose which story the students like. Then, the teacher asked the students to read the story in the E-book. After that, the teacher will ask questions about the stories in the E-book.
09.50- 10.00	The teacher asked the students, did the student find it difficult to learn the story? When the time was up, she directly closed the meeting.

### #Observation 5

**Time** : 09.00-10.00 AM

**Date** : Wednesday, 28<sup>th</sup> April 2021

**Class** : 85

**Teacher** : Mrs. Rahmah Sulistyningrum, S.Pd.

<b>Time</b>	<b>Activities</b>
09.00- 09.10	The teacher opens with greetings then prays and attends students. The second observation, the teacher only gave assignments via whatsapp to ask the students to speak English from the stories the teacher gave with E-book media.
09.10- 09.50	The teacher gives a story through the E-book and then the students are asked to choose which story the students like. Then, the teacher asked the students to read the story in the E-book. After that, the teacher will ask questions about the stories in the E-book.
09.50- 10.00	The teacher asked the students, did the student find it difficult to learn the story? When the time was up, she directly closed the meeting.

### #Observation 6

**Time** : 10.00- 11.00 AM

**Date** : Wednesday, 28<sup>th</sup> April 2021

**Class** : 82

**Teacher** : Mrs. Rahmah Sulistyningrum, S.Pd.

<b>Time</b>	<b>Activities</b>
10.00- 10.10	The teacher opens with greetings then prays and attends students.
10.10- 10.50	For conditions when researching is not possible only for today, so the teacher only asks students to understand the story from the E-book that has been given to students. Then students are asked to understand the story in their own words.
10.50- 11.00	After that the teacher asked the students to provide a summary of the story that the teacher had sent via whatsapp. The researcher also listened to the assignment given by the teacher and paid attention to every word of the students.

### Interview Data Transcription

**Teachers Name** : Mrs. Rahmah Sulistyaningrum, S.Pd

**Date** : 04 May 201

I = Interview R = Respondent

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I : Assalamualaikum ibu, maaf mengganggu waktunya perkenalkan nama saya Meninda Surya Nadhifah dari Universitas Pakuan judul saya “Teacher’s strategy in developing student’s speaking fluency” apakah saya boleh mewawancarai ibu sebagai guru bahasa Inggris di sekolah Mtsn 3 Bogor?

R : Walaikumsalam boleh saja kak.

I : Langsung kepada pertanyaan pertama ya bu. Strategi apa yang digunakan ibu sebagai guru bahasa inggris dalam mengembangkan kelancaran berbicara siswa dalam berbahasa inggris?

R : Kalau untuk bahasa Inggris teruntuk satu tahun pertama dikarenakan pandemic seperti ini, saya mengajar untuk kelas 8 ini saya menggunakan strategi storytelling , siswa belajar menyampaikan isi ceritanya tentang apa gitu aja sih kemarin mah. Saya suruh mereka mengirim video ada juga yang berupa voice note sesuai video yang saya kasih itu aja sih kak. Karena storytelling siswa dapat lebih ekspresif. Ada juga siswa yang belum paham dan ada juga siswa yang sudah paham bahasa inggris didalam cerita tersebut.

I : Oh jadi seperti itu ya bu, agar siswa lebih ekspresif dalam berbicara bahasa inggris.

R : Iya ka, karena kalau berdialog dengan teman agak susah ya kak dikarenakan pandemic seperti ini. Iya jadi untuk satu tahun terakhir ini cukup storytelling aja sih ka, karena siswa lebih suka bercerita dengan kata-kata mereka sendiri dan mereka lebih paham ka apa isi dari cerita tersebut.

I : Selanjutnya untuk pertanyaan kedua, media apa yang digunakan guru dalam mengajar speaking?

R : Untuk media nya saya menggunakan Ebook ka dan elearning karena mudah diakses untuk siswa.

I : Oh begitu ya bu, untuk selanjutnya pertanyaan ketiga seberapa efektif teknik pengajaran berbicara bahasa inggris ?

R : Sebetulnya karena daring kemarin itu saya menggunakan dari Ebook, kemudian anak mencoba untuk menyampaikan story telling kan, memang untuk penerapannya kurang begitu efektif karena memang satu kendala gak semua siswa itu mengikuti kegiatan zoom karena memang keterbatasan jaringan kurang efektif. Paling, berapa persen ya ada kali 60%.

I : Untuk pertanyaan keempat, apakah siswa telah mencapai tujuan keberhasilan mereka, setelah guru menerapkan pengajaran berbicara ?

R : Iya ka, Nah yang itu tadi kak, untuk 60% insyaallah sih anak bisa berani mau menyampaikan ada juga beberapa siswa membawa teks tapi ada juga secara langsung tanpa menggunakan teks. Nah untuk 40% itu tadi ada siswa yang tidak berani dan memang kemampuan Bahasa Inggris nya kurang untuk kelas 8.

I : Pertanyaan terakhir apa saja kesulitan yang dihadapi guru bahasa inggris ketika menerapkan strategi mengajar berbicara di MTSN 3 Bogor ?

R : Yang pertama yaitu keberanian anak kurang yang berani dan mempunyai kepercayaan diri memang anak anak yang biasa menggunakan Bahasa Inggris dalam keseharian mereka. Rata rata yang mempunyai ketertarikan menggunakan Bahasa Inggris , terutama dalam menggunakan daring sekarang dari guru saja. Kemudian, untuk tatap muka nya terbatas apalagi kelas 8 nya zoom meet yang muat 1000 orang jadi kita masih yang tak berbayar. Jadi siswa menyampaikan dengan video.

I : Okey baik bu, sebelumnya saya berterima kasih sama ibu sudah meluangkan waktu untuk saya wawancarai tentang strategi berbicara bahasa inggris. Saya mengucapkan terimakasih banyak ya bu.

R : Iya sama-sama ka, santai saja ini lagi waktu istirahat kok. Semoga lancar ya skripsinya.

I : Amin terimakasih banyak ibu.

### Interview Data Transcription

**Teachers Name** : Mrs. Dra Neneng Amanah Rofaidah M,Pd.

**Date** : 30 April 2021

I = Interview R = Respondent

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I : Assalamualaikum ibu, maaf mengganggu waktunya perkenalkan nama saya Meninda Surya Nadhifah dari Universitas Pakuan judul saya “Teacher’s strategy in developing student’s speaking fluency” apakah saya boleh mewawancarai ibu sebagai guru bahasa Inggris di sekolah Mtsn 3 Bogor?

R : Walaikumsalam boleh saja kak.

I : Langsung kepada pertanyaan pertama ya bu. Strategi apa yang digunakan ibu sebagai guru bahasa inggris dalam mengembangkan kelancaran berbicara siswa dalam berbahasa inggris?

R : Saya menggunakan storytelling dan cooperative activities, kegiatan yang cooperative karena ada beberapa siswa yang pasif dalam berbicara bahasa inggris juga tapi ada beberapa siswa yang pandai dalam berbicara bahasa Inggris.

I : Okey baik bu, jadi beberapa siswa ada yang pasif ya bu dalam berbicara bahasa Inggris dan ada juga yang pandai.

R : Iya ka seperti itu, tapi siswa paham apa yang disampaikan oleh saya sebagai guru bahasa Inggris.

I : Selanjutnya untuk pertanyaan kedua, media apa yang digunakan guru dalam mengajar speaking?

R : Untuk media saya menggunakan papan tulis atau berupa gambar yang di tempelkan ke papan tulis.

I : Oh begitu ya bu, untuk selanjutnya pertanyaan ketiga seberapa efektif teknik pengajaran berbicara bahasa inggris ?

R : Karena untuk tahun ini lumayan untuk pengajaran. Tidak semua siswa mempunyai hp pribadi jadi mereka tuh misalkan untuk satu hp untuk berdua bersama kakak nya atau adiknya jadi seperti itu. Jadi saya memberikan tugas itu batas waktunya sampai sore misalkan sampai jam 6 sore. Ada siswa juga yang protes untuk memberikan tugas karena itu hp nya digunakan oleh 2 orang, jadi saya memberikan batas waktu pengumpulan sampai jam 6. Jadi untuk speaking ini belum terlalu efektif karena masalah tersebut.

I : Untuk pertanyaan keempat, apakah siswa telah mencapai tujuan keberhasilan mereka, setelah guru menerapkan pengajaran berbicara ?

R : Ada beberapa siswa yang masih malu dalam berbicara bahasa inggris. Ada juga siswa yang sudah percaya diri dalam menyampaikan sesuatu dalam bahasa inggris.

I : Pertanyaan terakhir apa saja kesulitan yang dihadapi guru bahasa inggris ketika menerapkan strategi mengajar berbicara di MTSN 3 Bogor ?

R : Misalkan dari kelas 96-9.10 itu kelasnya tidak saya gabung karena terlalu banyak dan tidak efektif untuk digabung. Terus juga karena beberapa siswa tidak mempunyai hp jadi untuk tugas nya saya kasih waktu seharian itu.

I : Okey baik bu, sebelumnya saya berterima kasih sama ibu sudah meluangkan waktu untuk saya wawancarai tentang strategi berbicara bahasa inggris. Saya mengucapkan terimakasih banyak ya bu.

R : Iya kak sama-sama.



YAYASAN PAKUAN SILIWANGI  
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SURAT KEPUTUSAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
Nomor : 1437/SK/D/FKIP/II/2021

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.  
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.  
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.  
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.  
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.  
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.  
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.  
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN
- Menetapkan :  
Pertama : Mengangkat Saudara  
1. Dra. Atti Herawati, M.Pd  
2. Abdul Rosyid M.Pd
- Sebagai pembimbing dari:  
Nama : MENINDA SURYA NADHIFAH  
NPM : 031116079  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Judul Skripsi : TEACHER'S STRATEGY IN DEVELOPING STUDENTS' SPEAKING FLUENCY
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor

pada tanggal 26 Juli 2021



Entis Sulena, M.Pd.

NIK : 1901033404

Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan



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04 April 2021

Perihal : Izin Penelitian

Yth. Kepala Sekolah MTSN 3 Bogor  
di  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : MENINDA SURYA NADHIFAH  
NPM : 031116079  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Semester : Sepuluh

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 8 April 2021 s.d. 8 Mei 2021 mengenai: THE STRATEGIES USED BY ENGLISH TEACHER IN DEVELOPING STUDENT'S FLUENCY IN SPEAKING SKILL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan

Wakil Dekan

Bidang Akademik,

Sandi Buafana, M.Pd.  
NIK : 11006025469

### ETIKA PENULISAN SKRIPSI

Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuwan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarisme yaitu mengutip tanpa menunjukkan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf
05/Nov/19	1	By English teacher in developing skill, kata kunci strategies and speaking skill (fluency) - Reason for choosing the topic berkaitan dengan - Reason buat bab 3 paragraf	OK
12/Nov/19	1		OK
19/Nov/19	1	- Ability bisa clear. Skill termasuk performance. - Others others - Aspects = aspects. - Another reason others statement.	OK
	1	- Research question. - Tenuis banyak aspek	OK
29/Nov/19	1	- Name of school chosen. - Introduction chapter 1) Problems 2) Expectation. 3) Gaps 4) Solution/Problems.	OK
10/Jan/20			

Tanggal	Bab	Catatan Pembimbing	Paraf
09/dec/19	ii	- Variabel judul pertama di chapter II. Sederhana tentang variabel tersebut. - Ada indicator di bab 2. di instrument ada di bab 2.	AH
25/dec/19		format penulisan	AH
05/12/19	I	Suppsi revisi 2 Bab I.	AH
10/dec/19	ii	revisi.	AH
23/11/19	I	revisi	AZ
10/12/19	i	revisi	AZ
09/01/20	I	OK! but rewrite	AZ
10/02/20	I	OK!	AZ
21/02/20	ii	lengkapi bab ii	
29/02/20	ii	revisi bab ii	
03/03/20	ii	revisi bab ii	

Tanggal	Bab	Catatan Pembimbing	Paraf
10/12/20	1	Revisi 2	
24/03/20	1	perbaiki diganti menjadi according	
24/06/20	1	Revisi 9, diganti menjadi status karena terlalu banyak according.	
24/07/2020	1	Acc bab 1.	
	ii	revisi Bab ii	
	ii	revisi Bab ii	
	ii	revisi Bab ii	
	ii	revisi Bab	
12 mei 2016	ii	please find attached file and do the revision	
14 June 2016	ii	OK! You can start working on chapter 3	

Tanggal	Bab	Catatan Pembimbing	Paraf
26/09/20	ii	Revisi According or state	
13/10/20	ii	Revisi bab ii	
14/10/20	ii	OK acc!	
26/06/20	iii	ada beberapa part yang hilang dari bab ini -	
30/08/20	iii	do the needful revision -	
25/11/20	iii	Approved.	

Tanggal	Bab	Catatan Pembimbing	Paraf
20/09/20	iii	Revisi bab 3	
24/10/20	iii	Revisi Bab 3	
29/11/20	iii	Revisi bab 3.	
24/11/20	iii	Acc bab 3.	
10/06/21	iv		
06/06/21	iv	please find the attached file and do the revision.	
21/06/21	iv	do the revision. Approved.	

Tanggal	Bab	Catatan Pembimbing	Paraf
18/06/21	IV	do the revision.	
06/06/21	IV	do the revision	
21/06/21	IV	approved	
<del>23/06/21</del>	<del>IV</del>		
23/06/21	V	Approved.	

Tanggal	Bab	Catatan Pembimbing	Paraf
23/06/21	V	Approved.	

