**CHAPTER I**

**INTRODUCTION**

In this chapter presents the background of the research, the statement of research problem, the objective of the research, the significance of the research, the scope and limitation of the research and the definition of the key terms.

1. **Background of the Research**

Language is a rule governed innate system and that those who have acquired a natural language apply its rule in original and creative ways by producing utterances they have never heard before. By using the language, the people can express their feelings and their idea about what they are thinking, respond to the someone and make relation. There are so many languages in the world, one of them is English.

In Indonesian curriculum, there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve the teaching purposes.

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Speaking skill is an important skill that language learners should master when they learn a language. It means learning language is not only learning about theory, but also how to practice it in the real communication, as the function of language. In other words, the ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001: 269).

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Even though speaking skill is very important to ensure the learners. Language ability in fact, almost every school in our country only applies teaching English in giving knowledge of grammar and vocabulary to the learners. The students can’t speak English well because they don’t use English in their daily life. The fact shows that the students can’t speak in English though they learned it for several years. English should not only be taught, but also used to communicate effectively. Learners need given understanding toward the use of English for communication. Consequently, the teachers may have to conduct some techniques of teaching speaking to encourage the students to practice this skill.

Because of the reasons above, some schools and institutions establish some strategies to improve students speaking skill. In order to produce good learners in their speaking ability, the teacher have to do some processes in the teaching and learning process such us deciding the strategies of teaching speaking, planning the activities, and make a good speaking evaluation to motivate the students in their speaking ability. And there is a school which overcomes the processes above that is SMK Islam 1 Durenan. This school successes enough in handling good teaching speaking. This school has interesting strategies and motivation in increasing learner’s ability to master English. The success of SMK Islam 1 Durenan in handling good teaching speaking is not far from contribution of the teachers and school in organizing good strategies to improve learners speaking skill such us by conducting appropriate methods for teaching speaking in the classroom, performing creative and motivated speaking activities, and practicing valid and convenient speaking evaluation.

Teachers have to perform appropriate strategies for speaking in teaching and learning processes, because the difference of students speaking proficiency may depend on the teacher’s use of strategies. Ideal role of teacher in teaching and learning process is organizing classroom to be interactive classroom. Teacher’s strategy is also useful to increase teacher’s capability in delivering material so the students get building their desire to study (Brown, 2001:117). Other teacher’s role in speaking classroom that can improve students speaking skill is teacher’s deciding of activities for speaking classroom (Sasson, 2007 : 112). And there are many types of speaking activities that can improve students speaking skill such us communicative games, discussion, debate, role play, and soon. The teachers have to decide appropriate activities based on the students need and the time allocation. The teacher also should declare routine evaluation whenever students perform in classroom so that the students get motivation in their classroom activities.

Evaluation is also very important for teachers to get information about how far teachers are capable to organize classroom based on their lesson plan which they have planned before. The teachers have to organize a rubric to measure each component of speaking which will be evaluated. For example, in speech activities, the teacher planned a rubric contained some components that appropriate to evaluate speech skill such us pronunciation, intonation, stressing, and perform.

Based on some factors to improve students speaking ability above, the researcher will take the place to research on a school which successes in handling students speaking ability that is SMK Islam 1 Durenan. The researcher wants to find how exactly the teaching speaking in this school is. Finally, the researcher conducts the research entitled **“A Study on Teaching English Speaking of Eleventh Grade at SMK Islam 1 DurenanTrenggalekAcademic Year 2014/2015”.**

1. **Statement of the Research Problem**

Based on the background of the study, the research problem of the study is formulated as follows:

1. What strategies are used by the teacher on teaching speaking at SMK Islam 1 Durenan?
2. What kinds of activities are conducted to improve speaking skill at SMK Islam 1 Durenan?
3. What is the evaluation used by the teacher in teaching speaking at SMK Islam 1 Durenan?
4. **Objectives of the Study**

Based on the background of study mentioned above, the writer states objectives of study as follows:

* 1. To find out the strategy on teaching speaking at SMK Islam 1 Durenan
  2. To find out the activities are conducted to improve speaking skill at SMK Islam 1 Durenan
  3. To find out the evaluation on teaching speaking at SMK Islam 1 Durenan

1. **Significance of the Research**
   1. For the students

For students, the result of the study is expected to be able to improve student’s ability in speaking skill, encourage students desire to speak English, and motivate students to study English better.

* 1. For the teacher

This study helps them to improve their understanding in learning speaking that focused on the used methods for teaching speaking. From this thesis, it will make the teacher knows and understands the characteristics of his students, so he can handle during teaching learning process well.

* 1. For the school

For the school, the result of the study is expected to help improving school program and other facilities to support students’ speaking ability. And within this study, the researcher hopes it can be used as reference to other schools or institutions in improving their students speaking ability.

* 1. For the next researcher

By this study, first the writer really hopes that after reading the thesis specifically, the reader can add their knowledge about how to behave and how to overcome all problems in surviving in the school life. May be the result of the study will be materials to enrich the kindness that related with the more credible theory about the method to develop the students speaking ability.

1. **Scope and Limitation of the Research**

In this study, the writer only focuses a study on formal teaching. Formal teaching is classroom-based, provided by trained teacher. It is conducted only for the eleventh grade students of SMK Islam 1 Durenan. It only discusses the teaching to make the students more practice in speaking as well as possible and the learners can increase their knowledge about English language of speaking in regular class. It does not discuss the teaching learning process conducted outside the class such as extracurricular activities. It’s discussed about strategies, activities and evaluation.

**F. Definition of the Key Terms**

1. Teaching is a process of conveying or transferring knowledge to the people. According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While, speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Teaching speaking in this study is a process of how the teachers teach students to speak up in English.
2. Speaking is a skill that our the other language skills. Speaking defined as an ability to express, idea, thoughts, and feelings orally. Speaking is productive skill in oral mode. It involves more than just pronouncing words (SIL, International, 1999).
3. Method is the plan of language teaching which is consistent with theories.
4. Strategy is steps do by the teachers’ in teaching learning process to implementing the overall plan and long term, in order to educate, guide, and direct students towards a better ( Fatah, 2004:25).
5. Evaluation is a systematic gathering of information for the purpose of making decisions in teaching learning process to be successful. Assessment techniques are tools which are used by the teachers in order to assess the student’s level ability, Allyn and Bacon (1989:84).

**CHAPTER II**

**REVIEW OF LITERATURE**

This chapter will presents the goal of teaching speaking, the importance of speaking, teaching strategy, activities in speaking, evaluation in speaking and previous study.

1. **Speaking**
2. The Goal of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. *Language input* comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented. For further explanation, it can be seen as follows:

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1. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
2. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

1. The Importance of Speaking

A person who communicates well and has good speaking skills does not necessarily use big words and elaborate jargon. In fact those things can serve to turn a listener off. They feel patronized, inadequate and frustrated if someone is using fancy language. The point of communicating is to convey information, to share with others and to have a two-way exchange.

Communicating, to whatever size of audience requires the speaker to encourage people to listen, engage, take on board what is being said and process that information with a view to doing something with it. People will only listen if they feel that the speaker is talking to them, interested in them, is speaking their language. Using the type of language they feel comfortable with is the key. Giving something away is important. Updating people requires them to understand how what is being said will affect them. Giving them insights, an advantage, information is an important part of speaking skills. Establishing what the audience wants to hear is crucial. The skill is in being relevant to what people want to learn more about.

Encouraging people to communicate back is equally important. Good speaking skills are about encouraging people to share, to give information that will enable the relationship to progress. If only one person speaks it is a one-way exchange. This is fine in a presentation situation, where research has been done in advance to establish what is needed to be conveyed. In a smaller environment it is often important to have feedback in order for the conversation to progress in a satisfactory manner.

The use of inclusive language is important. Talking about ‘us’ and ‘our’ rather than giving instructions and directives demonstrates respect and teamwork. If it is done well it is an effective way to get ones listeners on side. But people have to feel that the speaker cares, that they have empathy and understanding that it matters to them too. Demonstrating interest in the listener is the key. A good salesperson will talk to a potential customer first to establish what they are looking for. Building a connection with their customer enables a relationship to be established from which to offer alternatives, discuss requirements in more detail, and begin to trust each other. When we feel that we are on a conveyor belt and someone is only interested in taking our money we understandably become a little cynical. Feeling that someone is looking to build a mutually beneficial relationship, establish a long-term client who will repeatedly do business if treated well, makes a difference to the quality of the relationship. This establishes trust between the salesperson and the customer. A good salesperson can phone a customer and recommend products. They can almost sell over the phone because the trust is so strong. Their skill at speaking means that they connect and establish a feeling of mutual respect for each others position within the relationship.

Speaking skills are important whether it be communicating one on one or to a larger audience. Building rapport, a connection with the audience allows them to feel part of the relationship, valued and considered. When that occurs and they engage and respond it allows positive two-way communications to begin to develop.

1. Teaching Strategy

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown, (2000:7) teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. He further says that teaching guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique. While Karo-karo (1975:10) states that teaching is the process transferring the material of someone to another, in order that they absorb, master, then develop the material including skills, knowledge, or sciences. In line with the definition above, Brumfit (1979:5) defines as an activity that is performed directly or indirectly, by human Cambridge International Dictionary of English in Harmer (2002, 56) achievements of strategy thus prepare the learning steps, the use of various facilities and learning resources are all directed in an effort to achieve the goal. teaching means to give (someone) knowledge or to instruct or to train (someone). In addition, the Longman Dictionary Contemporary English suggests that it means to ‘show somebody how to do something’ or to ‘change somebody’s idea’.

Teaching strategies are procedures used by the teacher which serves a way of reaching a goal (Suryosubroto, 2002 cited in Fetty P. S 2013: 40). To reach the goal, teacher has the important role in the teaching because most of the output of students was determined by the teachers (Jaromelik and Foster, 1989). According to Usman (1990: 7), a competent teacher will be able to create an effective learning environment and will be able to manage the process of teaching and learning so that the students can achieve an optimal result. To be able to manage the process of teaching and learning, the teachers must have strategies to do that. J.R. David (1976) cited in Wina S. (2002: 186) states that strategy is a plan, method, or series of activities designed to achieves a particular education goal. So, learning strategy can be defined as a plan that contains a series activities designed to achieve specific educational goals. Based on the explanation above can be divide two main points: first, learning strategy is a plan of action (series of events), including the use of methods and utilization of various resources / strengths in learning. Second, the strategy designed to achieve a certain goals.

Therefore it is necessary to formulate clear objectives, which can be measured by language function: describing, giving information, or giving an opinion O’Malley (1996:79). its success, because the main goal is the basic implement of a strategy. Suck as learning English in teaching speaking, of course, an English teacher has a specific strategy to improving students’ speaking ability. Kermp (1995) cited in Wina S (2002:187) states that teaching learning strategy is a teaching learning activity that must be done by teacher and students to make learning goals can be achieved efficiently and effectively. In line with the opinion above, Dicky and Carrey (1985) also mentions that the teaching and learning strategy is some material collection and learning procedure it used together to optimal students learning. It can be concluded that the teaching learning strategy is essential preparing students teaching learning experience.

1. Activity in Speaking

There are some activities to promote speaking:

1. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…"

1. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

1. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

1. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

1. Storytelling

Students can briefly summarize a tale or story they heard from somebody before hand, or they create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students speaking ability, but also get the attention of the class.

1. Interviews

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 or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

1. Story completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

1. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

1. Picture describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a Spokes person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

1. Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

1. Evaluation of Speaking
2. Concept of Evaluation

Djiwandono (in Isnawati, 2012:2) mention that in general, Evaluation is a systematic gathering of information for the purpose of making decision. The information does not only with the students’ improvement in achieving the learning goal but also with the accomplishments of teaching learning program in general, (phopam, 1974: 253) defines that evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training the evaluation. In conclusion, evaluation is the way or process to know students’ ability in speaking.

1. Function of Evaluation

Evaluation is always associated by most people concerns with the students’ improvements in achieving the learning goal. It’s commonly believed that the better of the result of evaluation, the higher the students’ achievement is (Isnawati, 2011, 3). The functions of evaluation based on the argument of Djiwandono (in Isnawati, 2011: 3) are bellow:

1. As a fatback for the students When the result of the evaluation is bad, they will review and improve their learning technique and habit to increase their achievement as indicated by the result of their learning evaluation. order to know their English learning problems or their attitudes.
2. As a fatback for the teacher. Unsatisfying result of evaluation can remind him or her whether he or she has planned the teaching and learning process well, whether the planned activities have been implemented well, whether the material, technique of teaching and media have been selected well etc.
3. As a fatback for the curriculum designer. The result of the evaluation can beneficial fatback for also give the curriculum designer in determining the appropriate learning goal for the students.
4. Testing Speaking
5. Conversational exchanges. Teacher gives the topic to the pair students, and they have conversation or discuss it.
6. Short talk. Students are required to prepare a short talk on a given topic. They allow making note, but not script.
7. Role playing. Students can be asked to assume a role in a particular situation and the tester can act as an observer. There are several types that can be used to test speaking ability, (Heaton, 1988:89)
8. Reading aloud. The students required to retell a story they have just read.
9. Games. The teacher must prepare the game that appropriate with the lesson explained before, so it can be used to assess students’ speaking ability appropriately (Brown, 2003:176).
10. **Previous Study**

Previous study is the results of research related to student’s activity and teacher strategy on improve speaking have been conducted by some researcher of the study . Firstly, the research was done by Priyono (2014) entitled “A study of student’s technique in daily English speaking activity SMA Radenpaku boarding school Trenggalek”. He explained about some technique who he found in his exploration. In the technique in teaching speaking that were applied in the first and second years are different. In the first years the teachers invite the student to discuss the previous lesson. He tries to explore the ideas about previous lesson by giving questions and the learners try to answer the questions orally and voluntarily.

Second study was done by Yuliastutik (2012) entitled “Students strategies to overcome speaking activity in the conversation class as an intra-curricular program at SMA Negeri 8 Malang”. She analyzed that the student’s problem in speaking and strategies to overcome student’s problem in conversation. The findings of the study the students can result the problem. They also employs some teaching strategy for example: giving information of the importance of English, creating fun activities, giving additional score, providing list of word, quoting word from media, drilling, giving direct correction, pair working and grouping technique.

**CHAPTER III**

**RESEARCH METHOD**

* 1. **Research Design**

In this research, the researcher uses descriptive research with qualitative approach. Qualitative research is based on the criteria ; having one natural setting as the data source, using the researcher as the key instrument, having much concern with utterances or words as the analyzing the data rather than the number and analyzizing the data inductively.

Ary (1975 : 295) states: “Descriptive are designed to obtain information the current status of phonemenon. They are directed toward determining the nature of a situation, as it exists at the time of the study. There is no administration of control of treatment as it is found in experimental research. The aim is to describe ‘what exist with respect to variable or conditions in a situation.

Qualitative research is concerned with abstract characteristic of even Qualitative research maintains that many natural properties can not be expressed in Quantitative term-indeed. They will lose their really if expressed simply in term of frequency

This study uses qualitative descriptive method because it generates data through the use of instruments such as field notes and transcriptions from observations and interviews. This study also uses data from document sheets such us lesson plan sheets, and teachers‟ speaking assessment sheets.

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* 1. **Data and Data Sources**
     1. Data

Data is a group of information from the respondent. Data could be a state, picture, sound, letters, numbers, math, language or other symbols that we can use as ingredients to see the environment, objects, events, and concepts. Arikunto (2002 : 135) states that data are the result of researcher quotation, either fact of numeral.

Here the data are necessary ones to accomplish the research. In this research, the researcher analyzes data based on research problems “what the strategies, activities, and evaluation in teaching speaking at SMK Islam 1 DurenanTrenggalek are”, in which the data are in the form of transcriptions such as interview transcripts, field note sheets, teachers lesson plan and the result of students assessments.

* + 1. Data sources

Data sources are the target research as the subject of the research, where the data can be obtained. According to Arikunto (2002:129) there are three resources of the data namely person, place and paper. In this research, the researcher uses person resources as primary resources and paper resources as secondary resources. So, in this research, the data are taken from directly observation and interview with the teachers and students, and as addition, data are taken from documents such us teachers lesson plan and speaking assessment sheets.

1. **Subject of Research**

“Subject of the research is the process of selecting a number of individual for a study such as a way the individual represent the large group from they were selected” (Nasution, 1991: 119). The subjects in this research are eleventh grade of accounting class, also two English teachers of SMK Islam 1 Durenan.. The two English teachers are will be described as Teacher 1 and Teacher 2 in research finding.

1. **Technique of Data Collection**

The important step of conducting a research is collecting data. The collecting data contains the necessary information of the research problem. So, we need the instrument at the tool used by the researcher when she or he conducts her or his research. In this research, the researcher uses some instruments to collects the required data, those are : interview, observation and documentation.

1. Interview

Interview is one of method, which is used to ad the required data obtained from primary methods in order to make the data more completed. Exactly, interview is an oral question. It is a kind of method in collecting data which requires direct communication between the researcher and the subject of the study or respondent.

Interview is a technique of data collection of the most widely used in social research, whether qualitative or quantitative. Because in the daily life of almost of social relations are conducted by human beings and involves interview or conversations.

1. Observation

Observation is on observational study; the current status of phenomena is determined not by asking but by observing. For certain research question, observation is clearly the most appropriate approach (Gay, 1992: 234). In this case, the researcher observed the activity of the student to improve their ability in speaking. Field note includes the notes of whatever the researcher does during conducting the research from the beginning until the end. It also includes the schedule of the observation done. So, the researcher joined and paid attention the teaching learning process of speaking by English teacher and students in the class.

1. Documentation

According to Arikunto, (2002:133) explains, “In the execution of documentation methods, researchers investigating the written items such as books, magazines, documents, regulations, meeting minutes, diaries, etc”. this opinion is supported by Moleong, (2010:280) who says that document is kind of source data involves anything notes aimed to examine a research. The documents that was gotten in this research were: (a) student’s scores of English lesson (b) student’s activities speaking in the classroom in the form of pictures.

1. **Technique of Data Verification**

In qualitative research, there is a common technique usually used to check the trustworthiness of data. To get the trustworthiness in this research, more than one instrument was used to collect the data. Therefore, the researcher used triangulation. “Triangulation is defined as technique of collecting data by combination of some different techniques of collecting data and some different data sources” (Sugiyono, 2009:83). Furthermore, according to Moleong (2003:330), “Triangulation is technique of the investigation of validities of data which gives advantages to others that need verification or become standard data.

The purpose of triangulation is to increase the credibility and validity of the findings. Source of data triangulation is processes in which various source of data are collected. The variety of source can refer to:

1. Triangulation source

To test the credibility of the data is done by checking the data that has been obtained through several sources. For example. To test the credibility of the data about student behavior, the collection a verification of data that have been obtained can be done to teachers, pupils and parents concerned. Data from these source there, not bias leveled as in qualitative research, but it is described, categorized, where the view is the same, different, and where the specifies of the three data sources. The data have been analyzed by the researchers to produce a conclusion subsequently sought agreement (member check) with the three sources of data.

1. Triangulation technique

Triangulation techniques to test the credibility of the data are done by checking the data to same source with different techniques. For example, the data obtained by interview, and then checked by observation, documentation, or questionnaires. If the credibility of the data testing technique, resulting in different data, the researchers conducted further discussion relevant to the data source or another, for which data ensure considered correct. Or maybe anything is correct, because his perspective is different.

1. Triangulation time

Time also often affects the credibility of the data. Data were collected by interview in the morning when the speaker is still fresh, yet many issues will provide more valid data thus more credible. Therefore, in order to test the credibility of the data can be done by checking with interviews, observation or other techniques in a different time or situation. When the test results produce different data, it is done repeatedly so that the certainty of the data found. Triangulation can also be done by checking the results of the study, from a team of other researchers who were given the task of collecting data.

To get the data, the researcher interviews English teacher, selected students in SMK Islam 1 Durenan. After the interview data collected, checking trustworthiness of data interview was done by comparing then with data taken from observation. The researcher observed students learning activities when learning speaking in the classroom. In order to check validity of this data, the researcher interviewing English teachers and selected students. Here the data were collected from different ways, those are interview and observation.

1. **Data Analysis**

To collected data obtained from the result of interview and observation were analyzed to draw conclusions.From the explanation above, it can be synthesize that data analysis is the process of organizing and putting the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the data. The purpose of data analysis is summarizing and simplifying the data in order to interpret and draw a conclusion.

In analyzing the collect data, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman (1984) namely: data reduction, data display and conclusion drawing/verification.

1. Data reduction

Data reduction is started by explaining, selecting the basic things, focusing on some important to the content of data which derives from the field. Therefore, reduced data can give description deeply to the observation result. In this research, data reduction is done by making summary contact, developing category coding, making not reflection and data selection.

1. Data display

Data display is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the research mastered in the data collected as the basic of taking appropriate conclusion

1. Conclusion and verification

The steps in analyzing data in this research were: 1) the researcher collected the data through interview and observation. Then, the researcher selected, transcribed, and focused on the data by referring to formulation of the research problems in the study, 2) after collecting and reducing the data, the researcher displayed those transcribed data in the form of narrative.

The conclusion drawing was started since beginning of the research after the data collected by making temporary conclusion. Then, the researcher drew the final conclusion. The conclusion in qualitative research is a new discovery that can be an answer of the research problem .the conclusion is in the form of description of the subject of this study. Finally, in this step the researcher could get the result and conclusion of the research.

**CHAPTER IV**

**RESEARCH FINDINGS**

This chapter presents the data related to the research problems covering the description proposed of teaching speaking strategies, speaking activities, and speaking assessment techniques which are used by the teacher to assess the students speaking proficiency.

* + 1. **Teaching Speaking Strategies**

The researcher got information about teaching speaking strategies from observation, interview and documentation techniques as described below.

1. Data Taken From Observation

The first teaching speaking strategy was giving students practice both fluency and accuracy. The teacher of SMK Islam 1 Durenan did not emphasize on any one aspect of speaking. Rather, students got practice on both accuracy and fluency. This strategy could not be separated with one strategy; that was providing appropriate feedback and correction. When the teacher encouraged the students to speak English quickly and confidently, the teacher had to keep the students speak English correctly both on their grammar or pronunciation. So, when the students made mistakes, the teacher should correct them directly to get the students accuracy of speaking proficiency. Actually, the teachers of SMK Islam 1 Durenan always corrected the student’s mistakes in their speaking. One of teachers who conducted those strategies was Teacher 1 (**see appendix 3**). When the students said word incorrectly in their pronunciation, Teacher continues to correct.

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The Teacher also gave appropriate feedback to the students. Feedback was given when Teacher the teacher delivered the material and when the students did the exercises. When the students confused on the material or the exercise which they did not understand, the teacher explained and guided them patiently. This was good for students speaking because when the class runs well, the students had confidence to speak up using English. Another way the teacher provides appropriate feedback and correction to the students was shown in observation class. When the students answered the question which was given by Teacher orally, and they pronounced the words incorrectly, Teacher directly corrected them.

Teacher also gave the students appropriate feedback. In answering the questions, when the students did not know what the meaning of the words, Teacher directly told them about the meaning of those words. Actually, Teacher always corrected on the students mistakes. As the researcher knew, whenever and wherever the students made mistakes in their speaking, Teacher always corrected them directly, whether it was in the class, in the office, or everywhere.

Another teaching speaking strategies was capitalizing on natural link between speaking and listening. One example of this strategy was stated in the field note when the researcher observed Teacher class. That field note showed that was not only the teacher, but also the students of SMK Islam 1 Durenan could capitalize on natural link between speaking and listening. They could take the opportunities to integrate the use of speaking skill and listening skill well. Other teaching speaking strategy was giving students opportunities to initiate oral communication. In this strategy, the teachers let their students to ask something or start a conversation, so they can encourage their selves to speak up comfortably and confidently, and also bravely.

This phenomenon was stated in the field note of observation in practice class of XI Accounting Class. If the teacher made the class atmosphere become comfortable for the students, they could initiate oral communication comfortably too, it was shown in the field note on Appendix 1. The students here were more relax and confident in speaking English because the class was fun and comfortable. The teacher let the students to initiate and perform their oral language in their own style but still within the teacher’s guidance.

In conclusion, the data about teaching speaking strategies which has been taken from observation technique were: give students practice both fluency and accuracy, provide appropriate feedback and correction, capitalize on natural link between speaking and listening, and give students opportunities to initiate oral communication.

1. Data Taken from Interview

In same line with the data about teaching speaking strategies which has been taken from interview technique, the first provide fluency and accuracy and providing appropriate feedback and correction. In interviewing, the researcher asked Teacher 2 about giving correction to the students. “When the students speak English, but the pronunciation or the grammar is incorrect, do you directly correct them?” Then Teacher 2 answered, “Yes. Most of the time, I very often find them using English by their own style. I mean they use English exactly but in grammatically it’s incorrect. And it is our job as English teacher to correct them. Sometimes it is easier for them to use English by their own style, but it is still our job as English teacher to always correct them”. According to Teacher 2, it was the English teachers. job to always correct the students when they made mistakes in their pronunciation or grammar.

Another teaching speaking strategy was using group work or pair work. Teacher 1 has conducted group work in his speaking class. Actually, group work was used by Teacher 1 when he conducted debate group in tenth grade class of SMK Islam 1 Durenan. And the theme of debate should be the theme that encourages the students to speak up fluently. For example in eleventh grade of accounting class which consists of female students, Teacher 1 chooses the topic about wife. He asked female students to be career wife. The students would be very enthusiast when the topic which they got was appropriate with their style.

Another teaching speaking strategy was providing intrinsically motivating techniques. English teacher of SMK Islam 1 Durenan never forget to always motivate their students in speaking English. This was presented in an interview with Teacher 2 when the researcher asked him about the strategies to encourage the students to speak up using English, he said, ”Actually in my opinion it is depending on the teacher to motivate the students to use English. If the teacher often uses English, the students will always use English too. If the students forget to use English, I always remind them that they have to use English, “Hey use English!”. Actually all teachers here are suggested by our master to learn English. So, not just the English teacher, but also all the teachers here are suggested to use English. If the teacher always drives the students to use English, they will be more active in using English. So, it is depending on the teacher.

And according to Teacher 2, to motivate the students to speak English was by being good figure for the students, like he said in an interview ” According to me, as English teacher we have to become a good figure for the students to make them to like English. So they will be motivated to speak up using English. The first thing, we have to make them like us as a teacher, so when the students like the teacher, what the teacher said, what the teacher told, the students will follow it. There are so many strategies in teaching speaking. The important thing is teaching them about the vocabulary and tenses (grammar).

Another teaching speaking strategies was capitalizing on natural link between speaking and listening. When the class was focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. For example in the debate class, there was capitalizing on natural link between speaking and listening, and the students was of course very enthusiast on it, because they had to concentrate on the opposite groups. statement, so they could do rebuttal to their opposite, like Teacher statement about debate group that she has been conducted Actually, in the speaking activities, there is integrating of the use of speaking skill and listening skill.

The last data about teaching speaking strategies which has been taken from interview technique was using authentic material. The students felt more comfortable to speak in the class when the material was authentic, moreover if the material was something they like. The teacher can use his creation in designing the material, like Teacher 2 done as he said when the researcher asked his about the material he conducted in practice class. He used his own innovation and creation in making the material for practice class.

In conclusion, the data about teaching speaking strategies which has been taken from interview technique were: give students practice both fluency and accuracy, provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, and use authentic material.

1. Data Taken from Documentation.

The data about teaching speaking strategies which has been taken from documentation technique were using pair work or group work and providing feedback and correction. Those strategies were shown in a teacher 2 lesson plan. And the teacher 1 lesson plan used the group work about singing.

The data presentation related to teaching speaking strategies is summarized in the following table:

**Table 3.1: Teaching speaking strategies**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Teaching speaking strategies | Teacher | |
| Teacher 1 | Teacher 2 |
| 1 | Give students practice with both fluency and accuracy. |  |  |
| 2 | Provide appropriate feedback and correction. |  |  |
| 3 | Use group work or pair work. |  |  |
| 4 | Provide motivating technique. |  |  |
| 5 | Capitalize on natural link between speaking and listening. |  |  |
| 6 | Use authentic material. |  |  |

* + 1. **Speaking Activities**

The speaking activities are conducted in teaching speaking at SMK Islam 1 Durenan. Basically, the English teacher have many activities are used to teach English in the classroom. Based on interview, the researcher found the activity are used in teaching speaking at SMK Islam 1 Durenan are discussion, roleplay, debate, describing something, presentation and singing songs.

1. Discussion

Based on the interview with the English teacher at SMK Islam 1 Durenan, speaking activity in the classroom used discussion. When the teacher gave the explanation include news from ABC Program and VOA program and magazine from Jakarta post, then the teacher asked one by one. The other word the teacher drills the students in order the teacher give question and the students answer what the teacher asked them. The teacher gave interview to the students in individuals and in pair group. After the teacher gave them interview like questions-answer then the teacher asked to the students to discuss what they got from the explanation from news.

1. Role Play

Based on the interview with the English teacher at SMK Islam 1 Durenan, the researcher found that role play in the classroom activity. Role plays which used example about legend of the region and romantic, dialog like hortatory. When role play, the students look enthusiastic, they enjoy with the practice because the teacher doesn’t near with them when role play the teacher just observe far from the place but the teacher is on the class. This aims to the students don’t dizzy then they blank with their each characters in the role play. Next is hortatory, the students practice as seller and consumer in the market who offer their product. The students enjoy with this condition although they are crowded but they are speak fluently.

1. Describing something

The teacher asks the student to bring picture or things. The students was attention to the teacher about the explanation. After that the teacher asked to the students to speak in front of the class based on their describing something.

1. Debate

Based on the interview with the English teacher at SMK Islam 1 Durenan, the researcher found that debate in the classroom activity. In debate, students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as panel speaker produce well-rehearsed writing like arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

1. Presentation

The teacher gives material to the students. The student is divided by some group to discuss about the material. After that the teacher asked the student to present their presentation in front of the class. Presentation is a short talk by one person to a group of people introducing and describing a particular subject (for example: a new product, company figures or a proposed advertising campaign).

1. Singing song

Based on interview singing song can prevent students boring in the class. When the student got bored, sometimes the teacher asked the student to sing together.

* + 1. **The Evaluation in Teaching Speaking**

The researcher got information about speaking assessment techniques from interview and documentation techniques. In SMK Islam 1 Durenan, English teachers sometimes used speaking activities to assess students English proficiency. It was stated by Teacher 1 “Untuk semester satukemarinuntuknilaiakhirsayaambildari speaking performacemereka, jadiuntuk semester inidari writing saja.” In Teacher 1 class, full speaking activities and speaking assessments were conducted in the first semester, so the researcher could not find any kind of speaking assessment for this semester through observation. The researcher here just got some information for speaking assessments through interviews and documentation.

When the researcher asked Teacher 1 whether he conducted speaking assessment in his class he said, “Yes. Kadang, tiapada speaking activities, sayaseringmenilaimereka.” Then the researcher asked him to make sure about the speaking evaluation, he said that sometimes he combines the result of students. speaking assessment with other assessment for students. rapports. Here is his statement: “Iya, lalunantisaya combine samatugastugas lain untuknilairapormereka.” Teacher 1 also assessed his students when they have speaking activities. When the researcher asked him, “Do you also assess the students from their speaking skill?” he answered, “Yes, for example when we have a dialogue, sometimes I assess them from it.” Actually, when there was speaking activities, the teacher also assessed those activities.

From documentation, the researcher also found some speaking assessment techniques conducted by the teacher. In evaluating students speaking, Teacher 1 told the students the aspects that would be assessed. When the researcher asked teacher 2 whether he told his students what kind of aspects that would be assessed when he assessed the students he answered, “Of course. Sayakasihtahukemerekaapasajaaspek yang akansayanilai, misal pronunciation or fluency mereka. Biarmerekatahudanperhatianlah.Biarlebihkonsentrasi.”

He used this assessment for final score in first semester .It was to avoid subjectivity in assessing students speaking proficiency. Evaluation must detail and have consequence clearly. In this research, the evaluation in teaching English at SMK Islam 1 Durenan used oral language assessment and writing assessment.

The researcher would present the evaluation that used by the teachers by Oral Language Assessment In evaluating students’ role-plays, broadcasting, and hortatory activity, the English teacher of SMK Islam 1 Durenan used Oral Language Assessment. Role-plays assign distinct roles to each students and ask them to speak through those roles. Role-plays tend to be more structured than improvisations but less scripted than plays. When they play, the teacher know which students good at speak or not.

For example when the students practice role play in the class, then the teacher observe the students pronunciation far from the students but this situation the teacher always careful to give them score. When role play run, the students who less at speak and get mistake at pronunciation, the other students will forget them also when the students practice be broadcasting abroad, the teacher gave them score how the students communicate with other students to inform to their friends in the class (interview with English teacher of SMK Islam 1 Durenan).

**CHAPTER V**

**DISCUSSION**

This chapter presents the discussion related to the findings of the study. Teaching speaking means teaching oral language communicatively. In teaching speaking, there are some aspects which affect the teaching process directly. In SMK Islam 1 Durenan, English teachers performed some good strategies for speaking in teaching and learning process. The teachers also conducted some speaking activities in the classroom to teach speaking to their students, thus the teaching speaking process could be done communicatively. Sometimes the teachers also assessed the students when they have speaking activities.

1. **Teaching Speaking Strategies**

From several data in research finding, researcher got the point that there are many strategies of teaching speaking performed by teachers in learning process. Teachers have to perform appropriate strategies for speaking in teaching and learning processes, because the difference of students speaking proficiency may depend on the teacher’s use of strategies. Ideal role of teacher in teaching and learning process is organizing classroom to be interactive classroom. Good communication between teacher and students shows indicator of the teaching success.

Teachers need to control students in learning process, and performing various learning process because various learning process can build good learning situation. Teacher’s strategy is also useful to increase teacher’s capability in delivering material so the students get building their desire to study (Brown, 2001:117). The English teachers of SMK Islam 1 Durenan have conducted some teaching speaking strategies in the teaching and learning process as discussed below:

1. Give students practice with both fluency and accuracy

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As Nunan (2003:156) states, at the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency. It means that when teacher teaches speaking in the class, teacher should get the students to practice speaking correctly, quickly, and confidently. This strategy is also suggested by Brown as he states that one of principle for designing speaking techniques is using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency (Brown, 2001:275). By using this strategy, teachers tried to get the students to speak English correctly, quickly, and confidently.

1. Provide appropriate feedback and correction

When the teacher encouraged the students to speak English quickly and confidently, the teacher had to keep the students speak English correctly both on their grammar or pronunciation. So, when the students made mistakes, the teacher should correct them directly to get the students accuracy of speaking proficiency. As described in the research finding, the teachers have provided appropriate feedback and correction. One of teachers who conducted those strategies was Teacher 2.

When the students said word incorrectly in their pronunciation, Teacher 2 corrected their pronunciation directly. Teacher 2 also gave appropriate feedback to the students. Feedback was given when Teacher 2 delivered the material and when the students did the exercises. When the students confused on the material or the exercise which they did not understand, Teacher 2 explained and guided them patiently. This was good for students speaking because when the class runs well, the students had confidence to speak up using English.

According to Brown (2001:275), in teaching speaking, it is important for English teachers to capitalize on their English knowledge to provide feedback and correction that are appropriate for a certain situation. In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. In teaching speaking, it will probably be necessary for teachers to correct mistakes made during speaking activities (Harmer, 2007:131). When students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct every time there is a problem.

1. Use group work or pair work

In teaching speaking, teacher should give students enough opportunities to speak in class. The use of group work or pair work can give students chance to speak with their pair or group. Nunan (2003:156) states, “to improve students speaking skill, they should be given enough opportunities to speak in class.” So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan (2003:156) too, “Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson.” Kayi (2006:53) highlights determining maxims in relation to speaking activities and group work in the classroom.

Group work activities can provide opportunities as well as time and practice among the students, during the speaking activities taking place in the EFL classroom. In terms of motivation, these types of activities are very beneficent for the students, because it decreases the affective filter allowing them to battle their individual fears.

1. Learners may find more easily and convenient to participate in small groups rather than in the entire classroom. When students find themselves surrounded in small groups were various levels are present, they feel more “on track” with the activity.
2. More cooperation. Small group activities aid the students to learn how to work cooperatively and develop interpersonal skills, such as respect and harmony towards one another.
3. Provide intrinsically motivating techniques

It is important for teacher to always motivate the students to speak up using English in order to help them to improve their speaking proficiency. The teachers should remind the students to always use English everywhere and every time to get the best result in speaking proficiency. Brown (2000:285) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking. Teacher can help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their self image and ultimately in reaching some of their higher goals. According to Teacher 2, if the teacher often uses English, students will be motivated to use English automatically. Teacher 2 says “If the teacher often uses English, the students will always use English too. If the students forget to use English, I always remind them that they have to use English, “Hey use English!”.

1. Capitalize on natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening (Brown, 2001:275). Teacher should not lose out on opportunities to integrate the use of these two skills in the class. When the class is focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Actually, in the speaking activities, there is integrating of the use of speaking skill and listening skill.

1. Use authentic material

Using authentic material is one of good strategies in teaching speaking. According to Kuimova (2011), authentic material can develop students speaking ability. Using authentic material also prevented the students to get bored and lost interested in learning foreign language. Commonly, authentic material is attractive for the students, so the students will get motivation to conduct speaking class. Materials not only provide learners a wide range of useful information but also can play a part in enhancing learner motivation - one of the key issues in language learning, thus facilitate their acquisition (Dudley-Evans & St John, 1998; Nonaka, 2001 in Tra 2009). Acoording to the result of Do ThiThanhTra.s research (2009), using authentic material could motivate students to speak up in the class. Authentic material also can improve students speaking proficiency. The result of this research described the mean students score on speaking class when used non-authentic material is 74 and 81 when used authentic material. If the teachers conduct authentic material in speaking class, the students will automatically get enthusiasm to speak English. The students feel more comfortable to speak in the class when the material is authentic, moreover if the material is something they like.

1. **Speaking Activities**

One of teachers roles in speaking classroom are teacher’s deciding activities for speaking classroom. Teaching speaking should be taught in attractive and communicative activities. The teachers have to decide appropriate activities based on the students need and the time allocation.

There are many types of classroom speaking activities. Harmer (2001:272) states six classroom speaking activities. They are discussion, role play, debate, describing something, presentation and singing song..Kayi (2006:52) adds some activities to promote speaking: information gap, brainstorming, storytelling, interviews, reporting, picture describing, and find the difference. If the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Good speaking activities can build students confidence in speaking. The English teachers of SMK Islam 1 Durenan have conducted some speaking activities in the class to encourage their students to speak up. From several data in research finding, researcher got the point that there are many types of speaking activities which can be conducted in speaking class: discussion, role play, debate, describing something, presentation, and singing songs. And all of those found activities will be discussed below

1. Discussion

According to harmer (2001:272), Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert instant comment mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as panel speaker produce well rehearsed writing like arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

1. Role Play

Role play often becomes crucial activities in speaking class. Role plays are designed to provoke communication between student’s selves, or between students and teacher. In role play, students are more comfortable to speak up in the class because in role play, commonly the class atmosphere is very comfortable. This activity makes students more enjoy and comfortable to speak. Richards & Schmidt (2002) state that using activities such as vocabulary contests and collaborative tasks can increase participation among students that normally do not tend to participate orally in the EFL classroom. This was also strengthened by a research conducted by John Riess, et. al. (2012). By conducting some research collecting data methods, the result of the research described that the use of cooperative language learning activities such as vocabulary contests facilitated and promoted considerably the participation among EFL students. Commonly, English teachers of SMK Islam 1 Durenan give games to the students to enrich their vocabulary in which can strengthen students speaking proficiency. Thus, role plays are also very important to improve students speaking proficiency.

1. Debate

Debate presents an opportunity to have students engage with the material they are studying in different ways, forming and deconstructing both the opinions of others, and their own. It also provides a forum for them to develop the arts of expression that allow them to communicate their ideas, so this activity is very challenging for the students. According to Harmer (2001:272), debate is one kind of formal discussion. In debate, students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as panel speaker produce well-rehearsed writing like arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject Harmer (2001:272).

1. Describing something

In describing something, students give their opinion about something. According to Kayi (2006:54), this activity fosters the creativity and imagination of learners as well as their public speaking skills. Students can give their opinion about people, place, or picture freely.

1. Presentation

In prepared talks, students make a presentation on a topic decided by the teacher. According to Essberger (2004), presentation is a short talk by one person to a group of people introducing and describing a particular subject (for example: a new product, company figures or a proposed advertising campaign). Esberger (2004) states that presentation has some advantages: gives the presenting student a good opportunity to practice unaided speaking, gives the other students good listening practice, increases the presenting student's confidence when using English, it can be good practice for the real situation for those students who may actually need to give presentations in English in their professional lives, it is an excellent generator of spontaneous discussion.

1. Singing songs

Singing songs can prevent students boring in the class. Teacher 2 also said when the students got bored, sometimes she asked the students to sing together”Sometimes I tell them stories and news, tell them about my experiences. Because they are forbidden to watch television, they need knowledge and hot news from television, I tell them about it. Sometimes we also sing a song together.”

In conclusion, Cazden (1991) argues that speaking activities have a central role in oral participation inside a classroom, these strongly impacts positively the English oral performance of students. Actually, speaking activities is very interesting to be held in the class because the students frequently will be more refresh if a speaking activity conducted in the class. The teachers sometimes use speaking activity to get rid of students boring in the class. Teacher 2 said “*kalauadamateribarudankelihatannyamerekaudahnggaktertarik for studying, sayakasih speaking activities. Biasanyajugasayakasih game kalaumerekasudahmentok-mentoknyanggakbisa receiving the material*.” Teacher 2 also conducted speaking activities to solve the problem when the students get bored to learn. Some students also gave their opinion that speaking activities can avoid boring in the class, so they will be more motivated to learn English“With doing speaking activities, our boring went away.” Thus, speaking activities can prevent some problems in teaching and learning process and motivate students to learn more.

1. **Speaking Evaluation**

Evaluation is an essential part in teaching and learning process because it can show information about children’s knowledge, ability, understanding, attitudes, and motivation (Cameron, 2006 in Maulida, 2013). Testing oral proficiency has become one of the most important issues in language testing since the role of speaking ability has become more central in language teaching (Hartley and Sporing, 1999). Speaking assessment is language assessment aspect because oral skills generally rated so highly in language learning. One of language-testing programs is the testing oral production. The teacher also should declare routine evaluation whenever students perform in classroom so that the students get motivation in their classroom activities.

Evaluation is also very important for teachers to get information about how far teachers are capable to organize classroom based on their lesson plan which they have planned before. In evaluating their students speaking skill, teachers have to decide the goal of speaking evaluation. In other word, the teachers have to organize a rubric to measure each component of speaking which will be evaluated (Sholikin, 2013:9). For example, in speech activities, the teacher planned a rubric contained some components that appropriate to evaluate speech skill such us pronunciation, intonation, stressing, and perform.

In evaluating students peaking skill, the teachers have to declare what kinds of component that will be evaluated to the students, so the students get motivated to do their best perform on every activity. According to Nurgiantoro (1995:276), there are some techniques in speaking assessment, they are: telling picture, interview, telling story, speech, and discussion. In addition, O.Sollivan (2008:10) suggested more techniques, they are: conversational exchanges, testing speaking using visual material, oral interview, role play activities, and group or pair activities. O.Sollivan (2008:11) gives opinion that group or pair activities can be more effective strategies in speaking assessment because it can avoid the types of problems associated with oral interviews.

Sometimes students are put together in pairs or groups that are given some task, such as the ones mentioned above in the section on using visual materials. They might also be given a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the "right" answer but to stimulate speech for the tester to evaluate. This is intended to be a less inhibiting situation than an interview test, but it also has the problem of lack of control. How the activity goes depends to a great extent on the mix of test-takers that are put together. If their level of English proficiency is widely different, or if one of test-takers is particularly dominant, this will influence the interaction.

Huges (1989:101), “states that the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. So, in assessing speaking, it is better of the teacher uses speaking activity too. The best way to assess students.speaking proficiency is by speaking activities (Huges, 1989:101). When the students do speaking activities in the class, the teacher can assess their activities directly. Actually, when there is speaking activities, the teacher also assesses those activities.

Importantly, evaluation to be provided by teacher must be openly discussed with students, so they know exactly what aspects are assessed. For example, teacher will assess students proficiency by telling story, and the teacher sets four aspects to be assessed, namely fluency, pronunciation, organization, performance; then the teacher should tell the students that those aspects which are to be assessed. Thus, the teacher becomes easier to assess because the focus of assessment has been decided and avoid the subjectivity. Then the teacher must establish ways to score students speaking proficiency by making clear assessment guidelines. In this case, recommended that the teacher should use scoring rubrics.

Assessment rubric is a device that guides the teacher to assess, and focuses on some aspects to be assessed. In addition, Teacher 1 once ever said in an interview, “Sayakasihtahukemerekaapasajaaspek yang akansayanilai, misal pronunciation or fluency mereka. Biarmerekatahudanperhatianlah.Biarlebihkonsentrasi.” Teacher should tell the students what aspects that would be assessed before a speaking assessment held. This is important for the students, because if they know what aspects will be assessed, they will more concentrate in those aspects, and they can compete well in speaking assessments.

**CHAPTER VI**

**CONCLUSION AND SUGESSTION**

This chapter contains two parts. The first part deals with the conclusion which is drawn on the basic of data findings and discussions as presented in the previous chapters. In addition, the second part presents some suggestion derived from the implication of the drawn conclusion.

1. **Conclusion**

In teaching speaking, teachers often found many problems to encourage the students to speak up. Thus, teachers have to perform appropriate strategies for speaking in teaching and learning processes in order to motivate the students to perform speaking skill, because the difference of students speaking proficiency may depend on the teacher’s use of strategies. Teacher’s strategy is also useful to increase teacher’s capability in delivering material so the students get building their desire to study.

There are some strategies of teaching speaking performed by the teachers that is givestudents practice with both fluency and accuracy, provide appropriate feedback and correction, usegroup work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, an use authentic material.

In teaching speaking, teachers conducted some speaking activities in the class, they are: discussion, role play, debate, describing something, presentation, and singing songs. It is also not an issue that speaking activities can make students motivated to learn. Within speaking activities, students will more concern to learn in the class, and also it can prevent students boring in learning process. In addition, teachers can choose an activity that related to the topic and objective of the lesson. Besides, they have considered on the situation, condition of the students and materials that will be taught. Because, those all are important in improving students speaking proficiency.

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Designing good speaking assessment is also important for the teachers to assess the students speaking proficiency. When the students do speaking activities in the class, the teacher can assess their activities directly. Actually, when there is speaking activities, the teacher also assesses those activities. The techniques which used to assess students speaking skill are: dialogue presentation, telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, talk show, and product introduction. Importantly, speaking assessment to be provided by teacher were openly discussed with students, so they know exactly what aspects are assessed and they can focus on it. Teachers also used scoring rubric in assessing students speaking proficiency to avoid subjectivity in assessing students speaking proficiency.

1. **Suggestions**

Based on the result of the research, the researcher would like to give some suggestions as consideration which is important for other English teachers, other students, and other researchers; firstly for the students, the result of the study is expected to be able to improve student’s ability in speaking skill, encourage students desire to speak English, and motivate students to study English better.

Secondly for other English teachers it is important to teach speaking communicatively because the measurement of successful learning language is based on speaking proficiency. To reach it, teachers have to perform appropriate teaching speaking strategies, conduct interactive speaking activities, and designing good assessment for speaking. In addition, students also need appropriate situation to encourage them speaking English confidently. Teachers also need to design scoring rubric when assess students proficiency to avoid subjectivity in assessment.

Then, for the school,it is important to challenge students self to speak up bravely in the class or out of class, because the ability of speaking can measure English comprehension. And the last for other researcher, there are many aspects related with teaching speaking. Research on a single aspect of teaching speaking cannot give the researcher enough information for teaching speaking, because all aspects in teaching speaking are synchronize each other. And, researcher also needs to conduct a research on a school with good teaching speaking to get good result in the research.