

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING
SPEAKING AT SMAN 5 KOTA BENGKULU**



THESIS

**Presented as a Partial Requirement for a “Sarjana” Degree in English Study
Program**

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVESITAS BENGKULU**

2020

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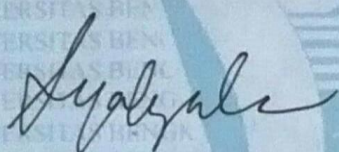
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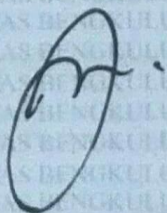


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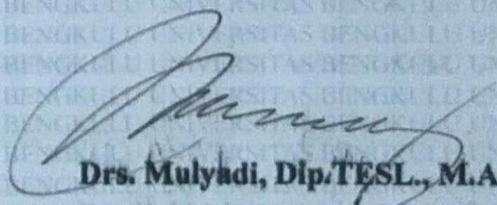
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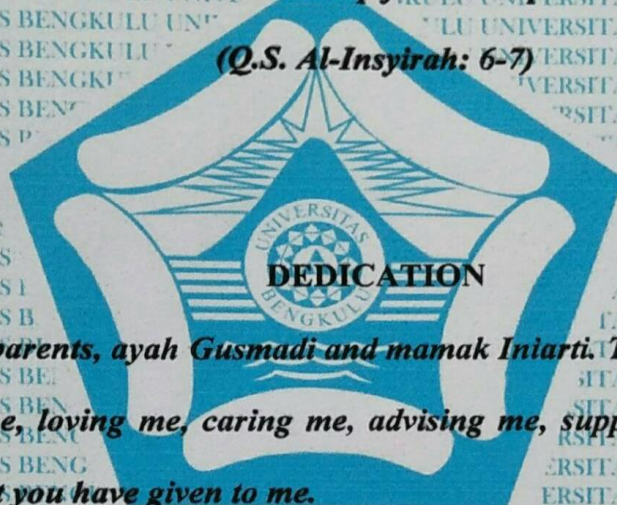
MOTTO

"Allah SWT does not burden a man beyond his (human) capacity"

(Q.S. Al-Baqarah: 286)

"Indeed, with hardship, there is relief. So, when you have finished your duties then stand up for worship"

(Q.S. Al-Insyirah: 6-7)



♥ ***My great parents, ayah Gusmadi and mamak Inarti. Thank you so much for praying me, loving me, caring me, advising me, supporting me and all the things that you have given to me.***

♥ ***My beloved little sister, adek Lala and my beloved little brother, adek Ayi. Thank you so much for loving me.***

♥ ***My beloved big family who always motivate me and pray for my success.***

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♥ ***My academic supervisor, Zahrida, S.S., M.Hum.***

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♥ ***My lovely friends "FIRE", Muthia, Nova, Dekca, Rara, Nisa, Tika, Rosita, Ayu, and Ratna.. Thank you so much for always praying, supporting, and caring me. I hope we will be happy in the future.***

♥ ***My friends in EDSA 2016 which I can't mentioned one by one. Thank you so much for praying, supporting, and helping me in finishing this research.***

♥ ***My alma mater, Universitas Bengkulu.***



ABSTRACT

Nurbaktiah, Aisyah. 2020. *An Analysis of Teacher's Strategies in Teaching Speaking at SMAN 5 Kota Bengkulu*. Undergraduate Thesis. English Education Study Program of Teacher Training and Education Faculty, Universitas Bengkulu. Supervisor Drs. Syafrizal, M.A and Co. Supervisor Dr. Dedi Sofyan, M.Pd.

The objectives of the research were to find out the strategies used by teachers in teaching speaking at SMAN 5 Kota Bengkulu and to describe how the teachers implement the strategies in the teaching process. This research was descriptive qualitative. The subjects were two English teachers who taught at tenth grade. The data were collected using field notes and video documentation. The results showed that teacher 1 used seven strategies from twelve speaking strategies and teacher 2 used eight speaking strategies in the classes. The strategies used were Task Completion (50%), Opinion Sharing (83.3%), Information Transfer (16.6%), Reasoning Gap (33.3%), Questioning (100%), Brainstorming (33.3%), Scaffolding (100%), and Drilling (66.6%). Meanwhile, the other four speaking strategies were not used such as Information Gap, Jigsaw, Information Gathering, and Role Play. For the implementation, the teachers gave explanation and instruction to the students before applying the strategy. The teachers asked the students to work in pairs or groups which made them to communicate in English. Besides, the teachers guided the students to speak English by giving some questions. In short, although the name of the strategy used by teachers was similar to each other, but the steps or ways carried out by them was different from one teaching to another. Furthermore, the teachers applied the strategies based on students' condition, need, and material in order to help students become more active in the process of teaching and learning.

Keywords: *teaching strategies, the teaching of speaking.*

ABSTRAK

Nurbaktiah, Aisyah. 2020. *An Analysis of Teacher's Strategies in Teaching Speaking at SMAN 5 Kota Bengkulu*. Undergraduate Thesis. English Education Study Program of Teacher Training and Education Faculty, Universitas Bengkulu. Supervisor Drs. Syafrizal, M.A and Co. Supervisor Dr. Dedi Sofyan, M.Pd.

Tujuan dari penelitian ini adalah untuk menemukan strategi-strategi yang digunakan oleh guru di dalam mengajar *speaking* di SMAN 5 Kota Bengkulu dan untuk menjelaskan bagaimana guru menerapkan strategi-strategi yang digunakan di dalam proses pengajaran. Penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah dua orang guru yang mengajar Bahasa Inggris di kelas sepuluh. Data didapatkan dari *field notes* dan video dokumentasi. Hasil dari penelitian ini menunjukkan bahwa guru 1 menggunakan tujuh strategi dari dua belas strategi *speaking* dan guru 2 menggunakan delapan strategi di kelas. Strategi-strategi yang digunakan adalah Task Completion (50%), Opinion Sharing (83.3%), Information Transfer (16.6%), Reasoning Gap (33.3%), Questioning (100%), Brainstorming (33.3%), Scaffolding (100%), dan Drilling (66.6%). Sementara itu, strategi-strategi *speaking* lain yang tidak digunakan oleh guru adalah Information Gap, Jigsaw, Information Gathering, dan Role Play. Dalam pengimplementasiannya, guru memberikan penjelasan dan instruksi kepada siswa-siswa sebelum menerapkan strateginya. Guru menjelaskan dan memberikan instruksi kepada siswa-siswa sebelum menerapkan strategi tersebut. Guru meminta siswa-siswa untuk bekerjasama dalam berpasangan atau kelompok dan meminta mereka berkomunikasi menggunakan bahasa Inggris. Disamping itu, guru memberikan contoh kepada siswa-siswa cara penerapan dari strategi tersebut. Dalam beberapa strategi, guru meminta siswa-siswa untuk bekerjasama dalam berpasangan atau kelompok dan meminta mereka berkomunikasi menggunakan bahasa Inggris. Di samping itu, guru membimbing siswa-siswa untuk lebih banyak berbicara bahasa Inggris dengan memberikan beberapa pertanyaan. Singkatnya, meskipun nama dari strategi yang digunakan guru itu sama tetapi didalam penerapannya langkah-langkah yang digunakan oleh mereka berbeda dari satu pengajaran ke pengajaran yang lainnya. Selanjutnya, guru akan menerapkan strategi-strategi mengajar *speaking* berdasarkan kondisi siswa, kebutuhan siswa, dan materi yang diajarkan untuk membantu siswa-siswa menjadi lebih aktif di dalam proses pengajaran dan pembelajaran.

Kata Kunci: *strategi-strategi mengajar, pengajaran speaking*



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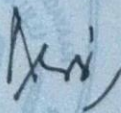
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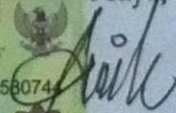
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Finally, the writer realizes that this thesis is still far from the perfectness. Therefore, any constructive and criticism are welcomed for the readers to make it better. The last, hopefully this thesis can help all of the readers. Especially for the readers who work as a teacher and want to improve their students speaking skill in English language.

Bengkulu, July 2020

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CHAPTER I

INTRODUCTION

1.1 Background

In Indonesia, English is one of the lessons from Junior high school level to university which is taught as a foreign language. Most students learn this language only at school and people do not speak the language in society. In the other hand, English is taught as a second language in many countries, such as Malaysia, Philippine, and Singapore. In those countries, most people speak both mother tongue and English in society. Thus, students will not face many difficulties to speak this language because they have accustomed to speak English in their daily life.

In communication, people should know and master English speaking skill in teaching and learning. Harmer (2007) asserted that speaking is an ability to speak fluently and to help a person to interact which implies not only knowledge of language characteristics, but also the ability to absorb information and language in that place. In short, speaking is one of the most important skills that language learners should master because the function of language itself is to help speakers to interact and express their ideas meaningfully.

Speaking skill is taught to the students in order to be able to use English in real communication. Today, Indonesian government published a new curriculum which is known as 2013 Curriculum. This curriculum uses a scientific approach. For applying this approach, English teachers must have some competences and abilities in applying the curriculum. They must be able to develop the materials, to manage the class, to apply the appropriate strategies that related to student's need

and level, etc. This is supported by Harmer (2007) he claimed that English teachers should have competences to develop and adapt the materials based on the students' need and ability by modifying and extending the content and task. Besides, they should be able to deliver the materials in a good way based on the steps of teaching and learning by applying some teaching strategies to support them in attracting students' attention and improving students' motivation to study English.

In learning English, there are still many students encountering some difficulties in this language. Ur (1996, p. 120) argued that good speaking classrooms are ones where learners talk a lot, there is participation, motivation is high and the language is appropriate at an acceptable level. Therefore in achieving speaking objectives, teachers should have some strategies that will help students to speak a lot, engage them in the speaking practice, and inspire them to speak the language. However, based on the researcher's experience when she did an internship 2 for two months in one of SMAN in Kota Bengkulu, the researcher found that there are still many students who did not speak fluently and felt unconfident to speak. The students were still low in vocabulary and felt difficult to pronounce the words. Some students did not participate in the teaching and learning process because they felt nervous and shy when they have to practice and to speak this language in front of the class.

Furthermore, based on Dananjaya (2019) who analyzed students' speaking difficulties at eleventh grade in SMAN 5 Kota Bengkulu, he found seven kinds of speaking difficulties faced by the students. It can be concluded that the students faced many difficulties in speaking although this school was known as a favorite school in Kota Bengkulu. Therefore, the researcher is interested to analyze this

problem from the teacher's side. The researcher assumes that the teachers might not use appropriate strategies in their teaching activity. So, some students are still not fluent in speaking. In addition, the accreditation in this school is same as the accreditation in SMAN 5 Kota Bengkulu which has 'A' for the accreditation. Because of this, the students are at the same level.

The information above reflects some problems in teaching and learning English in Indonesia. The limited area of learning the language may influence students' interest in English which they only learn the language in the school. Therefore, the teacher's role is very important in encouraging, supporting, building, and increasing student's motivation and interest in the subject that the teacher teaches. In the process of teaching and learning, teachers are given a chance to apply various teaching strategies that can help students to speak well and confidently.

To speak fluently, students should practice more and more in their English class. Depending on the 2013 curriculum which is implemented by using a Scientific Approach, the approach of this curriculum seems to have an objective to Communicative Language Teaching Approach on English language teaching speaking which enables students to communicate in the target language. Besides, there are some kinds of activities which can support the process of teaching and learning English in this approach. According to Richards (2006, p. 18), there were some activities can be applied in a CLT classroom, they are information gap, jigsaw, task completion, information gathering, opinion sharing, information transfer, reasoning gap, and role play.

In this research, the researcher employed two English teachers who taught at the first grade students in SMAN 5 Kota Bengkulu. SMAN 5 Kota Bengkulu is

a senior high school located in Sawah Lebar Kota Bengkulu. This school is one of favorite schools in Kota Bengkulu which has some professional and good qualified teachers. Thus, from this school, the researcher will get more information about the teacher's strategies in teaching English especially in speaking skill.

Three researchers have conducted the related research of teaching strategies in teaching speaking. The first one is Anjaniputra (2013), he analyzed teacher's strategies in teaching speaking to students of secondary level. In his research, he found that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. For the students' response towards the strategies, it shows the result that in a positive attitude as they respond that the strategies helped them to speak and emphasized their participation. The second one is Hia (2016), she analyzed the teacher's strategies in teaching speaking ability (a study on the first grade students of SMAN 1 Ngamprah Academic Year 2016-2017)". She found that three strategies are usually used by the teacher in teaching speaking. Such as discussion, communication games, and role play. For the students' response, the students give positive responses to the teachers' strategies in teaching speaking ability. The last one is Nabilah (2019), she analyzed the teachers' technique in teaching speaking at MAN 2 Kepahiang. She found that the teachers applied five techniques namely discussion, role play, brainstorming, reporting, and games.

From the finding of previous research above, the researcher is interested to analyze teacher's strategies in teaching speaking. The students' responses from previous studies above showed that the students gave a positive response to the teaching strategies. It can be concluded that students are easy to learn a language if

teachers use appropriate strategies in their class. In the teaching and learning process, the teacher should know many strategies to support them in teaching a language. Thus, students can achieve the goals of learning a language. A good strategy and relevant level will make the learning process more interesting which can help students to understand the materials more easily.

This research is different from the three previous studies. Because in this research, the researcher analyzed the way the teachers teach speaking based on strategies in communicative language teaching by Jack C. Richards. As far as the researcher knows, strategies in communicative language teaching are very relevant to the English teachers in their teaching activity which students should be able to speak the language and all of the activities are designed to work in pairs or small groups. Because of those reasons, the researcher wants to observe the teacher's strategies in teaching speaking skill. To make sure that speaking skill exists in senior high school, the researcher looks the material from the syllabus. Through this research, the researcher focused to carry out the study entitled: "An Analysis of Teacher's Strategies in Teaching Speaking at SMAN 5 Kota Bengkulu".

1.2 Statement of the Problem

In learning English, the students are expected to be able to communicate meaningfully in this language. According to Ur (1996, p. 120), she claimed that good speaking classrooms are where learners talk a lot, participation is even, motivation is high and the language is at an acceptable level. However, some students are still faced many problems and difficulties in speaking. Because of that, the researcher assumes that students are still not fluent in speaking because the teachers might not use appropriate strategy in their teaching activity. Because of

that, the researcher wants to analyze the teacher's strategies in teaching speaking at SMAN 5 Kota Bengkulu.

1.3 Research Questions

Based on the background above, the researcher tries to formulate the research questions as the following:

1. What are the strategies that the teacher uses in teaching speaking at SMA 5 Kota Bengkulu?
2. How does the teacher implement the speaking strategies at SMA 5 Kota Bengkulu?

1.4 Research Objectives

Related to the research questions above, the objectives of the research are:

1. To know the strategies that use in teaching speaking at SMA 5 Kota Bengkulu.
2. To describe how the teacher implements the teaching speaking strategies at SMA 5 Kota Bengkulu.

1.5 Limitation of the research

In this research, the researcher focused on observing the teacher's strategies in teaching speaking in the class. The researcher not only focused on strategies adapted from Jack C Richards, but also other speaking strategies applied by teachers in the learning process. The data of field notes focused on three stages of teaching and learning namely opening activity, whilst activity, and closing activity. The researcher observed two English teachers who taught in SMAN 5 Kota Bengkulu. Then, the researcher analyzed the result and made a conclusion.

1.6 Significant of the research

Theoretically through this research, the researcher expects to help other researchers to find out more information about the teacher's strategies in teaching speaking.

Practically through this research, the researcher expects to help teachers to apply the appropriate strategies that related to the students' need and the students' level in teaching speaking.

1.7 Definition of key terms

Strategies

David in Gulo (2002) stated that in the teaching and learning, strategy is a plan, method, or series of activities designed for achieving a particular educational goal. Furthermore, Walker (1994 cited in Volya, 2009) teaching strategy is a combination of student activities supported by the used appropriate resources to provide particular learning experience (process) and to bring the desired learning (product).

Teaching

Teaching is the teacher's process to give information and to transfer knowledge to students. In this activity, there is an interaction between the teacher and the students.

Speaking

Speaking is the process to deliver ideas, opinions, or something in someone's mind in oral form.

CHAPTER II

LITERATURE REVIEW

2.1. Strategies in Teaching Speaking

2.1.1 Definition of Strategies

In the process of teaching and learning, strategy is a series activity that ought to be completed between teacher and student so that learning activity in the classroom can more effective and efficient. According to Bryson (2004), he believed that a strategy is a sequence of goals, strategies, programs, activities, behavior, actions, decisions, or resource allocations that explained what an organization is and why it does it. Further, Brown (2007) stated that strategy means various actions, steps, activities, or techniques that both teachers and students perform in the classroom. Then, David in Gulo (2002) stated that in the teaching and learning, strategy is a plan, method, or series of activities designed for achieving a particular educational goal. In short, strategy can be defined as various activities, actions, or techniques that used both teacher and student to decide what will do in an activity in order to achieve a particular educational goal.

Furthermore, *Departemen Pendidikan Nasional* of Indonesia in *Strategi Pembelajaran dan Pemilihannya* (2008) explains teaching strategy can be seen as a plan which contains a sequence of activities, including the use of method and resource in learning which is arranged to reach the goal. Moreover, according to Walker (1994 cited in Volya, 2009), teaching strategy is a combination of student activities supported by the used appropriate resources to provide particular learning experience (process) and to bring the desired learning (product). Besides, according to Richard (2013), technique in teaching is a specific procedure for

carrying out a teaching activity which uses as the ways of a teacher to correct students' errors and sets up students' activities. Further, activity in language teaching is a general term for any classroom procedure that requires students to use and practice their available language resources. So from the explanation above, it can be concluded that teaching strategy is a plan of activities that used in the teaching process which designed to achieve the educational goal. All the activities applied in the class can be seen as a strategy that supported the teaching and learning process to get the desired product.

Strategies are known to most educators, but some educators have not used the strategies in their teaching and learning activities. Silver, et al, (2007:4) stated several reasons for strategies that become an important part of formal education to reach the objective of teaching and learning. They are:

1. Strategies are tools in designing attentive lessons and units.
2. Strategies help the teacher to manage the work or task in the different instructions that can motivate the students.
3. Strategies offer the required to bring students' understanding and thoughtful programs alive in the classroom.
4. Strategies build the skills needed for success on the objective of teaching.
5. Frequent use of strategies leads to consistent and significant gains in student achievement which can help the student to be happy in their learning.
6. Strategies build different kinds of knowledge that taught by the teacher.

2.1.2 Types of Teaching Speaking Strategies

In teaching and learning an English lesson in Indonesia, English subjects will be taught by four skills of English namely listening, speaking, reading, and

writing. The teacher will not separate the four skills because there is no specific class for each skill. It means that one material of the English subject will consist of four skills. Thus in speaking class, the students should be more active to practice English confidently and fluently which usually the students maybe just learn the language inside the teaching and learning English in the classroom. To achieve the goals of teaching and learning English, the teacher must have some strategies that will help the students to encourage their speaking.

There are some activities or strategies which can be implemented to teach in speaking. According to Richards (2006, p. 18), he suggested some activities that can be applied in a Communicative Language Teaching classroom. The activities include the following:

1. Information Gap

It refers to the fact that people usually communicate to get the information they do not possess or know. In this activity, students use their linguistic and communicative resources to obtain the information, seek or find missing vocabulary, grammar, and communications to complete a task which supposed to be working in pairs. One student will have the information that other partner do not have and the partners will share their information. Information gap activities serve several objectives for solving a problem, finding and collecting information. Also, every partner plays a vital role because the result of the task cannot be completed if the partners do not give the information the others need. These activities are effective for students because everyone has the chance to speak extensively in the target language.

Example of activities

There are some exercises in this activity. First find the difference, for this activity students can work in pairs and each couple is given two different pictures. One set (for A group students) contains an image of a group of people. The opposite set (for B group students) contains the same image. However, it contains a variety of slight differences from the A-picture. Students should sit back to back and ask questions to try and decide what differences between the two pictures. Second, the students practice a role play in pairs. One student will be given the information of a clerk in the railway terminal information booth and has information on train departures, prices, time, and etc. The opposite has to acquire information on departure times, prices, etc. They role-play the interaction without giving every other's cue cards.

2. Jigsaw

This activity is based on information gap activity, the class is divided into groups and each group or person has part of the information needed to complete an activity. When doing so, they must use their own words to communicate meaningfully and to take part in meaningful communication practice.

Example of activities

These are some examples of jigsaw activities. First, the teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares 3 totally different listening tasks, one focusing on every of the 3 speaker's points of view. Students are divided into three teams or groups and each team listens and takes notes on one of the 3 speaker's opinions. Then, students re-arrange into groups containing a

student from groups A, B, and C. They now role-play the discussion using the information and knowledge they obtained. Second, the teacher takes a narrative and divides it into twenty sections or based on the number of students in the class. Each student gets one section of the story. Then, students have to move around the class and by paying attention and listening to every section read aloud, decide where in the story their section belongs. Eventually, the students have to place the whole story together in the appropriate and correct sequence.

3. Task-Completion

In this activity, the teacher can apply puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to finish a task.

4. Information Gathering

In this activity, the student will conduct surveys, interviews, and searches in which students are required to use their linguistic resources to gather information. The objective of this topic is the students gather information about a particular topic which can increase their confidence in asking or answering some questions.

Example of activities

There are some examples of this activity. First, the students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask for others, but students also should prepare their own interview questions. Conducting interviews with people offer students a chance to exercise their speaking ability not only in class but also outside and enable them

to become socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other with their classmates and "introduce" his or her partner to the class.

Second, survey. The teacher will give some topics for the students to conduct the survey. Then, the students have to make some survey questions appropriate to the class. For example, in the class where the students are collecting information about native countries and record the names of the countries. Another example, the student is asking “*how many people will you talk today?*”, “*how many people who play their phone more than 5 hours in a day?*” Then, the students walk around the classroom asking everyone about the questions and recording the answers. When the students have the answers of surveys questions, they can discuss and show the data in front of the class.

5. Opinion Sharing

In this activity, the students can give their opinions to others and compare their or other values, opinions, or beliefs. Activities in which students evaluate their values, opinions, or beliefs.

Example of activities

First, a ranking task. The students list six qualities in order of importance that they might consider in choosing a date or spouse. Second, group discussions. In this activity, the students may aim to find out a conclusion, share ideas about things, and find the solution. Before the students begin their discussion, it is essential that the purpose of the discussion set by the teacher in order to make the students not spending their time chatting with others. Third is picture describing. In this activity, the students are given some pictures and

have to describe what is in the picture. For this activity, students can form groups and every group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture in front of the class. This activity encourages the creativity and imagination of the learners as well as their public speaking skills.

6. Information-Transfer

This activity where the students are required to take information that is presented in one form, and present it in a different form.

Example of activities

There are some examples of this activity. First, they will read instructions on how to get from A to B, and then draw a map displaying the sequence, or they may read information about a subject and then represent it in a different form. Second is storytelling. In this activity, the students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. It also helps students express and transfer ideas in the format of beginning, development, and ending, including the characters and setting a story. Students also can tell riddles or jokes. Furthermore, at the very beginning of every class session, the teacher might also call a few students to tell about short riddles or jokes as an opening. In this way, the teacher not only address students' speaking ability, but also gets the attention of the class.

Third is prepared talks. A popular kind of activity the prepared talks where a student or students makes a presentation on a topic of their own choice or from the teacher. This activity is not designed for informal spontaneous

conversation, because students have to prepare their talks and if possible, students should speak from notes rather than a script.

7. Reasoning Gap

These activities is deriving some new information from given information through the process of inference, practical and realistic reasoning, etc.

Example of activities

For example, working out a teacher's timetable on the basis of given class timetables. Another one is reporting activity, the teacher asks the students to read a newspaper or magazine before coming to the class and then they report to their friends what they find as the most interesting news. Students can also talk about their experiences, or anything worth telling their friends in their daily lives before class.

8. Role Plays or Mini-Dramas

Role plays or mini drama is used to refer to all kind of activities where students imagine themselves in a situation outside the classroom. The students are assigned specific character roles and improvise a scene based on given information or clues.

Example of activities

There are some kinds of role play. First dialogue, the learners are taught a brief dialogue which they learn by heart. Then they perform it in pairs or in front of the class which learners can be asked to perform in different ways, mood, relationship, and etc. Then, the actual words or sentences can be varied or add. So the students can suggest and additional the utterance for the action further.

Second role play, the students are given a situation that has a problem or task, but they have individual roles which may be written on papers. Usually role play is done in pairs and sometimes involves between five or six different roles. The students will perform their role play in front of the class. This activity can give the opportunity to the students to practice the real life spoken language in the classroom.

Third is simulation. Simulations are very similar to role-plays, but in simulations, students can bring authentic objects to the class to create a realistic environment. For example, if a student is becoming a singer, she brings a microphone to sing and so on.

Most of the activities discussed in CLT are designed to be carried out in pairs or small groups. According to Richard (2006), through completing the activities above, it is argued that the students will be obtained several benefits. First, they can learn from hearing the language used by other students in the group. Second, they will produce a greater amount of language than they would use in teacher-fronted activities. Third, their motivational level will increase. Fourth, they will have a chance to develop fluency when they practice the language in the activity.

Burhanuddin, et al (2017) stated that CLT gives the students opportunities to participate actively in teaching and learning activities which accompanied by scenes or simulated scenario so that it is more close to life. In some activities, the students become the main characters, thus they can become naturally interested in the English language and learn English for fun. The class turns into student-centered as the students accomplish their tasks or responsibility with other students, while the teacher plays more of an observer role.

2.2. Definition of Speaking

2.2.1 The Nature of Speaking

Speaking is one of the skills which should be mastered by the learners. Speaking is used by someone to communicate in the society that has the process of transferring ideas, opinions, knowledge, or something in oral. The learners should be able to speak the English language whether at school or outside the school. Based on Harmer (2007), speaking is the capability to communicate fluently and presupposes not only understanding knowledge of language feature, but also the ability to process information and language in that spot. According to Kayi (2006), he stated that speaking is the productive skill in the oral mode. While Chaney (cited in Kayi (2006) said that speaking is the process of build and share meaning over the use of verbal and non-verbal symbols in a type of context.

Furthermore, Speaking is an activity involving or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed, (Brown 2004: 140). Speaking is an interactive process of constructing the meaning of a language that involves producing, receiving, and processing information (Brown, 1994:98). Thornbury (2005) said the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turn. In short, speaking is an interactive activity that consists of two or more people in order to deliver the ideas, opinions, or something in oral. Also, it needs to be practice independently.

According to Nunan (as cited in Venti, et al 2017), he stated that for more people mastering speaking skill is the most important aspect of learning a language especially in foreign language and the success is measured in the

learners' ability in a conversation by using the language. Further, Nunan (2003), teaching speaking means that the teacher teaches the students to 1) to produce English speech sound and sound pattern: 2) to use words and sentence, how stress intonation patterns, and how the rhythm of the language: 3) to select appropriate words, punctuation, intonation, and sentences according to the precise social setting, audience, situation, and subject matter; 4) to organize the learners' thought in a meaningful, understandable, and logical sequence: 5) to use language as a means of expressing, conveying information, values, and judgment: 6) to use the language quickly, fluently, and confidently with few unnatural pauses, well known as fluency.

2.2.2 Teaching Speaking

The goal of teaching speaking is to help the students to be able to communicate the language. So, the students can use the language to convey what they are thinking about, what idea and opinion in their mind, and they can interact with other people. Hughes (2003: 113) he stated that the objective of teaching spoken language is the development of the ability of the learners to interact successfully in that language which involves comprehension as well as production. It can be concluded that learning speaking is very important for the students to develop their ability in speaking so that they can convey something in communication.

Furthermore, according to Scott (1981, p.72) stated there are three stages to complete the teaching speaking. The first stage is stating objectives. In this stage, the teacher has to put across what operation the students are going to do. When the students understand the objectives of learning, the instruction will be done

communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last stage is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability. Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third, since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

Brown (2004, pp. 331-332), he wrote some principles for teaching speaking skill on his book entitled “Teaching by Principles”, they are; 1) Focus on fluency and accuracy of teaching and learning process which considering the learning objective and the target of learning a language; 2) the teacher should prepare the appropriate techniques, strategy, and activity to motivate the students in learning; 3) the teacher should prepare the authentic thing in doing the activity in an appropriate context in teaching language; 4) the teacher provides appropriate feedback and correction for the students; 5) Capitalize on the natural link between speaking and listening; 6) the teacher should give students opportunities to communicate in the learning process as much as possible, and 7) the teacher should encourage them to develop their speaking strategy and style.

2.2.3 Basic Types of Speaking

According to Ur (1996, p. 120), the successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of the acceptable levels. (Brown, 2004:141) there are five basic types of speaking or oral production in his book. They are:

a. Imitative

It is someone interested in what is labelled by “pronunciation.” She/he imitates a native speaker’s pronunciation.

b. Intensive

It is someone’s potential to acquire the meaning of the dialog or conversation based on the context.

c. Responsive

It refers to someone's comprehension of short conversation, standard greeting and small talk, simple request and comment.

d. Interactive

Interaction consists of two forms. First, transactional language which the aim is to exchange the specific information. Second, interpersonal exchange which the aim is to maintain the social relationship. It is more complex than responsive.

e. Extensive (monologue)

Extensive or oral production includes speech, oral presentation, picture describing, and storytelling in which the opportunity in oral interaction from the listeners is limited (perhaps to nonverbal responses) or ruled out altogether.

Based on the explanation above, students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly.

2.3. Scientific Approach

In the teaching and learning process, teachers have to know what they give to the students and how they give the knowledge to the students. It means teachers should know what approach, method, technique, strategy, and activity that to be used to transfer the knowledge to the students. Richard (2002) stated that approach is the nature of the subject matter to be taught and method is the way to present something based on the approach that is used. Whereas technique and strategy are an activity in the implementation that usually take place in the classroom. It can be concluded that, the teacher should apply the appropriate strategy to make the

teaching and learning process more effective in which relates to the approach applied.

In relation to implementation of the 2013 curriculum, the government stated one approach which is used is scientific approach. The term of *scientific* is usually describes the standard required of a process and usually follows by the words method. According to Kosso 2011 (cited in Apriyani 2014), scientific approach is not much different from our day to day ways of learning about the word which means that scientific approach is a process that is used in our daily life to know and detect everything.

Scientific approach is an approach that helps students in the learning process. It helps them in recognizing the problem, formulate problems, find the solution, test for investigation, collecting the facts, then draw the conclusion which presents it orally or written. Many experts believed that through scientific approach the students will be more active and creative in learning something. Also, it can encourage the student's ability to construct their knowledge and to conduct an investigation to find the current facts or phenomenon that exists now. So it will make the student be able to think logically, coherently, and systematically.

In the teaching and learning process, there are five steps in using scientific approach. According to *Permendikbud No 58 Tahun 2014* will following the steps below:

1. Observing

In this step, the students have to observe the materials that will be explained by the teachers. The students will observe the social function, structure of the text, and language features from the material that will be learned. In observing

activity, the teachers have to prepare the students activity related to the material. So, the students will focus on observing and understand the material.

2. Questioning

In the questioning activity, the teacher opens opportunities to the students to ask a question about the material that have been observed by the students. The teacher has to develop the student's curiosity and critical thinking to help the students to get the result of the teaching and learning process. In this step, the teacher should build the student confident in asking something, the teacher should emphasize the students to ask a question. However, students' mistakes in asking something is not important. But, the teacher can give feedback at the end of the lesson.

3. Collecting information

In this process, the students will try and explore to reveal the meaning and the knowledge of the lesson being studied. Here, the students are expected to be more creative and active so they can interact with others. Have to remember, the teachers' role are facilitator and monitor in scientific approach.

4. Associating

In this activity, the students have to develop their ability to categorize and compare the ideas and knowledge that has been collected before. Here, the students will link the information that have been studied with other information found in the other sources in order to reach the goals of enriching and deepening the students' knowledge about the material that they learned.

5. Communicating

In this step, the students should be able to present or show the result of their work in oral and written. Here, the students can present their work in front of the class or in groups. So, this step is very important for the students to build their confidence in speaking.

2.4. Previous Studies

There are three previous studies related to this research. Therefore, the researcher needs these previous studies to do the review of literature in order to know how the other researchers analyzed the topic.

The first previous study is Anjaniputra (2013), he analyzed teacher's strategies in teaching speaking to students of secondary level. The research was qualitative research. The aim of this study is to portray teacher's strategies in teaching speaking to students at the secondary level and recognizing students' responses towards the strategies by involving an English teacher and students. In collecting the data, classroom observation and interviews were conducted to identify the strategies of teaching speaking, and a questionnaire was administered to the students to gain the data. The result of the strategies used by the teacher was cooperative activities, role-play, creative tasks, and drilling. The students' responses towards the strategies resulted in a positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

The second is Hia (2016), she analyzed the teacher's strategies in teaching speaking ability (a study on the first grade students of SMAN 1 Ngamprah Academic Year 2016-2017)". The aim of the study is to know what are the

strategies used by the teacher in teaching speaking ability. Furthermore, this study also describes the students' responses toward the strategies used by the teacher in teaching speaking ability. This study was conducted using descriptive qualitative. The data of this research is gained by involving an English teacher and the first grade students of class X Science 2 which consist of 33 students. In this research, there are three instruments in collecting data. Those are observation, questionnaire, and interview to the teacher and the students. From the data collected, there are three strategies used by the teacher. They are discussion, communication game, and role play. Moreover, the students give a positive response toward the teachers' strategies in teaching speaking ability. Among the three strategies, almost all of the students like the communication games as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching-learning process become more fun.

The last one is Nabilah (2019), she analyzed about "Exploring teachers strategies in teaching speaking at MAN 2 Kepahiang". The research was descriptive qualitative research. The aims of this research are to find out the techniques applied by the teachers and to explore the implementation of speaking techniques applied by the teachers. In collecting the data, the researcher conducted observation checklist, interview, and video recording. The result showed that the teachers applied five techniques such as discussion, role play, brainstorming, reporting, and games.

According to those previous studies, there are some differences between those and this research. First, the first and the second previous studies above only

analyzed an English teacher which means the subject of the research is limited. Meanwhile in this research, the researcher analyzed two English teachers. Then, the theory used in this research was different from the three previous studies. This research is used Communicative Language Teaching strategies based on Jack C. Richards. Besides, the instruments and the subject of this research are different from the previous studies. In this research, the researcher used field notes, video recording, and syllabus. In field notes, the researcher recorded in written form all of the activities that was conducted by the teacher in the teaching and learning process. For the subject, the research analyzed the teacher strategies in teaching speaking at SMAN 5 Kota Bengkulu. It means that the place and the subject of this research are different from the previous studies.

CHAPTER III

METHODOLOGY

3.1. Research Design

This research used descriptive qualitative research design. As stated by Cresswell (2014:4), qualitative research is an approach for exploring and understanding the meaning individual or groups describes to a social or human problem. The aims of this research were to know the teacher's strategies in teaching speaking and to describe how they implement the strategy in the classes. It is to gain the information about teaching strategies used by teachers in teaching speaking in SMA 5 Kota Bengkulu.

The researcher chooses descriptive qualitative method in analyzing this research because it was an appropriate method which is allowed the researcher to find out more detail information about teaching strategies applied by the teachers.

3.2. Participant of the Research

The participants of this research were two English teachers who taught at the first grade students in SMAN 5 Kota Bengkulu. This research analyzed their teaching strategies in teaching speaking. The researcher chooses two English teachers by using several criteria. The first criterion is the teacher who has teaching experience more than ten years and certified in that school. Further, teacher 1 has 14 years of teaching experience and has certified, and teacher 2 has 27 years of teaching experience and has certified too. Then, the second criterion is the teacher who has an interest strategy when they teach an English lesson. The last one is the teacher who taught at the first grade students of SMAN 5 Kota Bengkulu.

3.3. Setting of the Research

The researcher implemented the research at SMAN 5 Kota Bengkulu. SMAN 5 Kota Bengkulu is one of senior high school in Kota Bengkulu. It is located at Sawah Lebar Kota Bengkulu.

3.4. Instruments of the Research

In this research, the researcher used three kinds of instruments for collecting the data. They following instruments were as followed:

Field Note

Field note is a method of data collection by making a record in written form on whatever happens in the field. Besides, this instrument contained a lot of contextual information that may frame the research in time, duration, and etc. (Phillippi, et al, 2017). A field note had been done by the researcher on February 13th – 19th 2020 at SMAN 5 Kota Bengkulu. Before doing the field note, the researcher asked the permission to the headmaster of the school and extended the research letter to the administration staff of the school. The field note had been done 6 times which is consisted of Science Classes. The researcher has been done the field note in 3 meetings per each teacher and field note took 90 minutes in each meeting. The researcher observed a whole activity in the classroom, starting from the opening activity until closing activity.

Video Recording

The researcher recorded the process of teaching and learning an English lesson in video form to help the researcher to make sure there is no data left. The duration for one video is around 90 minute peer-meet. The researcher recorded each teacher in three meetings in the different classes.

Documentation

The documentation of the research was syllabus. The syllabus is used to see that the course of speaking skill is there in the senior high school. The researcher used syllabus to make sure that speaking skill is existed in senior high school.

3.5. Technique of Collecting Data

In collecting the data, the researcher observed the process of teaching and learning situations which is consisted of three steps (opening activity, whilst activity, and closing activity). The data collected by doing field notes and video recording. The following steps of collecting the data were as followed:

1. The researcher asked the teacher first and told the teacher that the researcher will observe the teacher in the process of teaching and learning.
2. Because there is no specific class for each skill in English subject. The researcher saw the syllabus to make sure that speaking should be taught integrated into the teaching and learning activity.
3. The researcher used field notes in analyzing the teacher's strategies in teaching speaking skill. The researcher wrote all the activities conducted in the classroom.
4. The researcher gave a sign and identified teacher strategy related to communicative language teaching. During the observation, the researcher also recorded the classroom in a video form to support the observation and to make sure that there was no data left.
5. The researcher made the conclusion based on the research questions.

3.6. Technique of Analyzing Data

In this research, the data used descriptive qualitative method. The characteristic of qualitative research is generative data. It means that the writers present the problem specifically then make a general conclusion. The data were analyzed by using the procedures from Miles and Huberman (1994). The three procedures were as followed:

1. Data Reduction

In this step, the researcher gained the data from field notes. Then, the researcher transcribed and selected the essential data by referring to the research problems.

2. Displaying Data

After reducing data, the step is displaying data. Data display was applied to see the whole of the data description. By displaying data, the researcher became easy in understanding about the phenomenon.

3. Conclusion

Conclusion is the last procedure of analyzing the data. Making conclusion is the process of drawing the content of the data collected in the form of statements. So, the data will be accurate.

3.7. Research Procedures

The procedures of the research were conducted by the following steps. The procedures were as followed:

1. Met the headmaster and the chief of academic and asked permission to observe how the teacher teach speaking in the classroom.
2. Met the teachers who will be observed and confirmed to the teachers that her/his classes will be observed especially in a speaking activity.

3. Before coming to the class, the researcher asked the teacher first.
4. Followed the teacher classes to observe how the teacher implements the teaching and learning process especially in the teaching strategies in speaking.
5. The researcher observed two teachers by doing field notes in the first, second, and third meetings in the different classes.
6. The researcher recorded the teaching activity by using video recording and the duration is around 90 minutes per each meeting.
7. After conducting the observation, the researcher gave sign for all strategies applied in the classroom.
8. Analyzing the data.
9. Making a conclusion.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the results and discussion of the research which was related to the research's questions. This chapter consisted of (4.1) Result and (4.2) Discussion.

4.1 Result

4.1.1 The Result of the Researcher's Field notes

After observing the teachers' strategies in teaching speaking, the following table shows the result of the observations:

Table 1 Strategies Used by the Teachers

No.	Strategies	Teacher 1 (Used)			Teacher 2 (Used)			Total	Remarks
		1	2	3	1	2	3		
1	Information Gap	-	-	-	-	-	-	0	Strategy based on Richard
2	Jigsaw	-	-	-	-	-	-	0	Strategy based on Richard
3	Task Completion	√	-	-	-	√	√	3	Strategy based on Richard
4	Information Gathering	-	-	-	-	-	-	0	Strategy based on Richard
5	Opinion Sharing	-	√	√	√	√	√	5	Strategy based on Richard
6	Information Transfer	-	-	-	√	-	-	1	Strategy based on Richard
7	Reasoning Gap	√	-	-	-	√	-	2	Strategy based on Richard
8	Role Play	-	-	-	-	-	-	0	Strategy based on Richard
9	Questioning	√	√	√	√	√	√	6	Other speaking strategy appeared
10	Brainstorming	-	-	√	-	-	√	2	Other speaking strategy appeared
11	Scaffolding	√	√	√	√	√	√	6	Other speaking strategy appeared
12	Drilling	√	√	-	√	√	-	4	Other speaking strategy appeared

Based on the result of the tables above, there are twelve speaking strategies being observed in which eight speaking strategies were based on Richard (2006) and the other four speaking strategies were appeared in the class. There were two English teachers who being observed. The speaking strategies applied by the teachers were task completion (50%) was applied by teachers in three meetings. Opinion sharing (83.3%) was applied by them in five meetings. Reasoning gap (33.3%) was applied in two meetings. Questioning (100%) was applied by teachers in every meeting of observations. Brainstorming (33.3%) was applied in two meetings. Scaffolding (100%) was applied in six meetings. The last drilling (66.6%) was applied in four meetings. In addition, Information transfer (16.6%) was only applied by teacher 2. Meanwhile, the other four speaking strategies were not seen such as information gap, jigsaw, information gathering, and role play.

Table 2 Strategies Applied by the Teachers in the Class

No.	Teacher 1		Teacher 2	
	Strategies	Used	Strategies	Used
1	Task Completion	√	Task Completion	√
2	Opinion Sharing	√	Opinion Sharing	√
3	Information Transfer	-	Information Transfer	√
4	Reasoning Gap	√	Reasoning Gap	√
5	Questioning	√	Questioning	√
6	Brainstorming	√	Brainstorming	√
7	Scaffolding	√	Scaffolding	√
8	Drilling	√	Drilling	√

The table above shows that teacher 1 applied seven speaking strategies in the teaching and learning process. While teacher 2 applied eight speaking strategies in his classes. Further, one strategy not applied by teacher 1 was information transfer.

4.1.2 The Result of Field Notes of How Strategies Implemented by Teachers

In this part, the researcher shows the results of how the strategies implemented by teachers in the classes. In the teaching speaking process, the teacher needs to apply many strategies because a language has a form and a meaning. So, there is a strategy for leaning a form such as drilling, there is a strategy for learning a meaning such as opinion sharing, and there is also a strategy for learning both form and meaning such as questioning. For example, when the teacher asks a question to the students in which he/she has knew the answer before asking it's called a strategy to form, but if the teacher asks something to the students and he/she really doesn't know the answer or the information about the question it's called a strategy for meaning. Further for achieving the communicativeness of learning a language, the teacher should be varied the strategy and activity in the teaching and learning process.

4.1.2.1 The Result of Field Notes of Task Completion

This strategy is used by the teacher to test the students about the material that has been learned or has been explained. In applying the strategy, the teacher asked the students to discuss the answer with their seatmates by using English in the discussion. In giving the task, the teacher gave the instruction of how to do the task to the students.

Table 3 Result of Field Notes of Task Completion

No.	Strategies	Steps						Teacher
		1	2	3	4	5	6	
1	Task Completion	GIT	ApS	ASRP	GITa	GT	ApSTe	Teacher 1
2	Task Completion	ASLT	TST	GIRe	GT	DATE	-	Teacher 2
3	Task Completion	EM	DES	AST	CDE	GISA	ASDA	Teacher 2

Remarks:

1. *GIT: Giving instruction to open the textbook, ApS: Appointed students, ASRP: Asking students to read the paragraph, GITa: Giving instruction to do the task, GT: Giving time, ApSTe: Appointed students and test them.*
2. *ASLT: Asked students to listen the text, TST: Teacher shows the text, GIRe: Giving instruction to re-arrange the paragraph of the text, DATE: Discussed the answers together and test them.*
3. *EM: Explained the material in the power point, DES: Discussed the contents of Ads with students, AST: Asked students to open the textbook, CDE: Continued to discuss the examples in the textbook, GISA: Giving instruction to the students to analyze the next examples, ASDA: Appointed student and discussed the answer together.*

This table shows that teacher 1 applied the strategy in one time of her meetings. While teacher 2 applied two times in his meetings. Further, the table indicates that there are many variations in carrying out the task completion. Eventhough the strategy used by teachers was same but the steps carrying out by them will be different from one teaching to another. For example, in applying the strategy teacher 1 started the step by giving instruction to the students to open the textbook (GIT). While teacher 2 started the steps by asking the students to listen and to keep important information of the text without seeing the text (ASLKT) in the first meeting, and started to explain the material and showed the example in the power point (EMnSE) in the second meeting. So in general, it can be concluded that eventhough the strategy applied was same but the teachers have different steps in applying the strategy in the class.

In the first meeting of teacher 1, the teacher asked the students to open their textbook on page 123. Then, the teacher pointed some students to read each paragraph of the text. After the students read the text, the teacher gave the instruction to students to find out and wrote the sentences of the past tense in the text they have read. The teacher asked the students to discuss it by using English with their seatmate and gave 10 minutes to the students to do the task. In doing the task, there are several students who did not discuss the answer with their seatmates, some of them were read a book. When the students did the task, the teacher was moving around to check the students' progress. After finishing the task, the teacher pointed some students randomly and asked them to mention the sentences found loudly. This activity took 15 minutes long.

In the second meeting of teacher 2, the teacher prepared a text in the power point and asked the students to listen and kept the important information about the text that read by the teacher in the laptop without showing the text to the students. When the teacher read the text, the class atmosphere was very conducive which the students listened and paid attention to the teacher. Then, the teacher showed the text that has been read before. Then the teacher informed the students that the paragraph of the text was not sequenced. Then the teacher instructed the students to re-arrange the paragraph of the text with their seatmates and wrote the answer in their book. The teacher gave five minutes to the students to do the task. During the discussion, there are some students who speak bilingually, but there are also a few students who not discussed with their seatmates and focused to arrange the paragraph by themselves. The teacher was moving around to check the student's discussion. After

finished answer the task, the teacher discussed the answer with the students. This activity took 10 minutes long.

In the third meeting of teacher 2, the material was about Advertisement. Before giving the task, teacher 2 explained the six contents of Ad and showed a picture of Ad in the power point. The teacher discussed with the students about the six contents in the Ad and informed that if the six contents are there in the Ad. It indicated that Ad is good and true. After that, the teacher asked the students to open their book on page 120. He continued to discuss the example of Ads in the textbook. After discussed one example of Ad with the students, he stated the first Ad in the textbook is not reliability because there are many contents that are not contained in the Ad. Then the teacher continued to the next Ad and instructed the students to analyze the contents of Ad and to know is the Ad reliable or not. Then, the teacher discussed the answer of the task with students. Then, the teacher concluded the four Ads are not reliable because there are many contents which didn't exist in the Ad. This activity was about 9 minutes long.

The example dialogue of task completion activity applied by teacher:

T: Oke let's see Ad 2 or Ad b. Oke what is the form of the Ad?

S: (students answered together) Event.

T: Bentuk Ad nya apa nih?

S: (some students answered) Brochure.

T: are you sure it is a brochure? Yes? Itu namanya flyer. Coba dirumah nanti cari tau apa bedanya banner, pamphlet, and flyer yah. Find out the meaning yah.

S: (when the teacher asked the question, some students answered yes and some of them was silent) yes.

T: Oke, the question is what kind of contents does it has?

S: (some students answered) headline message.

T: Oke, what else?

S: (one students answered) special offered. (Other students answered) caption, time, value.

T: special offered, caption, time, value yes. So who is this Ad for?

S: for jazz music lovers (students answered)

T: for jazz music lovers, jazz music fans. Is it alright? Yes.

S: Yes.

4.1.2.2 The Result of Field Notes of Opinion Sharing

In doing the strategy, mostly the teacher did together with the students and some of the strategies did by students in work pair. This strategy is used by the teacher to help the students to practice and to speak with the language. In applying the strategy, the teacher asked the students to share something to their seatmates based on the material learned and to discuss the material together in the class.

Table 4 Result of Field Notes of Opinion Sharing

No	Strategies	Steps							Teacher
		1	2	3	4	5	6	7	
1	Opinion Sharing	EM	GIH	ARH	ApS	SRAL	DAnE	CDQ	Teacher 1
2	Opinion Sharing	EM	IAT	SHAQ	ISD	ApS	DAGF	CDQ	Teacher 1
3	Opinion Sharing	EM	DQ	ISA	GEW	SAnS	ISAD	-	Teacher 2
4	Opinion Sharing	EM	LSH	ISLKT	TRT	A8Q	SDA	-	Teacher 2
5	Opinion Sharing	EM	IAQ	ADQ	ApS	RQnA	DAT	CQS	Teacher 2

Remarks:

- 1. EM: Explained the material, GIH: Giving instruction to open students' homework and discussed the answer together, ARH: Asked the students to raise their hands, ApS: Appointed students randomly. SRAL: Then, a student read the answer loudly, DAnE: The teacher discussed the answer to other students and explained more about the answer, CDQ: Continued to dicuss the next questions.*
- 2. IAT: instructed the students to answer the task in the textbook, SHAQ: Students said they have answered the question last week, ISD: instructed the students to discuss the answer together, DAGF: discussed the answer and gave feedback for student's answer.*
- 3. DQ: Teacher dictated the 8 questions to the students, ISA: Instructed the students to share the answers to their seatmates, GEW: giving the example of how the way to share*

- the answer to the partner, SAnS: Students answered the questions and share their answers, ISAD: teacher inviting students' attention and discussed their advertisement.*
4. *LSH: Teacher 2 led the students to the history, ISLKT: Instructed students to listen and to keep the important information about the text, TRT: The teacher read the text in the laptop, A8Q: teacher 2 asked eight questions related to the text, SDA: students discussed the answers of the text together.*
 5. *IAQ: Instructed students to answer the questions in the activity 9, ADQ: the teacher asked the students to discuss the answer, ApS: the teacher appointed one student, RQnA: the student read the question and the answer loudly, DAT: then, the teacher discussed the answers together.*

The tabel above shows that teachers 1 applied the strategy two times in her meetings and teacher 2 applied three times in his meetings. Further in apllyng the strategy, the steps used were same at the first step which giving explanation about the material (GEM), but it was differed for the next steps. Furthermore in applying the strategy, teacher 1 applied same activity in the classes which asked the students to discuss the answer of students' homework in the first meeting and asked the students to discuss the answer about the activity in the text book in the second meeting. While teacher 2 applied the strategy in the different activity which in the first meeting, the teacher instructed the students to work in pairs and to share about their own Ad by using English. Then for the second meeting, the teacher instructed the students to listen and to keep the important information about the text without showing the text to the students and asked the students to discuss the answer with their seatmates. The last for the third meeting, the teacher instructed students to open their textbook for answering the question in activity 9 and then discussed the answer together in the class. In short in applying a strategy, the teachers can be varied the activity in the class so that the strategy used won't be monotonous.

In the second meeting of teacher 1, the teacher instructed the students to open their homework and discussed the answers of it together in the class. The teacher asked students to raise their hands and answer the question. Because none

of the students raised their hands. The teacher chose one student to answer the first question. Then the student read the question and the answer loudly. After giving her answer, the teacher asked other students about the answer and explained again why the answer right. In the middle of the discussion, the teacher continued to the next question. Same with the questions before, after students read the answer the teacher will ask the truth of the answer to other students and asked students' understanding about the answer. Because there are some students who didn't understand yet with the answer, the teacher explained again the answer and wrote another example of the sentences. After that, the teacher continued to the next question. In doing the activity, it took 15 minutes long.

The example of the discussion activity:

T: Oke next, number 3. Oke, who want to answer number 3? Siapa yang mau jawab? (Waited) oke Yusma.

S: (students read the question) a. have you ever eaten an old steak? b. yes I have, I have been there many times.

T: Oke do you see the basic question? (The teacher read the question) Oke have you ever eaten an old steak. Yes I have. (Teacher explained) kalo ada pertanyaan "have you ever", itu berarti pertanyaan ya dan jawabannya selalu yes I have or I haven't. So disini ada many times and look at many times over here. So "I have eaten there many times. In fact my wife and I ate" look at here ate karna apa? karna ada kata last night.

S: (some students answered together with the teacher) I have eaten there many times. In fact, my wife and I ate last night.

In the third meeting of teacher 1, the teacher asked the students to open their textbook and asked them to answer the task. Then, students said that they had answered the question last week. Because the students have answered the task at the previous meeting, the teacher immediately instructed the students to discuss

their answers together. Then, the teacher appointed one student to answer the question. Then the student read and answered the question loudly. After the student answered the question, the teacher discussed the answer together and gave feedback to the student who answered the question “very good” to the. Then the teacher continued to the next question. The teacher chose a student to answer the question. Same with the previous activity, after students answered the questions the teacher discussed the answer to the students in order to help them in understanding the task. This activity was 10 minutes long.

The example of the discussion activity:

T: oke, to make you understand more about the structure. Open the text on page 134 and do the task.

S: (students answered) sudah mam.

T: Oh sudah. Oke look at the task 2. Who want to answer question number 1? (a student rose her hand) oke, Putri.

S: number 1, what is the text about? The text about the battle of Surabaya.

T: the battle of Surabaya or the historical moment of Surabaya. Is there anyone here came from Surabaya? in Java ya not in Bengkulu.

S: (students laughed) No mam.

T: Oke next question, oke Nanda.

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In the first meeting of teacher 2, the teacher prepared 8 questions for the students and dictated the questions to them. After giving the questions, the teacher instructed the students to share the answers of the questions to their seatmates which showed their own Ad. Before students started the discussion, the teacher gave the example of the way that the students have to do in sharing activity. The teacher asked one student to help him in giving the example. In giving the example, the teacher asked the students to share and explain their own Ad to their seatmates

based on the 8 questions that have dictated by the teacher. After that, the students should turn to share the answer. After they discussed with their seatmates, the teacher chose some of them randomly to come front and share the result in front of the class. During the sharing activity, the teacher is forbid the students to speak by using their mother tongue. After a few minutes, the teacher said “times was over” and asked the students to finish their sharing activity. Then, the teacher asked the students to pay attention to the front. The teacher gave a picture of an Ad and started to discuss the answer of the 8 questions before. Because the time is limited, the teacher discussed the answers of some Ads with the students. This activity took 10 minutes long.

In the second meeting of teacher 2, the material was about recount text. Teacher 2 led the students to the history, the teacher asked the students ”have you heard about how American discovered?” and some students answered “ever sir”. Then, the teacher read the history of Cristopher Columbus. Teacher 2 asked the students to listen and kept important information about the text. Then the teacher started to read the text in the laptop without showed the text to the students. When the teacher read the text, the class atmosphere was very conducive which the students listened and paid attention to the teacher. After reading the text, the teacher asked some information about the text. The first question was “where was Columbus from?” and students answered together “he was from Italian”. The second question “did Columbus really want to travel to the American first?” and students answered “no”. The next question “so, what was his first destination?” and students’ answered “Asia”. Next question “but he got?” and the students answered “lost”. There are 8 questions given by the teacher. In chosing the students, the

teacher appointed them randomly which consisted more one students to answer for one question. Also in discussing the answers with the students, the teacher not only explained the information from the textbook, but also other information related to the history which not explained in the text. Further in discussing, the teacher not only focused to one student but also focused on the other students. In doing this activity, the time took about 10 minutes.

In the third meeting of teacher 2, the teacher asked the students to open their textbook on page 124 and asked the students to answer seven questions in activity 9. Because the activity has been done by the students, the teacher immediately asked the students to discuss the answer of the questions “oke, lets discussed your answer”. The first question “question 1, oke Bayu dibaca question 1” and a student answered “what is the Ad about? How to influence people”. Then the teacher appointed a student “oke next number 2. Coba dibaca Nanda” and student read the second question “what is the purpose of Ad? To persuade people to join workshop”. Then the teacher chose one student and asked the student to read and answer the question “who will be the target persuade?” and the student answered, “businessman who want to improve their skill”. After the student answering the questions, the teacher asked other students’ suggestion about the question that they discussed. Then the teacher continued to the next questions. In this activity, the time was about 9 minutes.

4.1.2.3 The Result of Field Notes of Information Transfer

This strategy is used by the teacher in helping the students to be more confident to present and to perform their speech in front of the class or in front of many people by using English. Further in this strategy, the students have a chance

to improve their fluency in using English and became motivate to learn the language.

Table 5 Result of Field Notes of Information Transfer

No.	Strategies	Steps							Teacher
		1	2	3	4	5	6	7	
1	Information Transfer	EM	ISAn	IDT	ISPR	SA	ASRH	GF	T: 2

Remarks:

1. EM: Explained the material, ISAn: Asked students to analyze the contents of the Ads, IDT: Instructed the students to discuss and gave time for the discussion, ISPR: Instructed the students to present their result in front of the class, SA: Students started to analyze the Ad, ASRH: Asked students to raise their hands to present the result, GF: Giving feedback for students' presentation.

The table above shows that only teacher 2 applied this strategy in the first meeting. In this strategy, teacher 2 instructed the students to perform the results of their analysis in front of the class. For the detail, teacher 2 explained about important contents in some advertisements. After explained the material, the teacher asked the students to analyze the next important contents in Advertisement. The teacher gave the instructions to the students that they discussed the answer with their seatmates and the teacher gave 7 minutes to the students. The teacher told to the students that they prepared to present their analysis's result in front of the class which will be chosen randomly. When the students started to analyze their Ad, the teacher started to moving around and to know students' progress.

Then, the teacher told the students that the time was over, but there are some students who not finished yet. So that the teacher gave the extra time "two minutes" for the students. When the time is over, the teacher asked the student to stand up and present his/her result in front of the class. Then, a girl student rose her hand and

came forward to present the result of her analysis. During the student presentation, the teacher is paying attention to her and corrected her pronunciation. After the student has presented her result, the teacher gave her feedback “well done”. Then the teacher asked one boy of this class to present his analysis. Then a student raised his hand and came to the front. The teacher asked the students to pay attention to their friend. The time was 10 minutes in this activity.

4.1.2.4 The Result of Field Notes of Reasoning Gap

This strategy is used by the teachers to teach the students in deriving some new information from given information. The teachers asked the students to work in pairs in doing the strategy.

Table 6 Result of Field Notes of Reasoning Gap

No.	Strategies	Steps						Teacher
		1	2	3	4	5	6	
1	Reasoning Gap	EM	GIT	GTD	GT	ARS	CPGF	Teacher 1
2	Reasoning Gap	EM	IMQP	IDGT	WQWh	ApS	DAWh	Teacher 2

Remarks:

1. EM: Explained about the material, GIT: Giving instruction to the students to open the textbook, GTD: giving task to the students and asked to discuss with students' seatmates, GT: Giving time to the students, ARS: Asked students to read the sentences found, CPGF: Corrected students' pronunciation and gave feedback.
2. IMQP: Instructed the students to make questions from the paragraph, IDGT: instructed the students to discuss with their seatmates and gave time for the discussion, WQWh: Asked the students to write the questions on the whiteboard, ApS: Appointed students randomly, DAWh: Discussed students' answers on the whiteboard together.

As shown on the table above, both teacher 1 and teacher 2 just applied the strategy in one time of their meetings. Further, the teachers almost applied the similar activities which teacher 1 instructed the student to discuss and to find out

the sentences of simple past tense in the text with their seatmates. While teacher 2 instructed the students to make a question based on the sentences in a paragraph and asked the students to discuss the answer with their seatmates. Further, the teachers applied different steps in their teaching strategy which teacher 1 started the steps by giving instruction to the students to open the textbook (GIT) and instructed the students to find out the sentences of simple past tense in the text and discussed with their seatmates (GTD). While teacher 2 started the activity by giving explanation about the material to the students (EM) and instructed the students to make some question from the paragraph (IMQP). So, it can be concluded that the teachers used the same strategy with different steps in applying the strategy. It can be happened because they applied the strategy based on the students' material and condition in that meeting.

In the first meeting, teacher 1 asked the students to find out and wrote the simple past tense sentences in the text they have read before. The teacher asked the students to discuss it with their friends. The teacher gave 10 minutes to the students to do the task. When the students did the task, the teacher was moving around to check the students' progress. After several minutes, the teacher said the time was over. Then the teacher asked some students to read the answers of the task. When the students read the sentences, the teacher corrected the students' pronunciation and discussed the right sentences to other students. In this activity, the time was 15 minutes long.

In the second meeting of teacher 2, the material was about recount text. After explaining how to make a question from a sentence in the first paragraph, teacher 2 asked the students to make four questions from the second paragraph and

asked them to discuss the question with their seatmate. The teacher gave ten minutes to the students and asked them to present the question in front of the class. The students started the discussion and the teacher started to observe the students. When the students do the discussion, the teacher wrote a table on the whiteboard for the students' answers. After several minutes, the teacher informed the time was two minutes left. Then, the teacher said the time was over. Then the teacher chose some students to write the question on the whiteboard. The teacher came to the students randomly and gave the marker to them. When the students wrote the questions on the whiteboard, the teacher wrote the pattern of interrogative in his laptop. After, the students wrote the question on the whiteboard. The teacher asked the students to pay attention to the formula that has been written by the teacher. Before discussing the questions that has been written by the students, the teacher started to explain one by one of the patterns. This activity took 20 minutes long.

4.1.2.5 The Result of Field Notes of Questioning

This strategy is mostly used by the teachers in every meeting. In practicing the language, interaction is the most important factor in teaching speaking which in speaking the teachers hope the students actively practice their speaking. So one of the strategies that is effective is by questioning the students. If the teachers ask the students, they are definitely involved in the interaction. Although, the students sometimes answered the question briefly.

Table 7 Result of Field Notes of Questioning

No.	Strategies	Steps						Teacher
		1	2	3	4	5	6	
1	Questioning	GIT	ISRUT	AQT	IAE	CAQ	GF	Teacher 1
2	Questioning	AH	TAQ	WSWh	GTS	CAQ	GF	Teacher 1
3	Questioning	EM	TAQ	SAQ	CAQ	GF	-	Teacher 1
4	Questioning	ASC	CSP	TSM	TAQ	ISRH	AQGF	Teacher 2
5	Questioning	TPM	ISA	SAQ	ALNT	AQnAS	GTIE	Teacher 2
6	Questioning	IST	EM	AQ	GT	CAQDE	-	Teacher 2

Remarks:

1. GIT: Giving instruction to the students to open their textbook, ISRUT: Instructed students to read and understand the text before coming to the class, AQT: Asking the questions about the text that student shave read, IAE: Instructed students to answer the question by using English, CAQ: Continued to ask the next questions, GF: Giving feedback for students' answer.
2. AH: Asking the students about the homework, TAQ: the teacher asked some questions about material before discussing the answers,, WSWH: Because students were not understand, the teacher wrote two sentences on the whiteboard and explained it to the students, GTS: Giving time for the students to answer the question.
3. EM: explained about the recount text, TAQ: The teacher asked some question to the students about the text, SAQ: Students' answered the questions.
4. ASC: the teacher asked about student condition, TCSP: Then, the teacher checked students' presence, TSM: Teacher started the material, TAQ: Teacher asked some questions to the students about the material, ISRH: the teacher instructed the students to raise their hands, AQGF: students answered the questions and the teacher gave feedback for the students.
5. TPM: The teacher prepared the media for the teaching activity, ISAR: After that, the teacher invited students' attention, SAQ: Students answered the question, ALNT: Then, the teacher asked the lesson last week and tell the students about the new topic. AQnAS: Then, the teacher asked some question about the topic and appointed some students randomly, GTIE: Giving time for the students and instructed them to speak by English.
6. IST: instructed students to open the textbook, EM: explained the material, AQ: teacher asked some questions to the students about material, CAQDE: Teacher continued to ask the other questions and discussed the example with students.

The table above shows that both teacher 1 and teacher 2 applied the strategy in every meeting. Further, the teachers mostly used questioning strategy in their

teaching activity, because this strategy is very useful for the teachers to involve the students in practicing their English. Although, the students mostly answered the teachers' questions briefly. In applying the strategy, the teachers are asking the questions about students' condition, students' understanding, and etc.

In the first meeting of teacher 1, the teacher instructed the students to open their textbook on page 123. A week before, the teacher asked the students to read and understand the text. Then the teacher asked what kind of text that the students have read and some students answered "Perang". Because the student answered in Indonesia, the teacher asked them to say this word in English. Then, the teacher asked the next question "where is the place?" students answered, "The place is in Surabaya". Then, the next question is "what date/ when?" and students answered "10 November". Then the teacher said to the student "why you used Indonesian, I asked you in English. So answer in English please". Then the students are laughed and answered it in English. Then, the teacher asked the next question "what is kind of the text?" and the students are silent. Because the students are not answered the teacher. The teacher gave more information to the students to know the kind of the text. Then, one of the students answered "Recount Text" and the teacher gave feedback "very good" to the student.

In the second meeting of teacher 1, the teacher asked the students about their homework a week before and asked the students to discuss the answers. Before discussing the students' homework, the teacher asked the students "do you still remembered the form of simple past and present perfect tense? What about simple past, what is the basic form?" The students are silent. Then the teacher wrote two sentences on the whiteboard. Then the teacher asked what kind of the first sentences

and students answered “Simple Past”. Then she asked the students “how do you know this sentence is simple past?” and some students answered, “Because there is verb 2”. Then the teacher explained the basic form of simple past. After that, the teacher continued to the next sentence and asked what kind of the sentence to the students. Students answered, “The sentence is present perfect tense”. Then the teacher asked again “how do you know this sentence is present perfect tense?” and students answered it used verb 3.

In the third meeting of teacher 1, the teacher continued to explain the material. The teacher asked the students what the first paragraph called. Then a student mentioned orientation. The teacher gave feedback by saying “very good”. Then the teacher wrote and mentioned what is included in the orientation such as who, what, where. Then she continued to the next paragraph, same as with the previous paragraph the teacher asked students what the second paragraph called. Because the students looked confuse, the teacher mentioned “event”. Then the teacher asked again what kind of thing that indicated that paragraph is event. Because the students didn’t understand, the teacher gave some examples of the text. Then the teacher explained the differences between narrative and recount text.

In the first meeting of teacher 2, the teacher asked the students “oke guys, nice to see you again, how are you?” and students answered, “Nice to see you too sir and we are fine Sir”. Then the teacher asked the students “oke first of all, I want to see who are not in class” and students answered together “Anggun sir”. The teacher asked again “what happened in Anggun?” and students answered together “sick”. Then the teacher asked again “Oke, only one? Is there anybody got acc??” and students answered “Abel and Anggi”. After that, the teacher asked students’

readiness to study on that day. Then the teacher started to review the material that has been learned before. The teacher asked, “What is the purpose of Ad?” Because the students answered together, the teacher asked the students to raise their hands. Then a student rose her hand and answered “to persuade” and the teacher gave a feedback “oke good”. Another students answered, “To produce, to service”. Then the teacher made a conclusion of the purpose and explained more about the Ad.

In the second meeting after preparing the media, teacher 2 asked the students to pay attention to the front by saying “hello, are you ready for class today?” and the students answered, “yes Sir”. All of the students are paying attention to the teacher. Then the teacher asked “what we talked about last week?” and the students answered “past tense”. Then, the teacher asked, “have we discussed about the historical moment?” and students answered, “yes”. Then the teacher informed the students that they will be understanding more about recount text. Then the teacher said, “But let’s refresh what you already studied last week”. The teacher pointed one student “Roro, what is the purpose of recount text?” and the student answered. Because the students answered in Indonesia, the teacher asked the students to answer by using English. After got some answers from the students, the teacher concluded and explained again the purpose of the recount text to the students. Then the teacher gave a question “what are the structures of recount text?” and some students answered together.

In the third meeting of teacher 2, the teacher asked the students to open their book on page 120. He continued to explain the form of an Ad. He mentioned the example forms of an Ad. Then the teacher asked the student about what is offered in Ad in the book. Then students answered, “Celebrating”. Then he asked again

“who is the target?” Then the teacher discussed the example of Ad in the textbook with students. He stated the first Ad in the textbook is not reliable because there are many contents that are not contained in the Ad. Then he continued to the second Ad. He asked some question to the students like “who is the target? What kind of contents that contained in that Ad? The form of Ad, who will be interested with this Ad”. Then the teacher continued to the next Ad. Then the teacher asked the students to analyze the contents of Ad that has been explained and helped the students’ know is the Ad reliable or not.

4.1.2.6 The Result of Field Notes of Scaffolding

This strategy is used by the teachers in inviting students’ attention, instructing students, modelling, and reinforcing them which helped the students to know how to do something.

Table 8 Result of Field Notes of Scaffolding

No.	Strategies	Steps					Teacher
		1	2	3	4	5	
1	Scaffolding	GIT	ASR	GIL	ISA	GF	Teacher 1
2	Scaffolding	GIH	DHT	ApS	SAQ	GF	Teacher 1
3	Scaffolding	GEM	ITAQ	ASDA	ApS	GF	Teacher 1
4	Scaffolding	TRM	AQM	IRH	SAQ	GF	Teacher 2
5	Scaffolding	CSP	IASE	TPM	ISA	-	Teacher 2
6	Scaffolding	GIT	ISAEM	GIETE	GTRU	ISACE	Teacher 2

Remarks:

1. *GIT: Giving Instruction to open the text, ASR: Asked students to read the text, GIL: Giving instruction to students to listen their friends, ISA: Inviting students’ attention, GF: Giving feedback for student who has read the text.*

2. *GIH: Giving instruction to open the homework, DHT: Discussing the homework together, ApS: Appointed student to answer the questions, SAQ: Students answered the questions, GF: Giving feedback for student who has answered the homework.*
3. *EM: Explained about the material, ITAQ: instructed the students to open the text and answer the questions, ASDA: Asked students to discuss the answers together.*
4. *TRM: Teacher 2 reviewed the material, AQM: Asking questions about the material, IRH: instructed the students to raise their hands.*
5. *CSP: Checked students' presences, IASE: instructed the students to answer and speak English, TPM: Teacher prepared the media, ISA: Inviting students' attention.*
6. *GIT: Giving instruction to open the textbook, ISAEM: instrycted the students to pay attention and started to explain the material, GIETE: Giving instruction to open the example and the teacher explained it, GTRU: Giving time to read and Understand the Examples, ISACE: Inviting student attention and continued the explanation.*

Based on the table above, it shows that the teachers applied scaffolding strategy in every meeting. Further, the teachers' steps almost same in applying the strategy which inviting students' attention, giving instruction to students, giving example for the students, and giving feedback for appreciating the students. For example from six meetings of the observations, the teachers gave instruction to the students and invited students' attention. Furthermore, it can be happened because this strategy is the teachers' expressions to interact with the students.

For the detail information in the first meeting, teacher 1 instructed the students to open the recount text in the textbook and asked them to read the first paragraph. One of the students raised her hand and read the first paragraph. The teacher asked the other students to listen to their friend. After the student read the paragraph, the teacher gave the feedback "very good" to the student. The next activity, when the teacher explained the structure of recount text, some students are not paying attention to the teacher. Then, the teacher gave an intermezzo to the students in order to take their attention and spirit to learn again. The teacher asked the student to talk about their hobbies. After made students attention again, the teacher continued her explanation about the material.

In the second meeting, teacher 1 instructed the students to open their homework. Then the teacher discussed the students' homework together. The teacher chose one student to answer the first question. The student read the answer loudly. After the student gave her answer, the teacher gave feedback "very good" to the students who answered the question in the right order.

In the third meeting, teacher 1 instructed the students to open their textbook on page 135 and asked them to answer the task. Then, the students said that they had answered the question last week. Because the students have answered the task at the previous meeting, the teacher asked the students to discuss the answer together. Then, the teacher pointed one student to read and answer the task. After the student answer the question, the teacher gave feedback "very good" to the student and discussed the answer with other students. Then the teacher continued to discuss the next question.

In the first meeting of teacher 2, the teacher started to review the material that has been learned. The teacher asked "what is the purpose of Ad?" Because the students answered together, the teacher instructed the students to raise their hands and answered the question. Then the teacher gave feedback "very good" to the student. In the next activity, the teacher told that there are three examples of Ads in the textbook and instructed the students to analyze them and filled the answers in the under of column. Then the teacher wrote the column on the whiteboard. The teacher gave the instructions to the students that they only wrote the important information in every Ad. Then the teacher gave an example of the way to analyze and answer the important information of the Advertisement. The teacher asked the students to pay attention to the teacher and saw the second example of Ad. Then,

the teacher began to discuss with a student in the class in giving the example for the students. After the student has finished present their result, the teacher gave feedback “well done” for the students.

In the second meeting, teacher 2 checked the students’ presences by calling their names one by one. After checked the students, the teacher instructed them to answer “present, I’m here, or yes Sir. Because we are in English lesson so try to speak English” in checking students’ attendance for next meeting. After the teacher finished in preparing the media, the teacher asked the students to pay attention to the front by saying “hello, are you ready for class today?” and the students answered “yes Sir”. Then, all of the students are paying attention to the teacher. Another activity applied when the teacher explained the material. The teacher instructed the students to listen and understand the text that the teacher read and kept the important information about the text. Then the teacher started to read the text in the laptop without showed the text to the students. When the teacher read the text, the class atmosphere was very conducive which the students listened and paid attention to the teacher. The last activity in that day was making four sentences from the second paragraph of the text. After the students wrote the sentences on the white board, the teacher asked the students to pay attention to the formula that have been written by the teacher in the laptop. Before discussing the questions that have been wrote by students, the teacher started to explain one by one of patterns.

In the third meeting, teacher 2 instructed the students to open their textbook and found out the material about Advertisement by themselves. After that, the teacher asked the student about the page of the material and students answered on page 129. The teacher asked the students to pay attention to him and started to explain the

material. The teacher instructed the students to open the example of Advertisement in their textbook. The teacher explained that an Ad has a structure or content. Then the teacher gave 3 minutes to the students to read and understand what kind of contents in an Advertisement. After three minutes, the teacher asked the students to pay attention to the teacher. Then the teacher opened his Microsoft word and explained the material.

4.1.2.7 The Result of Field Notes of Brainstorming

Brainstorming is used by the teachers to lead the students about the new material in the class.

Table 9 Result of Field Notes of Brainstorming

No.	Strategies	Steps						Teacher
		1	2	3	4	5	6	
1	Brainstorming	EM	GIT	AQT	LGM	SAT	CEM	Teacher 1
2	Brainstorming	ISNM	ISA	AQS	LSUT	GEx	CEM	Teacher 2

Remarks:

1. GEM: Explained about the material, GIT: Giving Instruction to open and read the text, AQT: Asking questions about the text, LGM: Lead students to guess the material from the explanation, SAT: Students answered together, CEM: Continued to explain the material.
2. ISNM: Informed the students about the new material, ISA: Inviting students' attention, AQS: Asking questions to students, LSUT: Lead students to understand the new topic, GEx: Giving example about the material.

The table above shows that the teachers applied brainstorming strategy in one time of their meetings. In applying the strategy, both teacher 1 and teacher 2 used this strategy to lead the students know the material will be learned. The teachers applied the strategy in the different steps which teacher 1 instructed the students to read the text and asked some questions about the text. While teacher 2 informed the

students about the new material and asked some questions to lead the students to understand more about the material. Furthermore on the other four meetings, this strategy was not appeared because the teachers still continued the material last week.

For the detail in the third meeting of teacher 1, the teacher explained the new material of Recount text. The teacher instructed the students to open their textbook about the text. Before explained the material, the teacher asked student about the text in the textbook. The teacher asked the students about “what is the text about?” and students answered together “history”. The teacher asked again “history? History about what?” and student answered together “ten November”. Then the teacher asked again “what kind of this text?” and students answered together “the text is about Recount Text”. Then the teacher explain to the students about the recount text.

In the third meeting of teacher 2, the teacher informed the students about the new material that is Advertisement. The teacher asked the students to pay attention to him. Then the teacher informed that abbreviation of advertisement is “Ad”. Before explain about the material, the teacher asked some questions to students. He asked the students “do you often see Advertisement in your everyday life? Where was the place?” and students answered together “yes, we saw this in YouTube, TV, hand phone, social media, street, and so on”. Then the teacher explained that in video form it called Electronic Ad and in paper form it called printed Ad. Then he asked the student about what is the purpose of Ad. Some students answered “to promote, to persuade”. Then the teacher continued to explain the material.

4.1.2.8 The Result of Field Notes of Drilling

This strategy is focused on a form of the language and it is used by the teacher in correcting students' pronunciation. Further in learning a language, there is a form and a meaning that should be learned by the students. drilling is a strategy to learn a form. In this case, the teacher helped the student in learning the form of a language which corrected the students' pronunciation.

Table 10 Result of Field Notes of Drilling

No.	Strategies	Steps						Teacher
		1	2	3	4	5	6	
1	Drilling	GIT	ASRP	IST	IPW	CSP	GF	Teacher 1
2	Drilling	GIH	ASAQ	ASR	SRA	CSP	-	Teacher 1
3	Drilling	EM	GIA	GEnT	ASPR	CSPD	GF	Teacher 2
4	Drilling	TRHL	GI	SPA	AQIT	SAQ	CSPD	Teacher 2

Remarks:

1. *GIT: Giving Instruction to open the text, ASRP: Asking the students to read the paragraph, IST: Inviting students' attention, IPW: Instructed the students to pronounce some words, CSP: Corrected students' pronunciation directly, GF: Giving feedback to the students.*
2. *GIH: Giving instruction to discuss the homework, ASAQ: Asking students to raise their hands and answer the question, ASR: Appointed students randomly, SRA: Students read the answers.*
3. *EM: Explained about the material, GIA: Giving instruction to the students to analyze, GEnT: Giving example and time, ASPR: Asking students to perform the result.*
4. *TRHL: Teacher read the history in the laptop, GI: Giving example, SPA: Students pay attention, AQIT: Asking questions about information of the text, SAQ: Student Answered the question.*

From the table above, it shows that teacher 1 applied the strategy in two times of her meetings and teacher 2 applied the strategy in two times too. In applying the strategy, the teachers applied the strategy in the different steps but have one aim that for corrected students' pronunciation. So in short, the teacher can be

varied the activity of one strategy in the teaching and learning process even though the name of the strategy is same.

In the first meeting of teacher 1, the teacher asked the students to open the text in their textbook. Then the teacher instructed the students to read the first paragraph of the text. One of the students raised her hand and read the first paragraph. The teacher instructed other students to listen to their friend. After a student read the paragraph, the teacher asked the students to pronounce and repeated some bold words (British, Anger) in the first paragraph after the teacher. Then, the teacher asked the student to read the second paragraph. After the student read the paragraph, the teacher gave the feedback “very good” to the student and asked the student to repeat the pronunciation of the words (murdered, this, those, this) that have been pronounced by the teacher. The activities are same until the six or last paragraph. When the students read the text, the teacher listened and corrected the student’s pronunciation directly.

In the second meeting of teacher 1, the teacher explained and discussed about the material. After that, the teacher asked the students to open their homework and discussed the answer together in the class. The teacher asked the students to raise their hands and answered the question. Because there is no person who rose their hand. Then, the teacher chose one student to answer the first question. The student read the answer loudly. Then the teacher listened student’s pronunciation and corrected it. Then the teacher continued to the next question. She asked the students to raise their hands up and there are some student who raised their hands. Then the teacher chose one of the students. When the students read the answer, the teacher listened and corrected the student’s pronunciation. For example the student

pronounced the word “palace” then the teacher corrected the student’s pronunciation immediately.

In the first meeting of teacher 2, the teacher asked the students to analyze the important contents in Ad. When the time was over, the teacher asked the student to stand up and presents his/her analysis in front of the class. Then, a girl student raised her hand and came forward to present the result of her analysis. During the student presentation, the teacher is paying attention to her and corrected her pronunciation.

In the second meeting of teacher 2, the material was about recount text. The teacher read the history about Cristopher Columbus in the laptop without showed the text to the students. Then the teacher asked the students to listen and kept the important information about the text. After read the text, the teacher asked some information of the text. The question, “Where was Columbus from?” and the student answered, “He was from Italian”. When student answer “Italian”, the teacher corrected students’ pronunciation about that word.

5.2. Discussion

4.2.1 The Strategies Used by the Teachers in Teaching Speaking

In this research, it was found that teacher 1 used seven speaking strategies and teacher 2 used eight speaking strategies in the classes. It might happen because the teachers applied those strategies based on the students' level, students' condition and material in the class. It is supported by Anjaniputra (2013), he suggested that the teacher used strategies of teaching speaking in accordance with students' characteristic and level of proficiency, and the teacher also provided material that involved students to be more active by using various available strategies in teaching speaking.

Furthermore, the teachers did not apply the four strategies from twelve speaking strategies. It might happen because those strategies are not related to the material in the meetings. Besides, the teachers also might apply the speaking strategies that are appropriated with the students' ability in English. It is supported by Nabilah (2019), she stated that the strategies applied by the teacher were based on the material that will be taught by the teacher and the students' English background.

As mentioned in the result, the teachers applied drilling in their teaching activity. This finding is in line with the result of the previous study by Anjaniputra (2013) which the result of his study showed that the teacher applied drilling as speaking strategy in the teaching process. The next strategy found in this research was brainstorming. This strategy was applied by the two English teachers. This finding is in line with Nabilah (2019), she found that the teachers applied brainstorming in her research.

Then, the next strategy that was applied by the teacher was opinion sharing activity. In this strategy, the teachers asked the students to share idea about things and find out a solution which can be done by working in pair or group. The researcher argues that discussion and opinion sharing activity have different name of strategy but in the same meaning and purpose that required students to share their idea and to find out a solution in discussing. It supported by Richard (2006), who said students can give their opinions to others and compare their or other values, opinions, or beliefs in this activity. Furthermore, this result is in line with the previous study by Hia (2016). In her study, she found that the teacher applied discussion for the students' activity. Moreover, other six strategies that were applied by the teachers in this research are not found in the previous studies. Furthermore, role play was found by the three previous studies but it is contrasted with this research which the teachers did not apply this strategy in the class.

Furthermore, both of the English teachers did not apply all the strategies observed in this research. However, eventhough the teachers did not apply all the strategies based on Richard (2006), it does not mean that applying all the strategies are better than applying some of them. The effectiveness of applying the strategies is more important than the number of strategies applied. Thus, from the finding, it can be concluded that eventhough the strategies applied by the teachers were similar to each other but the teachers varied his or her steps in applying the strategies in the teaching process. In short, the variation of applying the strategy is the most important issue. This is supported by three previous studies which the students gave positive response toward strategies applied by the teachers, eventhough the teacher in the first previous study applied four speaking strategies,

the teacher in the second previous study applied three strategies, and the teacher in the third previous study applied five techniques.

4.2.2 The Implementation of Strategies Used by Teachers

In the implementation of teaching speaking strategy in SMAN 5 Kota Bengkulu, the teachers explained and gave the instruction to the students before applying the strategy which were supposed to give clear and understandable instruction, so that the students knew what they had to do in the process of learning. It is in line with Thornbury (2005), he stated that language productivity can be increased by making sure that speaking activity has a clear outcome. However, there are also some speaking strategies which the teachers should not tell the explanation and instruction before applying the strategy, for example scaffolding strategy.

The first is task completion activity. In this activity, the teacher gave the task that should have been completed by the students. After that the teacher would ask the answer of the task. This strategy was applied by the teachers in enjoyable activity so that the students became happy in doing the task. It is supported by Richard (2006), he stated that task completion activity means the teacher can applying puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to finish a task.

The second is opinion sharing activity. In this activity, student could improve their speaking skill by discussing and sharing about something. It is supported by Richard (2006), he stated that this strategy is a useful activity which students can share their opinions to others and compare it. For example in advertisement material, the teacher asked students to bring one example of

advertisement as the task for the last week and then he gave some questions about the contents of advertisement. Then, the teacher gave an instruction to the students which asked the students to answer the questions and share about the answer to their seatmate by turns.

The third is information transfer activity. This strategy is one of important activity in building students' confidence in speaking. In this activity, the students were required to take the information or analyze something which was presented in one form and made conclusion or result to present it in the different form. The example of this strategy applied by the teacher was the teacher gave the instruction to the students to analyze the content of three advertisements in the textbook. Then the teacher instructed the students to make the conclusion of each advertisement and asked them to present their result in front of the class.

The fourth is reasoning gap activity. This strategy is a student's activity to derive new information from given information. For example from strategy applied by teacher, the material on that day was recount text. Then teacher asked the students to read the text and asked them to find the sentences of simple past tense and report their conclusion in front of the class.

The fifth is questioning strategy. This strategy is the teacher way to check the students' understanding about what they have been taught and to help students in practicing the language in classroom interaction. This is supported by Ma, X (2008) who stated raising questions effectively is a major strategy of a teacher who guides his or her students to think actively, developing students' ability of analysis and creation, and an important way to exchange ideas between teacher and students. In this activity, the teachers gave questions to the students at the time

in order to build an interaction between them. It is supported by Hughes (2003: 113) he stated that the objective of teaching spoken language is the development of the ability of the learners to interact successfully in that language, so that it involves comprehension as well as production.

Sixth, scaffolding strategy is the teaching speaking strategy which was used by the teachers to interact and give example to students in the classroom. It is supported by Van Der Stuyf (2002) who stated Scaffolding as a teaching strategy originated from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPDF). Furthermore, Gibbons (2014) stated that scaffolding is the temporary assistance which a teacher helps students to know how to do something so that the students will be able to complete similar task by themselves. Some activities that can be applied such as inviting students' participation, modelling the students, reinforcing the students, and giving instruction to them. The teacher asked the students attention when the students are quite noisy and gave instruction in helping students' understanding.

Seventh, brainstorming was used by the teachers to lead the students to produce an idea in limited time. It depends on the context, either individual or group brainstorming. This activity was applied by the teacher when the students learned new material. The teacher brainstormed the students to find out the new material that will be learned in the meeting.

The eighth is drilling. This activity used by the teacher when the students read the text or answering the question. The teachers listened to the students and corrected students' pronunciation directly. This strategy help students improve in

pronouncing the words. As stated by Thornbury (2005) drilling is a strategy to improve pronunciation.

Furthermore, from twelve speaking strategies observed, the teachers did not apply four speaking strategies. The other four strategies not applied by the teachers were information gap, jigsaw, information gathering, and role play.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After doing the research, it can be concluded that teacher 1 applied seven strategies from twelve speaking strategies in the classroom. While, teacher 2 applied eight speaking strategies in the class. This research is similar with the previous studies which the teacher applied the strategies based on the students' condition, need, and material. However, the frequency of strategies applied was quite different with the previous studies which the first previous study only found four strategies applied by a teacher and the second previous study found three strategies was applied by the teacher in her research.

Furthermore, eventhough the teachers did not apply all the speaking strategies based on Richard (2006), it does not mean that the number of strategies applied is more important than the effectiveness of applying the strategies. So, it can be concluded that eventhough the teachers only applied several strategies or not accomplished all the strategies, it does not mean that the teachers' strategies are less communicative. However, the effectiveness of applying the strategies is very important which variation is the most important issue. In addition, the teachers applied the different steps in applying a strategy.

5.2 Suggestion

Based on the finding of this research, the researcher would like to offer some suggestions to be considered as follow:

The English Teacher

Based on this research, an English teacher should try and explore other communicative strategies to support the teaching and learning process become more communicative which can give a chance for students to practice among them and improve their fluency, for example, Jigsaw which divides students in some groups and gives part of the information needs each group to complete an activity in order to help them to communicate and practice the language. Furthermore, the teacher can make an activity which can improve students' interest and motivation in learning English by asking students to perform English Drama as an important task to get a point. Besides, the teacher can make a fun and enjoyable classroom which supports the students to be confident and fluent in speaking because the purpose of learning a language is to be able to communicate meaningfully.

Further Researcher

Based on the research finding, the further researcher has to observe at least six meetings for each teacher to find out more strategies applied by the teachers. Then, the further researcher should determine the time of observation which the material is appropriate with teaching speaking. The last one is for the research question, the further researcher can add how students respond toward the strategies which will be applied by the teacher in order to know the strategies applied is effective or not for the students.

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APPENDICES

APPENDIX I: FIELD NOTES

Field Note No: 1

Date : Thursday, 16th of february 2020

Class : MIPA 6

Time : 14.15 - 15.45

Teacher : Mam Epriyeni, S.Pd

School : SMA 5 Kota Bengkulu

1. Information Gap Activities	5. Opinion Sharing Activity
2. Jigsaw Activities	6. Information Transfer Activity
3. Task Completion Activities	7. Reasoning Gap Activity
4. Information Gathering Activity	8. Role Play Activity

Based on Jack C. Richard in Speaking Activities

Guru memasuki kelas dgn mengucapkan salam "Assalamualaikum" dan siswa menjawab "waalaikumsalam". Kemudian guru menanyakan siapa ketua kelas di kelas ini dan meminta ketua kelas u/ menyiapkan temannya. Ketua kelas memimpin dan menyiapkan terah-nya u/ mengucapkan salam dan greeting "Assalamualaikum. Good afternoon" dan guru menjawab mereka. Setelah itu, guru menanyakan kabar siswa dan mengecek/memeriksa kehadiran siswa. Dikarenakan pertemuan ini a/ jam terakhir pembelajaran. Guru menyampaikan alasan ia mengecek kehadiran siswa yaitu u/ mengetahui apakah ada siswa yang tidak masuk atau pulang duluan. Dalam berbicara guru menggunakan bahasa Inggris full dan kemudian akan berbicara berbahasa Indonesia u/ membuat siswa lebih paham dan mengerti. Setelah itu guru meminta siswa u/ membuka text book hal 123. Minggu sebelumnya guru meminta siswa u/ memahami dan membaca text tsb. Guru kemudian menanyakan pemahaman siswa mengenai text tsb. Guru menanyakan jenis text apa yang siswa baca, dan siswa pun menjawab "peperangan". kemudian guru meminta siswa u/ mengatakan bahasa Inggris dari kata tsb. Pertanyaan selanjutnya "where is the place?", siswa menjawab secara bersamaan. "what date/when?", siswa kembali menjawab pertanyaan. Kemudian guru menanyakan kembali, "what is kind of the text?", siswa masih diam. guru memberikan informasi tambahan ^{untuk} mengetahui kind of text. kemudian salah satu siswa menyebutkan recount text, dan guru memberikan feedback "Very good" kepada siswa tsb. Kemudian guru menjelaskan bahwa recount text di SMP dan SMA berbeda. di SMP kebanyakan menceritakan tentang pengalaman pribadi. dan di SMA menceritakan tentang sejarah. Kemudian guru meminta siswa u/ membuka text recount di text book. Guru meminta siswa u/ membaca paragraf 1. salah satu siswa menunjuk tangan dan membaca paragraf 1. Guru meminta siswa lainnya u/ memimpin dan mendengarkan temannya. karna di dalam paragraf tersebut terdapat beberapa kata yang bergaris tebal, guru meminta seluruh siswa di kelas u/ mengucapkan dan mengulang kata yang guru ucapkan. seperti "rememberance", "hives", "bloody battles", "surrender". Guru mengecek student's pronunciation.

Asking and answering activity

Chilling

kemudian guru melanjutkan ke paragraf kedua, guru meminta siswa u/ membacanya. Salah satu siswa menunjuk tangan dan membaca paragraf kedua. Setelah membaca paragraf, guru memberikan feedback kepada siswa yaitu "very good". Kemudian guru menunjuk ke siswa, siapa yang mau melanjutkan paragraf selanjutnya? Kemudian salah satu siswa mengangkat tangan dan membaca paragraf tsb. Setelah siswa selesai membaca terangnya, guru memberikan feedback "very good" dan meminta siswa u/ mengucapkan kata yang guru ucapkan. Seperti, "British", "Anger". Kemudian guru melanjutkan ke paragraf selanjutnya. Guru menunjuk salah satu siswa u/ membacakan paragraf selanjutnya. Sama seperti sebelumnya, guru memberikan feedback very good kepada siswa yang sudah berpartisipasi. Guru juga meminta siswa u/ mengucapkan kembali kata yang guru ucapkan. Seperti, "murdered, this, that, those". Kemudian guru menunjuk salah satu siswa u/ melanjutkan membaca paragraf selanjutnya. Ketika siswa membaca textnya, guru mendengarkan dan membenarkan ~~ucapan~~ ucapan siswa. Setelah membaca seluruh text, guru menanyakan apakah siswa sudah mengetahui meaning dari kosa kata yang susah, beberapa siswa menjawab sudah dan beberapa menjawab belum. Guru menjelaskan meaning dari kosa kata yang ada text dgn siswa. Kemudian guru menanyakan ke siswa, apakah mereka mengetahui / mengingat the structure of recount text. Kemudian setelah mendengar beberapa detik, salah seorang siswa menyebutkan orientation. Kemudian guru bertanya lagi ke siswa, Apa saja yang termasuk di orientasi, siswa menjawab secara bersama-sama yaitu, like whom, where, and when. Guru menjelaskan ke siswa apakah whom, where, when ada tidak di paragraf pertama. Kemudian guru melanjutkan structure yang kedua yaitu event. Guru menanyakan apa saja yang ~~menjadi~~ menandakan suatu event. Kemudian guru menanyakan tense apa yang digunakan di recount text. Guru menyampaikan bahwa tense yang digunakan recount text adalah past tense. Disalah penjelasan, guru memberikan sebuah intermezo u/ students agar mereka perhatian dan semangat lagi u/ belajar. Guru menyampaikan bahwa perkuliahan ini ~~adalah~~ adalah jam terakhir, sehingga siswa nampak mulai lelah dan mengantuk. Jadi guru memberikan intermezo u/ menarik perhatian siswa, guru memberikan dan mengajak siswa u/ mengobrol tentang hobby dan kesukaan siswa. Kemudian setelah membuat siswa semangat kembali, guru melanjutkan kembali penjelasannya tentang materi recount text. yaitu tentang event. Guru kemudian menjelaskan bahwa di event menggunakan past tense. Kemudian guru meminta siswa u/ menemukan kalimat past tense di paragraph yang pertama. ~~Kalimat~~ kemudian guru meminta siswa u/ menemukan dan menulis kalimat past tense yang ada di text yang mereka baca sebelumnya. Guru meminta siswa untuk

Reporting
to students

Discussion
activity

Reasoning
gap act

Conclusion
(reinforcing)

Scaffolding

U mendiskusikan jawabannya dengan teman sebanglunya dan memberikan siswa waktu 10 menit u/ mengerjakan tugas tsb. Setelah menyelesaikan tugas yang diberikan oleh guru. Guru meminta beberapa siswa u/ membacakan kalimat past tense yang ada di text tsb. Ketika membaca kalimat tsb guru membenarkan pengucapan siswa. Kemudian guru mau mendiskusikan apakah kalimat yang dibacakan a/ kalimat past tense atau bukan. Kemudian setelah itu guru menanyakan pemahaman siswa mengenai tugas yang diberikan sebelumnya. Guru memberikan kesempatan kepada siswa u/ bertanya mengenai materi hari ini. Setelah menyelesaikan pembahasan mengenai tugas tentang mencari kalimat past tense di text relevant text. Guru menyampaikan bahwa waktu tentang pembelajaran hari ini telah habis. dan guru memberikan kesimpulan dan motivasi u/ siswa. kemudian guru menutup pertemuan hari ini dengan mengucapkan salam dan greeting.

First Meeting: 5 strategies

- ① Questioning
- ② Drilling
- ③ scaffolding
- ④ Task completion activity
- ⑤ Reasoning gap activity

Field Note No: 2

Date : Friday, 14th of February 2020
Class : MIPA 3
Time : 10-15 - 11-45
Teacher : Efriyeni, S.Pd
School : SMAH 5 Kota Bengkulu

1. Information Gap Activities	5. Opinion Sharing Activity
2. Jigsaw Activities	6. Information Transfer Activity
3. Task Completion Activities	7. Reasoning Gap Activity
4. Information Gathering Activity	8. Role Play Activity

Based on Jack C. Richard in Speaking Activities

Guru memasuki kelas MIPA 3 dengan mengucapkan salam "Assalamualaikum". Kemudian ketua kelas memimpin dan menyapa teman-temannya dengan mengucapkan "Salam dan greeting u/ guru". kemudian guru menanyakan kabar siswa dan menanyakan siapa yang tidak hadir dikelas. Siswa mulai menyebutkan nama teman yang tidak hadir dan alasannya. Setelah itu guru menanyakan kepada siswa tentang materi minggu kemarin. Siswa menjawab materi kemarin adalah ^{present} perfect tense dan simple past tense. kemudian guru menanyakan apakah guru membahas materi simple past tense di pertemuan sebelumnya? kemudian siswa menjawab "belum". kemudian guru memanggil seorang siswa laki-laki dan memintanya u/ Mengambil buku textbook di meja guru di kantor. Karena di pertemuan sebelum nya siswa mempunyai homework, guru meminta siswa u/ mendiskusikan jawabannya. Sebelum membahas tugas siswa minggu lalu, guru menanyakan kepada siswa "do you still remember the form of simple past and present perfect? what about simple past, what is the basic form?". dikarenakan siswa tidak ada yang menjawab guru, guru kemudian menuliskan 2 contoh dari simple past dan perfect tense di papan tulis. Guru meminta siswa u/ melihat contoh kalimat pertama, guru menanyakan apa jenis tense dari kalimat pertama, dan siswa menjawab secara bersamaan "simple past". kemudian guru bertanya "how do you know this sentence is simple past" dan siswa menjawab "because there is verb 2". kemudian guru menjelaskan the basic form dari simple past. kemudian guru melanjutkan ke kalimat yang kedua. Guru bertanya lagi apa jenis tense dari kalimat ke dua dan siswa menjawab "the sentence is present perfect tense". Guru bertanya lagi "how do you know this is PPT?" dan siswa menjawab bersama ya yaitu penggunaan verb 3. Setelah memberikan penjelasan, guru menanyakan ke siswa apakah mereka sudah mengerti dan penjasannya dan siswa menjawab ya. Setelah itu guru meminta siswa u/ membuka tugas yang diberikan minggu lalu. sebelumnya guru menanyakan apakah siswa ada yang ingin menanyakan tentang materi yang dijelaskan sebelumnya. kemudian guru melanjutkan ke

Asking and
Answering Act
of the Student

Pembahasan soal / tugas no 3. karena tidak ada siswa yang mengangkat tangan, guru menunjuk salah satu siswa u/ menjawab tugasnya. kemudian siswa menjawab dan membaca pertanyaan tsb. setelah siswa memberikan jawabannya, guru kembali menjelaskan mengapa jawabannya seperti itu. kemudian guru melanjutkan ke soal no 4, guru meminta siswa u/ mengangkat tangan beberapa siswa mengangkat tangan dan guru menunjuk salah satu dari mereka. ketika siswa memberikan dan membacakan jawabannya, guru mendengarkan pronunciation siswa dan membenarkan ucapan siswa. seperti ketika siswa salah mengucapkan kata "palace" guru langsung membenarkan pronunciation siswa tsb. kemudian guru melanjutkan ke soal no 5 sama seperti sebelumnya guru akan membenarkan pengucapan kata dari siswa. setelah siswa selesai menjawab, guru menjelaskan kembali mengapa kalimat tersebut benar. guru melanjutkan ke soal selanjutnya, salah satu siswa mengangkat tangan dan membacakan pertanyaan dan jawaban dari tugasnya. ketika siswa telah menjawab pertanyaannya dengan benar guru memberikan feedback ke pada siswanya. karena masih ada beberapa siswa yang belum mengerti dan paham dengan jawaban no 6 tentang Present Perfect, guru mendiskusikan dan menjelaskan kembali jawaban no 6 dengan para siswa dan menuliskan jawabannya di papan tulis. dikarenakan siswa masih bingung, guru memberikan intermezzo di sela-sela pembelajaran / menjelaskan contoh tsb u/ mendapatkan perhatian siswa. kemudian guru melanjutkan soal terakhir. guru menunjuk salah satu siswa kemudian siswa tersebut membacakan jawabannya. karena siswa menjawab dengan benar guru kemudian mengatakan "very good" sebagai bentuk apresiasi u/ siswa tsb. setelah semua soal sudah didiskusikan jawabannya, guru menanyakan kepada siswa "apakah ada yang ingin bertanya?" "Any questions so far?". karena tidak ada siswa yang lagi bertanya, guru memberikan satu tugas latihan lagi u/ siswa u/ melatih kembali pemahaman siswa. kemudian karena waktu hampir habis guru meminta siswa u/ mendiskusikan dan teman sebangkunya dan meminta siswa u/ menyelesaikan dan bahas minggu depan. kemudian setelah guru selesai menjelaskan materi, guru memberikan kesimpulan kembali materi mengenai "Past tense and Present tense" secara singkat dan memberikan informasi penting didalam materi tsb. kemudian guru mengucapkan selamat sore, bahwa satu kelas bahasa Inggris telah selesai. kemudian guru mengucapkan selamat dan ketika langsung mengucapkan terima kasih u/ mengucapkan salam dari greeting yaitu "Assalamualaikum" dan "good afternoon".

Discussion
 Activity
 &
 opinion
 sharing
 act

Drilling

Reinforce
 (Scaffolding)

Inviting
 Student
 Participation
 (Scaffolding)

Task
 completion
 activity

Second meeting : Teacher I

four strategies : (1) opinion sharing act (3) Drilling
 (2) Questioning (4) Scaffolding

Field Note No: 3

Date : Monday, 17th of February 2020

Class : MIPA 2

Time : 10.45 - 12.15

Teacher : Mr. Mulyarman, S.Pd

School : SMAN 5

- | | |
|-----------------------------------|----------------------------------|
| 1. Information Gap Activities | 5. Opinion Sharing Activity |
| 2. Jigsaw Activities | 6. Information Transfer Activity |
| 3. Task Completion Activities | 7. Reasoning Gap Activity |
| 4. Information Gathering Activity | 8. Role Play Activity |

Based on Jack C. Richard in Speaking Activities

guru. Asking and questioning

Guru memasuki kelas MIPA 2 dan ketua kelas langsung memimpin dan menyiapkan teman-teman kelasnya dengan mengucapkan "Stand up please, greet to our teacher". "Assalamualaikum and good morning". Guru menjawab "waalamuhsalam". Setelah kelas sudah siap guru bertanya dan menyapa siswa "oke guys, nice to see you again. How are you?". Siswa menjawab "nice to see you too sir and we are fine sir". Guru juga menanyakan apakah siswa siap untuk kelas hari ini? "Siswa pun menjawab mereka siap. Kemudian setelah itu guru mengecek kehadiran siswa. Guru memanggil nama siswa satu persatu. Setelah mengecek kehadiran siswa, guru menyampaikan bahwa minggu kemarin mereka telah mempelajari tentang Ad dan hari ini mereka akan mempelajari lebih lanjut materi Ad ini. Guru meminta siswa 4/ membuka halaman 129. Sebelum melanjutkan penjelasan, guru menanyakan kepada siswa siapa yang piket hari ini dan meminta siswa yang piket 4/ membersihkan papan tulis. Kemudian setelah itu guru mulai mereview pelajaran yang telah dipelajari sebelumnya. Guru menanyakan "what is the purpose of Ad?". Karena banyak siswa yang menjawab secara bersamaan, guru meminta siswa 4/ mengangkat tangan dan menjawabnya. Setelah siswa menjawab pertanyaan guru, guru akan memberikan feedback "Very good" kepada siswa tsb. Kemudian guru memberikan penjelasan lebih lanjut mengenai Ad. Guru juga menyampaikan terdapat 2 macam Ad yaitu Printed Ad and Electronic Ad. Kemudian setelah itu guru menunjuk salah satu siswa dan memintanya 4/ memberikan contoh dari Printed Ad. Karena siswa yang ditunjuk tidak bisa menjawab, guru bertanya dengan siswa lainnya "who can help Rapi?". Dan salah satu siswa menyebutkan contoh dari Printed Ad dan menambahkan dengan siswa 3/ lainnya. Kemudian guru melanjutkan ke electronic Ad. Guru memberikan/menyebutkan satu contoh yaitu video kemudian diikuti dgn jawaban siswa lainnya. Setelah itu guru melanjutkan penjelasan tentang "the content of Ad". Guru meminta siswa 11/ kembali melihat buku yang telah mereka buka tadi. Kemudian guru mulai menjelaskan materi tsb. Didalam penjelasan maupun berkomunikasi guru selalu menggunakan bahasa Inggris. Didalam menjelaskan materi, keadaan kelas sangatlah hening dan tenang.

Asking and answering activity. Questioning

dan seluruh siswa memperhatikan dgn baik penjelasan guru. Guru menjelaskan apa saja content yang penting di sebuah Advertisement. Ketika guru telah memberikan penjelasan dari Advertisement. Kemudian guru menyampaikan terdapat 3 buah contoh dari Ad di buku text book kepada siswa dan meminta siswa u/ menganalisa 3 Ad tsb dan mengisi jawaban di kolom yang ada dibawahnya dan meminta siswa u/ menuliskan jawabannya. kemudian guru menuliskan kolomnya di papan tulis. Guru memberikan

Instructing
(Scaffolding) Instruksi kepada siswa bahwa mereka hanya menuliskan Important Information yang ada di ketiga Ad tsb. Kemudian guru memberikan siswa contoh cara menjawab / menganalisa Informasi penting di contoh Advertisement tsb. guru meminta siswa u/ melihat Ad yang ke 2. Kemudian guru mendiskusikan apa saja bagian? penting di Ad yg kedua ini. Didalam menjelaskan / mendiskusikan jawaban mostly guru menggunakan bahasa Inggris dan ketika siswa terlihat bingung guru akan menggunakan bahasa Indonesia (sangat jarang). Ketika sedang berdiskusi terdapat dua orang siswa dari kelas lain yang meminta izin u/ mengambil barang di kelas rupa 2 ini sehingga membuat perhatian siswa dan guru sedikit terganggu dan membuat sedikit keributan.

Modelling
(Scaffolding) Setelah 2 orang siswa tsb keluar guru meminta siswa u/ memperhatikan kembali dan melanjutkan penjelasannya. kemudian guru menanyakan ke siswa "is there any statement to persuade in Ad 1, 2, and 3?". Dan siswa menjawab tidak ada "no" untuk Ad 1 dan Ad 2 dan ada di Ad 3.

Inviting Student's Participation
(Scaffolding) Kemudian guru menanyakan ke content yang selanjutnya yaitu "the event offered". Guru menanyakan kembali ke siswa apakah ada event yang ditawarkan di ketiga Ad tsb. Dan siswa menjawab ya dan menyebutkan event apa saja yang ditawarkan di ketiga Ad tsb. Kemudian setelah memberikan / mendiskusikan cara menjawab kolomnya guru meminta siswa u/ melanjutkan menganalisa Content 3, selanjutnya yang penting di dalam suatu Advertisement. Dan guru memberikan instruksi kepada siswa yaitu guru meminta siswa u/ mendiskusikan jawabannya ke teman sebangkunya dan memberikan waktu 7 menit u/ mendapatkan jawabannya. Dan juga guru menyampaikan ke siswa bahwa mereka harus bersiap u/ menyampaikan hasil analisisnya ke teman sebangkunya dan menjawab pertanyaan guru. Dan guru mengingatkan setelah ini siswa akan menyampaikan / mendiskusikan contoh iklan yang siswa punya sendiri. ketika siswa menjawab pertanyaan, guru mulai berkeliling kelas dan menghampiri setiap siswa u/ mengetahui progres siswa. Didalam mengerjakan tugas suasana kelas sangatlah tenang dan ~~tertib~~, semua siswa fokus dgn pekerjaannya. Ketika berkeliling guru mengingatkan siswa tentang sisa waktu yang mereka miliki. Setelah beberapa menit berlalu guru, guru menyampaikan bahwa waktunya telah habis, namun terdapat beberapa siswa yang belum menyelesaikan tugasnya. Sehingga

Task Completion activity
Sharing act.

guru memberikan tambahan waktu yaitu 2 menit. Dengan waktu yang tinggal sedikit, beberapa siswa mulai mendiskusikan jawabannya dengan teman-nya. Setelah 2 menit berlalu guru menyampaikan ke siswa bahwa waktu telah habis. Setelah waktunya habis, guru meminta siswa untuk berdiri di depan dan menyampaikan hasil yang telah ia dapatkan. Kemudian guru menanyakan siapa yang pertama yang akan menyampaikan hasil dari analisisnya. Salah seorang siswi mengangkat tangan dan maju kedepan u/ menyampaikan dan mempresentasikan hasil dari menganalisa 3 Ad tsb. Kemudian guru memperhalakan dan mendengarkan serta membenarkan pronunciation dari siswi tsb. Kemudian setelah siswi tersebut menyampaikan hasil dari analisisnya di depan kelas guru memberikan feedback kepada siswi tsb dgn mengatakan "Well done". Guru meminta satu orang siswa laki-laki untuk menyampaikan hasil analisisnya dan membandingkan hasilnya nanti-nya apakah hasilnya berbeda atau sama. Kemudian salah satu siswa menunjuk tangan dan maju kedepan. Guru meminta siswa lain-nya u/ memperhalakan siswa yang ~~Kedua~~ ada di depan kelas. Setelah 2 orang siswa menyampaikan hasil dari analisisnya, guru memberikan penjelasan lanjut yang perlu diingat dalam membuat sebuah Ad. Kemudian guru melanjutkan pembelajaran dan meminta siswa u/ memperlihatkan salah satu contoh Ad yang mereka miliki. Diminggu sebelumnya guru meminta siswa u/ menyiapkan dan membawa 3 buah contoh tentang Ad. Guru mulai memeriksa siswa satu persatu u/ memastikan bahwa mereka memiliki satu contoh Ad. Kemudian setelah memeriksa setiap siswa, guru telah menyiapkan 8 soal dan mendiktekan kepada siswa. Soal yang guru buat a/ kutang sample Ad yang telah di siapkan oleh siswa. Dalam memberikan soal guru tidak hanya meminta siswa u/ menjawab yes/no saja tetapi guru meminta penjelasan dari jawaban mereka. Semua pertanyaan sangatlah berhubungan dengan bagian-bagian penting di dalam sebuah Ad. Ketika menyampaikan soalnya, guru menanyakan siswa apakah mereka mengerti meaning dari pertanyaan / word-nya? Guru juga menanyakan siswa apakah mereka mengerti meaning dari beberapa words: seperti "emotive word", "eye-catching", and "caption". Karena siswa menjawab belum mengerti, guru kemudian memberikan penjelasan dan contoh dari kata-kata dengan menggunakan bahasa Inggris full. Kemudian guru meminta siswa u/ mendengarkan apa yang akan mereka lakukan setelahnya. Guru meminta siswa u/ share their answers about the question dan memperlihatkan Ad mereka ke teman-nya. Siswa diminta u/ work in pair dgn teman sebangkunya. Kemudian guru memberikan cara apa saja yang harus dilakukan ketika berdiskusi dan guru mengajak salah satu siswa dalam memberikan contoh.

Information
transfer
activity

Drilling

Reinforcing
(Drilling)

Initiating
Student
Participation
(Scaffolding)

Opinion
Sharing
activity

Di dalam memberikan contohnya, guru meminta siswa ^{to participate & questions} u/ share and explain about their Ad to their partner. Setelah itu siswa bergantian dengan temannya. Setelah itu guru menyampaikan ke siswa, setelah siswa selesai menyampaikan hasil dan kerna, guru akan memilih siswa secara randomly u/ maju kedepan dan mempresentasikan hasil mereka di depan kelas. Di dalam work in pair guru mekang siswa u/ berbicara menggunakan mother tongue. Kemudian siswa mulai berdiskusi mengenai jawaban dari 8 pertanyaan tsb dengan menggunakan bahasa Inggris. Di sela berdiskusi, beberapa siswa bertanya ke guru dan temannya mengenai pengucapan yang benar dari sebuah kata. Di karenakan siswa kurang kondusif selama berdiskusi, guru kemudian meminta siswa u/ memperhatikan kedepan dan memberikan re-instruction secara bilingual u/ membuat siswa lebih paham. Setelah menyampaikan instruksinya, siswa diminta u/ melanjutkan diskusi mereka. Siswa mulai berdiskusi dan menyampaikan jawaban dari Ad mereka. Siswa terlihat senang dan antusias dalam speaking mereka. Ketika ^{siswa} mulai berbicara dan teman sebangkunya, guru berkeliling dan menghampiri siswa u/ melihat progres mereka. Kemudian setelah beberapa menit kemudian, guru menyampaikan waktunya telah habis dan meminta siswa u/ menyelesaikan diskusinya. Setelah itu guru meminta siswa u/ memperhatikan guru tidapan. guru memberikan contoh sebuah gambar iklan dan kemudian mulai mendiskusikan jawaban dari 8 pertanyaan sebelumnya di dalam iklan yang guru lihatkan. Di dalam menjelaskan / mendiskusikan jawaban guru menjelaskan kembali apa saja hal yang penting di dalam sebuah Ad. Di karenakan waktu yang tersisa sedikit lagi, guru langsung membahas dan mendiskusikan jawaban dari beberapa iklan ~~bersama~~ bersama dengan siswa. Kemudian setelah selesai mendiskusikan jawaban dari beberapa Ad. Guru kembali menyampaikan bahwa dalam pertemuan ini kita memahami tentang Ad. Di akhir pembelajaran guru mengingatkan siswa bahwa mereka harus menyiapkan diri u/ test minggu depan. Setelah itu guru menjelaskan kesimpulan singkat dari Ad dan menyampaikan bahwa pertemuan ini telah selesai. Kemudian ketua kelas langsung menyiapkan teman-temannya dengan mengucapkan salam dan greeting untuk gurunya.

Information transfer activity

Initiating student attention scaffolding

Discussion

Living conclusion scaffolding

First Meeting : Teacher 2,,

1 Questioning

2 Scaffolding

3 Information transfer activity

4 opinion sharing act

5 Drilling

Field Note No: 4

Date : Tuesday, 18th of february 2020

Class : MIPA 7

Time : 07.30 - 09.00

Teacher : Mr. Mulyarman, S.Pd

School : SMAN 5 Kota Bengkulu

- | | |
|-----------------------------------|----------------------------------|
| 1. Information Gap Activities | 5. Opinion Sharing Activity |
| 2. Jigsaw Activities | 6. Information Transfer Activity |
| 3. Task Completion Activities | 7. Reasoning Gap Activity |
| 4. Information Gathering Activity | 8. Role Play Activity |

Based on Jack C. Richard in Speaking Activities

Guru memasuki kelas dengan mengucapkan salam "Assalamualaikum" dan dijawab oleh siswa "waalaikumsalam". Setelah itu guru menyapa siswa dengan greeting "good morning guys" and "nice to see you today". Kemudian guru mengatakan sebelum memulai kelas pagi ini, guru meminta siswa u/ berdoa terlebih dahulu. Kemudian ketua kelas memimpin teman-temannya u/ berdoa "Before we start the study, let's pray together. pray begin". Kemudian setelah itu guru mengabsen siswa. Setelah selesai mengabsen siswa, guru mengingatkan siswa u/ minggu depan ketika guru mengabsen ~~se~~ para siswa bisa menjawab "present, I am here, and yes sir" karena kita ada di Pelajaran B. Inggris so try to speak English. Setelah itu guru menyiapkan media yang akan digunakan dalam pembelajaran hari ini yaitu laptop, laptop and powerpoint. ~~Ada~~ terdapat dua orang siswa laki-laki yang membantu guru menyiapkan media. Pada saat guru menyiapkan media, suasana di kelas masih ribut, banyak siswa yang sibuk dengan urusan masing-masing. Setelah guru telah selesai menyiapkan media, guru meminta siswa untuk memperhatikan kedepan dengan mengatakan "hello, are you ready for class?" dan siswa menjawab "yes sir". Suasana berubah menjadi hening dan tenang. Seluruh siswa mulai memperhatikan gurunya kedepan kelas. Setelah mendapatkan perhatian siswa, guru memberikan sedikit informasi kemudian guru menanyakan materi yang telah diajarkan minggu lalu yaitu recount text. Kemudian guru menyampaikan ketiswa bahwa pertemuan ini akan memahami lebih lanjut tentang text ini. Sebelum melanjutkan penjelasan dari materi recount text, guru meminta siswa u/ merefresh materi yang telah diajarkan minggu lalu. Guru menanyakan sebuah pertanyaan ke pada siswa yaitu "what is the purpose of recount text?". guru menanyakan pertanyaan ini ke 4 orang siswa. Guru meminta siswa u/ menjawab dengan bahasa Inggris. Jika siswa menjawab dgn bahasa Indonesia, guru akan mengatakan dia tidak mengerti dgn jawabannya sehingga siswa akan mencoba menjawab menggunakan bahasa Inggris. Setelah mendapatkan

Instructing (Scaffolding)

Inviting Student attention (Scaffolding)

Asking and Answering activity
↓
questioning

beberapa tambahan dari siswa, guru akan menyimpulkan dan menjelaskan kembali tujuan dari recount text kepada para siswa. Kemudian setelah itu guru memberikan pertanyaan kembali yaitu "What are the structure of recount text?". Beberapa siswa menjawab secara berbarengan. Kemudian setelah itu guru bertanya kepada siswa apa saja buku yang mereka baca u/ tugas literasi mereka. Beberapa siswa menjawab novel, guru kemudian bertanya siapa saja yang tadi membaca literasi tentang sejarah, tapi ternyata tidak ada satupun siswa yang membacanya (tentang sejarah). Kemudian setelah itu guru mengarahkan siswa tentang sejarah, guru bertanya kepada siswa "Have you heard about how American ~~the~~ was discovered?". Kemudian siswa menjawab "Purnah", kemudian guru bertanya lagi siapa yang menemukan benua Cristopher Columbus. Kemudian guru membacakan sebuah cerita sejarah tentang "CC". Guru meminta siswa u/ mendengarkan dan mencoba u/ memahami text yang guru bacakan dan menyimpulkan informasi penting dari cerita yang di bacakan. Guru mulai membacakan ceritanya di laptop tanpa mengambungkan ke Infocus. Pada saat guru membaca ceritanya, suasana dikelas sangatlah kondusif, seluruh siswa memperhatikan dan mendengarkan guru dgn seksama tidak ada siswa yang berbicara dan sibuk sendiri. Setelah membaca text tersebut, guru menanyakan kepada siswa mengenai informasi yang berhubungan dgn text tsb. Pertanyaan pertama u/ "Where is Columbus from?". Beberapa siswa menjawab "Italia". Pertanyaan kedua, "Did the CC really want to travel to America first?". "What is the first destination?". Guru mendiskusikan jawabannya dgn siswa. Diarekanakan pada pertemuan ini materinya mengenai sejarah, guru tidak hanya membahas materi yang ada di textbook tetapi guru juga ~~memberikan~~ memberikan informasi lain yang tidak ada di buku textbook yang berhubungan dgn historical yang guru jelaskan. Kemudian setelah memberikan beberapa pertanyaan dan meniskusikan jawabannya dengan siswa, guru selanjutnya membahas text yang guru bacakan tadi, guru membuka penutup infocus dan menampilkan text yang ia baca sebelumnya. Guru menyampaikan bahwa paragraf pada text tersebut tidak benrutan. Kemudian guru meminta siswa u/ meniskusikan jawabannya dgn teman sebangkunya mengenai urutan yang benar dari paragraf tsb. Guru memberikan waktu 5 menit kepada siswa u/ berdiskusi. Didalam berdiskusi terdapat beberapa siswa yang berbicara secara bilingual, tapi terdapat beberapa siswa yang tidak berdiskusi dgn temannya dan membaca dan mengurutkan sendiri paragraf yang ada di depan. Ketika siswa terdiskusi guru mulai berkeliling dan u/ memantau siswa dalam berdiskusi. Di tengah-tengah siswa berdiskusi guru meminta siswa u/ menulis jawaban di buku mereka masing-masing. Didalam menjelaskan, bertanya maupun menjawab guru selalu

Instructional
(Scaffolding)

Opinion
Sharing

Questioning
Strategy

Learning
Activity

Task
Completion
Activity

Discussion

hampir

Menggunakan bahasa Inggris, kadang-kadang menggunakan bahasa lenda
u/ membuat siswa lebih memahami / mengerti tentang materi/
pelajaran yang ia ajarkan. Setelah beberapa menit, guru menyan-
pahkan kepada siswa bahwa waktunya telah habis, guru meminta
siswa u/ memperhatikan susunan paragraf yang benar. Guru menuliskan
siswa ke nomor susunan yang benar dan menampilkan susunan
paragraf yang benar di laptop. Setelah itu guru menanyakan "who did
correctly?" kepada siswa. Terdapat 7 siswa yang menjawab dan
benar dan guru meminta para siswa u/ memberikan tepuk tangan
u/ teman-temannya yang telah benar mengurutkan paragraf. Kemudian,
guru menanyakan kepada siswa apa yang kita pelajari dari definisi ini.
Guru melanjutkan penjelasan dan meminta siswa u/ melihat paragraf
pertama. Dalam paragraf pertama, guru menanyakan berapa banyak
sentences yang ada di paragraf tsb. Siswa mulai memberikan pendapat
ada yang menjawab 1, ada yang bingung. Karena siswa belum dapat
menjawab pertanyaannya, guru langsung menyampaikan bahwa paragraf
ini ada satu kalimat panjang yang sebenarnya dapat dibagi lagi
menjadi 3 kalimat. Kemudian setelah itu, guru meminta siswa u/
menemukan dan menentukan 3 kalimat tsb. Dikarenakan siswa
masih terlihat bingung, guru mulai menjelaskan dan membagi kalimat
yang panjang ini. Setelah menjelaskan 3 kalimat dari 1 kalimat panjang.
Guru kemudian menyampaikan bahwa questioning skill is very important
in building the speaking skill. Guru menjelaskan cara bertanya dan
menjawab sebuah pertanyaan. Kemudian kembali ke kalimat pertama
guru meminta siswa u/ membuat pertanyaan mengenai kalimat
"CC was from Italy" menjadi "where was CC from?" Didalam membuat
pertanyaan guru mencontohkan bahwasanya kita harus mengetahui content
kalimat yang akan dibuat pertanyaannya. Kemudian guru melanjutkan
ke kalimat kedua yaitu "CC stumbled upon America" guru membantu siswa
dalam membuat kalimat pertanyaan. Pertanyaannya menjadi "what did
CC do upon the Americas?". Kemudian ke kalimat yang ketiga, guru
juga mendiskusikan pertanyaan yang tepat dari kalimat yang ketiga.
Setelah menyelesaikan paragraf pertama, guru melanjutkan ke
paragraf yang ke 2. Kemudian guru meminta siswa u/ membuat
4 pertanyaan dari paragraf ke dua ini dengan mendiskusikan
jawabannya dengan teman sebangkunya. Guru memberikan waktu
10 menit kepada para siswa u/ membuat pertanyaan. Guru juga
meminta siswa u/ bernapras mempresentasikan pertanyaannya di depan
kelas. Guru meminta siswa u/ menuliskan pertanyaan di buku
begitu jawabannya juga. Siswa mulai mendiskusikan pertanyaan
yang ada di paragraf ini. Guru mulai berkeliling dan mengawasi
siswa. Setelah beberapa menit, guru mengingatkan siswa bahwa sudah
4 menit berlalu.

task
completion
activity
group
the

discussion
and
task
completion
activity

discussion
reasoning
gap
activity

Field Note No: 5

Date : Tuesday, 18th of February 2020

Class : MIPA 1

Time : 09.00 - 10.30

Teacher : Mr. Mulyarman, S.Pd

School : SMAN 5 Kota Bengkulu.

- | | |
|-----------------------------------|----------------------------------|
| 1. Information Gap Activities | 5. Opinion Sharing Activity |
| 2. Jigsaw Activities | 6. Information Transfer Activity |
| 3. Task Completion Activities | 7. Reasoning Gap Activity |
| 4. Information Gathering Activity | 8. Role Play Activity |

Based on Jack C. Richard in Speaking Activities

Guru memasuki kelas dan ketika kelas mengkapkan teman-temannya u/ mengucapkan salam dan greeting. "Assalamualaikum" dan "good morning". Guru kemudian menyiapkan media yaitu Infocus dan laptop. Setelah selesai menyiapkan media, guru langsung mengucapkan Salam "Assalamualaikum". Setelah kemudian guru menanyakan kabar siswa dan perasaan siswa saat ini. Guru menyampaikan sedikit intermezzo u/ menarik perhatian siswa. Setelah itu guru menanyakan siapa yang tidak ada di kelas. Siswa menjawab one person is sick and two persons are Abs. Setelah itu guru menanyakan ke siswa apakah mereka siap u/ belajar hari ini dan siswa menjawab iya sir. Kemudian guru membahas masalah yang salah satu siswa hadapi yaitu seorang siswi yang kehilangan dompet yang bertuliskan uang dan hilangnya di kelas. Guru memberikan wejangan nasihat kepada siswa-siswi di kelas ini. Guru menghimbau siswa untuk mempercayai diri sendiri dan jangan terlalu mempercayai orang lain. Guru meminta siswa u/ menjadi siswa yang beradab dan mengadarkan siswa akan tanggung jawab mereka. Kemudian setelah menyampaikan nasihatnya guru melanjutkan ke pembelajaran. Guru menanyakan ke siswa materi apa yang sudah dipelajari sebelumnya? "karna mereka sudah ulangan, guru menyampaikan bahwa pertemuan ini mereka akan mempelajari materi baru yaitu tentang Advertisement. kemudian guru meminta siswa u/ membuka buku textbook dan menemukan sendiri materi tentang Advertisement. kemudian setelah beberapa menit guru menanyakan ke siswa apakah mereka telah menemukan materinya di buku. dan siswa menjawab ya. kemudian guru menanyakan di halaman berapa? kemudian siswa menjawab di halaman "129". Guru meminta siswa u/ memperhatikan guru ke depan terlebih dahulu. Guru menyampaikan bahwa simpulan Advertisement a/ Ad. Sebelum guru menjelaskan tentang Ad, guru bertanya beberapa pertanyaan kepada siswa, guru menanyakan apakah siswa? Pernah melihat Ad di kehidupan mereka sehari-hari? dan dimana kalian melihatnya. Siswa menjawab ya, seperti di youtube, tv, social media, street and so on. kemudian guru menjelaskan macam-macam Ad.

Inviting
Student
attention
(scaffolding)

brainstorming

Asking and Answering activity
 Question: Electronic Ad and printed Ad. kemudian guru menanyakan apa tujuan dari Ad. Beberapa siswa mulai menjawab like to promote, persuade and so on. Kemudian guru menuliskan 3 tipe dari Ad yaitu product, service, and even. kemudian guru menunjuk salah satu siswa dan meminta siswa tersebut menyebutkan contoh dari product Ad. Beberapa siswa mulai membantu. kemudian guru menanyakan the example dari service Ad. Dan siswa bersamaan menyampaikan pendapat mereka. kemudian guru meminta siswa u/ menyebutkan contoh dari even Ad. siswa 3/ pun bersama 3/ menyampaikan pendapat mereka. kemudian guru melanjutkan penjelasan mengenai the content of Ad. guru meminta siswa u/ melihat dan membuka the content of Ad pada halaman 120. guru menjelaskan bahwa sebuah Ad juga memiliki structure/content u/ membuatnya. kemudian guru memberikan waktu 3 menit u/ siswa membaca dan memahami apa saja content di dalam sebuah Ad. kemudian setelah 3 menit berlalu, guru meminta siswa u/ pay attention ke gurunya. guru mulai menginputkan Microsoft Word. guru mulai menjelaskan materi tentang Ad. guru menjelaskan bahwa content yang pertama u/ important information. guru menjelaskan apa saja yang termasuk di important information dan guru menampilkan sebuah iklan yang telah di upload di laptopnya. kemudian guru menanyakan mana headline message or important information di iklan yg ditampilkan. guru juga menjelaskan ciri + dari headline message. kemudian guru melanjutkan ke content yang kedua yaitu special offer, ke tiga yaitu positive and emotive word. guru menjelaskan dengan memberikan gambar dan iklan dan langsung memberikan contohnya. kemudian guru melanjutkan ke bagian 4 yaitu Picture and color. yang kelima yaitu caption. guru menanyakan ke siswa apa yang mereka ketahui dari caption. guru mendiskusikan dgn siswa penjelasan dari caption dan memberikan contoh contoh. guru melanjutkan ke bagian yang ke 6 yaitu logos, Address, and contact number. Setelah menjelaskan 6 bagian penting di dalam Ad. guru memperlihatkan sebuah gambar di ppt dan mendiskusikan ke siswa apakah 6 bagian itu terdapat di dalam Ad yang ditampilkan. kemudian guru memperlihatkan 4 iklan lain, satu dgn contoh iklan yang pertama guru juga mendiskusikan apakah 6 bagian penting di Ad terdapat atau tidak di dalam iklan yang ditampilkan. Setelah memperlihatkan contoh dari beberapa iklan guru menanyakan kembali apa saja jenis dari setiap iklan yang ditampilkan. kemudian guru mengingatkan dan menjelaskan ke siswa bahwa ada 6 bagian penting di dalam sebuah Ad. jika 6 bagian termasuk di Ad ini menandakan bahwa Ad ini baik dan benar. Setelah itu siswa diminta u/ membuka buku mereka pada halaman 120. kemudian guru melanjutkan penjelasan mengenai forms dari Ad.

Inviting student attention (scaffolding)

Discussion

opinion sharing activity

Discussion

Task completion activity

Discussion

Guru menyebutkan contoh-contoh forms di advertisement. Kemudian guru melanjutkan contoh Ad yang ada di hal 120. Guru bertanya ke siswa, apa yang ditawarkan di iklan yang ada di buku. Kemudian siswa menjawab "celebrating". Kemudian guru menanyakan kembali siapa target dari iklan. Guru mendiskusikan Ad yang ada di textbook dan menetapkan bahwa iklan ini tidak reliable karena banyak informasi yang tidak termuat di iklan yang pertama ini. Kemudian guru mendiskusikan kembali Ad yang ke dua dengan siswa. Guru menanyakan siapa targetnya, kontennya apa saja yang ada di iklan ini, form dari Ad. Guru juga menanyakan siapa yang akan "interest" dengan iklan ini. Selanjutnya guru melanjutkan diskusi ke Ad yang selanjutnya. Pada aktivitas ini guru meminta siswa u/ analyse content dari Ad dan u/ mengetahui apakah iklan reliable or not. Kemudian setelah mendiskusikan ke empat iklan tsb, guru menyimpulkan bahwa ke 4 iklan tsb tidaklah reliable karena masih banyak informasi yang tidak ada di iklan. Kemudian setelah itu, guru meminta siswa u/ membuka hal 124 dan meminta siswa u/ mengerjakan activity 9 yang terdapat 7 buah pertanyaan. Karena tugasnya sudah diselesaikan oleh siswa sebelum masuk ke kelas, guru langsung meminta siswa u/ membahas soal-soal yang ada di activity 9. Kemudian guru mulai mendiskusikan jawaban dan siswa. Pertanyaan pertama, "what is the Ad about?", beberapa siswa menjawab "how to influence people". Pertanyaan kedua, "what is the purpose of Ad?" siswa menjawab "to persuade people join workshop". Kemudian guru melanjutkan diskusinya, guru menunjuk siswa secara random dan meminta siswa u/ membaca soal dan membacakan jawabnya. Pertanyaan ke 3 "who will be the target persuade?" siswa menjawab "businessman who want improve their skill". Kemudian no 4 "what is offered to consumer" siswa menjawab "event". Kemudian guru menunjuk siswa secara random, pertanyaan ke 5. Selanjutnya guru melanjutkan ke pertanyaan 6. Setelah selesai menjawab dan mendiskusikan pertanyaan dan jawaban bersama siswa 3, guru menyampaikan ke siswa bahwa pertemuan ini mereka mempelajari the structure of Ad and the Content of Ad. Karena waktu telah habis, guru mengakhiri pertemuan hari ini dengan mengucapkan salam "Assalamualaikum".

Third Meeting : Teacher 2

Five Strategies : ① scaffolding ④ opinion sharing act
② brainstorming ⑤ task completion act
③ questioning

Field Note No: 6

Date : Wednesday, 19th of February 2020

Class : MIPA 2

Time :

Teacher : Efriyeni, S.Pd

School : SMAN 5 Kota Bengkulu

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|-----------------------------------|----------------------------------|
| 1. Information Gap Activities | 5. Opinion Sharing Activity |
| 2. Jigsaw Activities | 6. Information Transfer Activity |
| 3. Task Completion Activities | 7. Reasoning Gap Activity |
| 4. Information Gathering Activity | 8. Role Play Activity |

Based on Jack C. Richard in Speaking Activities

Brainstorming activity

Guru memasuki kelas MIPA 2 dengan mengucapkan salam. Kemudian ketua kelas memimpin dan menyiapkan teman-temannya juga mengucapkan salam dan greeting. Setelah itu guru memeriksa kehadiran siswa. Karena ada beberapa siswa yang tidak hadir, guru menanyakan kabar ataupun surat izin dari siswa tsb dengan temannya. Setelah selesai menanyakan siswa siswanya, guru menanyakan kepada siswa materi apa yang sudah dipelajari minggu sebelumnya. Karena minggu kemarin siswa ulangan. Pertemuan hari ini guru akan menjelaskan materi yang baru yaitu tentang recount text. Sebelum menjelaskan materi recount text kepada siswa, guru terlebih dahulu menanyakan pemahaman mengenai dasar dari recount text. Guru menanyakan kepada siswa "what is the text about?". Siswa menjawab secara bersamaan "history". Kemudian guru bertanya lagi "history? history about what?". Siswa menjawab secara bersamaan lagi. Kemudian guru bertanya lagi "what is recount text?". Guru dan siswa mulai mendiskusikan recount text. Guru menjelaskan pengertian dari recount text dan structure dari text ini. Guru juga menyampaikan bahwa recount text menceritakan tentang historical moment. Kemudian guru menyampaikan sebuah cerita bersejarah dari pengalamannya pribadi mengenai pertunjukan kakak guru ketika masa penjajahan. Didalam menjelaskan maupun bercerita, mostly guru menggunakan bahasa Inggris secara bilingual dan juga memberi pertanyaan dan meminta jawaban dari siswa menggunakan bahasa Inggris. Setelah menyampaikan cerita tsb guru kembali menjelaskan materi tentang recount text. Guru menanyakan ke siswa disebut apakah kalimat pertama dari recount text. Kemudian salah satu siswa menyebut menjawab orientation. Guru memberikan feedback kepada siswa tsb dan guru menyebutkan dan menekankan apa saja yang termasuk di orientasi seperti, who, where, what, when. Kemudian guru melanjutkan ke paragraf berikutnya sama seperti paragraf sebelumnya. Guru menyebutkan apa paragraf kedua ini. Kemudian, karena beberapa siswa terlihat bingung, guru kemudian menyebutkan "event". Kemudian

questioning

asking and answering activity

Instructions

Scaffolding

Discussion

Opinion sharing activity

Guru menanyakan, apa saja hal yang menandakan bahwa paragraf tsb a/ Runt. karena murid ~~yang~~ tidak mengerti. Guru memberikan contoh dan kegiatan 3 text. kemudian guru menjelaskan perbedaan naratif dan recount text. setelah menjelaskan perbedaan dari text tsb. guru meminta siswa 4/ membuka buku mereka pada halaman dan meminta siswa 4/ menjawabnya. kemudian siswa secara bersama-sama mengaitkan bahwa mereka telah menjawab tugas tersebut minggu lalu. karena siswa 3 telah menjawab / mengerjakan tugas tersebut di pertemuan sebelumnya. Guru langsung meminta siswa mendiskusikan jawabannya dari tugas tersebut bersama-sama. kemudian guru meminta salah satu siswa 4/ membacakan pertanyaan dan jawaban dari tugas yang guru berikan. Setelah seorang siswa yang ditunjuk selesai menjawab pertanyaannya, guru mendiskusikan jawaban tsb dgn siswa 4/ yang lain. guru melanjutkan ke pertanyaan yang selanjutnya, guru kembali menunjuk salah seorang siswa 4/ menjawab pertanyaan. sama dengan kegiatan sebelumnya, guru akan mendiskusikan jawaban yang di jawab siswa dgn siswa yang lain. ini bertujuan agar siswa 2 yang lain dapat ikut paham dengan tugas yang diberikan. kemudian guru melanjutkan ke pertanyaan 3 selanjutnya. sama seperti pertanyaan 2 sebelumnya, guru akan meminta siswa 4/ menunjuk tangan atau akan menunjuk langsung siswa, dan mendiskusikan jawaban siswa yang dipilih dan mendiskusikannya dgn siswa 2 lainya. Dalam diskusi maupun penjelasan, guru tidak hanya menyampaikan sefrah yang ada di buku tetapi juga menyampaikan informasi lain yang berhubungan dengan sefrah yang ada di buku. karena waktu pelajaran telah habis, guru mengingatkan siswa bahwa minggu depan mereka akan ulangan. kemudian guru mengakhiri pertemuan ini dengan mengucapkan salam dan leave taking "Good bye".

Third meeting 3 Teacher!

- 4 strategies
- 1) Brainstorming
 - 2) Questioning
 - 3) Scaffolding
 - 4) opinion sharing activity

APPENDIX II

SILABUS

Satuan Pendidikan : SMA N/S
Mata Pelajaran : Bahasa Inggris (wajib)
Kelas /Semester : X/Genap

Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, **menerapkan**, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: **Mengolah**, menalar, menyaji, dan **mencipta** dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal ,	3.6.1 Mengidentifikasi struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan			

memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i>) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	menanyakan, dsb. - Struktur Teks - Memulai - Menanggapi (diharapkan/diluar dugaan) - Unsur Kebahasaan - Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this</i>,	keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. 3.6.2 Menyebutkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya. 3.6.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. 4.6.1 Mencermati teks lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan 4.6.2	intonasi, ucapan dan tekanan kata yang tepat. - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat			
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	<i>those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI	fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks Membuat teks pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.6.3 Mendemonstrasikan teks lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar			
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis	• Fungsi Sosial - Melaporkan, menceritakan, berbagi	3.7.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta	- Menyimak guru membacakan peristiwa bersejarah,	-	-	-

dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks <i>recount</i> – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	pengalaman, mengambil teladan, membanggakan ● Struktur Teks - Dapat mencakup: - orientasi urutan kejadian/kegiatan - orientasi ulang ● Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.	informasi terkait peristiwa bersejarah 3.7.2 sesuai dengan konteks penggunaannya Menyebutkan struktur teks dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah 3.7.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7.1 Mencermati teks <i>recount</i> terkait peristiwa bersejarah 4.7.2 Membuat teks <i>recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 3.7.4 Mendemonstrasikan teks <i>recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian			
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	- Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a</i> , <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI		tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan			
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			- refleksi tentang proses dan hasil belajar.			
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	● Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan ● Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang ● Unsur Kebahasaan - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan	3.8.1 Mengidentifikasi teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 3.8.2 Menyebutkan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana 3.8.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. 4.8.1 Mencermati teks <i>naratif</i> terkait legenda rakyat, sederhana 4.8.2 Membuat teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.8.3 Mendemonstrasikan teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Menyimak guru membacakan - legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan	-	-	-

	- Kosakata: karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI		tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.			
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur	● Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif ● Unsur kebahasaan	3.9.1 Mengidentifikasi struktur teks dan unsur kebahasaan lirik lagu terkait kehidupan remaja 3.9.2 Menyebutkan struktur teks dan unsur kebahasaan lirik lagu terkait kehidupan remaja 3.9.3 Membedakan struktur teks dan unsur kebahasaan beberapa lirik lagu terkait kehidupan remaja.	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda			

kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	- Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	4.9.1 Mencermati fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja 4.9.2 Mendemonstrasikan fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	- Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya			
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PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 KOTA BENGKULU
TERAKREDITASI "A"

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Nomor : 074 / 089.b / SMAN. 5 / 2020

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Sesuai Surat dari wakil Direktur Bidang Akademik Kementrian Reset, Teknologi dan Pendidikan Tinggi Universitas Bengkulu Fakultas Keguruan dan Ilmu Pendidikan Nomor : 6410/UN30.7/PL/2019, Tanggal 11 Desember 2019 Prihal Izin Penelitian. Yang bersangkutan telah melakukan kegiatan Penelitian di SMA Negeri 5 Kota Bengkulu Tanggal 17 Februari 2020.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 20 Februari 2020
Kepala Sekolah,

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UNIVERSITAS BENGKULU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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telah melaksanakan ujian skripsi pada tanggal 08 - 07 - 2020 , dan telah selesai
perbaikan skripsi.

Penguji,

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2	Dr. Deeli Sofyan, M.Hum	2.
3	Indah Damayanti, S.S., M.P.S	3.
4	Drs. Mulyadi, Dip.TESL.M.A	4.

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