# CHAPTER I

# INTRODUCTION

This chapter presents background of the study, statement of the research problems, objective of the research, significance of the research, scope and limitation of the research, and definitions of key terms

## A. Background of the Study

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, because speaking skill is the most important skill out off four skills; as Ur (1991:120) says, "Of the all four skills, speaking is considered to be able to be the most important skill". 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)

states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, ask and give services, and others.

To most people, speaking is the most difficult part in learning a foreign language because its usage sense involves the manifestation either of the phonological system or the grammatical system of the language. By the time we think of what we want to say, we also have to think what words to use, how to conjugate them, how to construct the sentence, and how to pronounce it. So, we need to response every word quickly. We have to recall grammar and vocabulary quickly when we have conversation.

Learners often hesitate to speak because they are afraid of pronouncing the words wrongly or the students feel really shy about talking in front of other student, although everyone knows that the best way to speak a language as knowing the language and therefore view learning the language is learning how to speak the language, because success is measured in terms of ability to carry out conversation in the target language. Therefore if the students do not learn how to speak in the language classroom, they may soon get bored and lost interested in learning foreign language. On the other hand, if the right activities are taught in the right way, speaking in the class can be a lot fun,

raising general motivation and making the English classroom a fun and dynamic place to be.

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 MA Terpadu Al-Anwar Durenan Trenggalek. This school successes enough in handling good teaching speaking. This school has interesting strategies and motivation in increasing learners' ability to master English. Motivation can be external factors given to learners that support them practice English and to make learners not to feel embarrassed to express English.

The success of MA Terpadu Al-Anwar Durenan Trenggalek 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 teachers' 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. Teachers' strategy is also useful to

increase teachers' capability in delivering material so the students get building their desire to study (Brown, 2001:117).

Other teachers' role in speaking classroom that can improve students' speaking skill is teacher's deciding of activities for speaking classroom (Sasson, 2007). Teaching speaking should be taught in attractive and communicative activities. 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. 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. 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' speaking 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.

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 MA Terpadu Al-Anwar Durenan Trenggalek. The researcher wants to find how exactly the teaching speaking in this school is. Finally, the researcher conducts the research under title: "*A Study on Teaching Speaking at MA Terpadu Al-Anwar Durenan Trenggalek Academic Year 2013/2014*".

## B. Research Problems

Based on the identification of the background above, the problems that the writer wants to solve in this study are:

1. What strategies are used in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek?

2. What kind activities are conducted in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek?

3. How is the assessment of speaking skill at MA Terpadu Al-Anwar Durenan Trenggalek?

## C. Objective of Research

The objectives of this research are:

1. To find out strategies which are used in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek.

2. To find out the activities that are conducted in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek

3. To find out and identify is the assessment of speaking skill at MA Terpadu Al-Anwar Durenan Trenggalek.

**D. The Significance of The Research**

The researcher hopes that this study is useful for students, teachers, schools, and for the researcher.

1. For Students

For students, the result of the study is expected to be able to (a) improve students' ability in speaking skill, (b) encourage students' desire to speak English, and (c) motivate students to study English better.

2. For Teachers

For the teacher it would be the information that can (a) be used to improve the quality of teaching speaking, (b) help teachers increase their perception related to strategies in teaching speaking for the students, (c) help teachers in organizing creative and communicative classroom activities.

3. For Schools

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.

4. For the Researcher

For the researcher, the result of the study is expected to help the researcher to enrich her understanding about English skill especially in speaking skill.

**E. Scope and Limitation of The Research**

To avoid the research becomes wider, the researcher will limit and focus on:

1. The strategies in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek.

2. The speaking activities at MA Terpadu Al-Anwar Durenan Trenggalek.

3. The type of speaking assessment at MA Terpadu Al-Anwar Durenan Trenggalek.

**F. Definition of Key Terms**

1. Speaking

Speaking is productive skill in oral mode. It involves more than just pronouncing words (SIL, International, 1999).

2. Learning process

Learning process is kind of communication need success contribution from sender (teacher), receiver (students), and material.

3. Teaching Speaking

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.

4.  Teaching Speaking Strategies

Teaching Speaking Strategies are certain plans which are used by teachers in teaching students to speak up in English.

5.  Speaking Activities

Speaking Activities are some activities which are used by teachers in teaching speaking to the students.

6.  Assessment

Assessment techniques are tools which are used by the teachers in order to assess the students' level ability, Allyn and Bacon (1989:84).

7.  Speaking assessment

Speaking assessment is the way to assess the students' level ability in speaking skill.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter presents any reviews of related literature, including the nature of speaking, reasons for teaching speaking, strategies in teaching speaking, speaking activities, problems in teaching speaking, and speaking evaluations.

## A. Teaching Speaking

### 1. The Nature of Speaking

Speaking in not only to communicate with other people but by speaking people can get new information or they can share their idea with the other. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then gives a response.

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language

appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In addition, Tarigan (1990:15) says that "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So, it can be considered as the most important of human tool for social control.

In the discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

Speaking needs many components. According to Vanderkeven (1990:8) there are three components in speaking.

1. The speakers

   Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2. The listeners

   Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3. The Utterances

   The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

   From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

**2. Strategies in Teaching Speaking**

   In the communicative model of language teaching, the teacher helps the students in real-life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that

are appropriate to specific contexts. According to Nunan (2003:156), there are some principles for teaching speaking. Some of which are described below:

    a. Give students practice with both fluency and accuracy

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.

    b. Use group work or pair work

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 also, "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." In this way, the students will get chance to interact and practice the language with other students.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques.

3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies.

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.

Other strategy for teaching speaking is using authentic material. According to Kuimova (2011), authentic material can develop students' speaking ability. Kuimova (2011) states the use of authentic materials in classrooms is important as it performs a lot of functions:

- widening and reinforcement of language knowledge;

- language material training;

- development of abilities in oral speech.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation

the students are going to learn. 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 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 is 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.

## 3. Speaking Activities

Harmer (2001) argued that it is essential for teachers to develop speaking by means of interesting and relevant activities, in a contextualized manner, and related with the communicative necessities of the given population. This way, it is assured that communication will take place in the language classroom and students will have the opportunity to use the target language in real life scenarios. Moreover, 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. Richards & Schmidt (2002) States that before planning speaking activities, teachers must consider two types of speaking functions: (1) Talk as interaction, referring to the speaking done in social contexts (chit-chat, small talk conversations) ; (2) Transaction, where someone stimulates another to speak in the classroom context.

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

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.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so

the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f.  Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

In addition, Kayi (2006:52-54) in Internet TESL Journal suggested some activities to promote speaking

a.  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.

b.  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

characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

   c.  Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may 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.

   d.  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.

e. 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.

f. Picture Describing

Another 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, then a spokesperson 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.

g. 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.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play

activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

**4.  Speaking Assessment**

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. 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.

According to Nurgiantoro (1995:276-289), the techniques of speaking test are:

a.  Telling picture

Picture can be good stimulus of speaking, but the picture must be based on the students' ability. The picture can contain an activity, have a certain idea and purpose, meaningful and show certain situational context. It can consist of one picture or more. If we use more than one picture, it must be related to each other, have sequence of story and have certain contexts and that picture gives series number

to show even sequence. So the students can express their idea based on the picture which they see.

b. Interview

Interview is the common way to measure the speaking ability. It is usually used for the students who language ability is good enough. It is possible for them to express their feeling and idea using the target language. Anything can be the topic of interview, as long as it is appropriate to the level of students, like age, kinds of school and language ability.

c. Telling story

Telling story can be a way to measure the speaking ability programmatically. It can be done using pictures and story. The students also can tell their daily activities, their experience or tell a story can story book they have read. Those stimuli can be applied for any level students. For example: "the teacher asks the students to stand in front of the class and tell their story since they have holiday."

d. Speech

Speech is good a way for the students to express their idea in the language accurately. In real life, there are so many speech activities. For example: welcome speech, political speech, religious speech and etc. Train students ability to express feeling and idea in appropriate and accurate language oral skill in form of speech activity also popular in the school and university, the fact often organize speech

competition between students. For example: "the teacher asks the students for doing speech before lesson."

e. Discussion

It is a good for high level students to measure the students speaking ability and to give their argument to each other. The students must tell their idea and their opinion, give response to other member, critically and also of depend on their opinion with logical and responsible arguments. Because of that speaking ability and fluency is determined. For example; the teacher asks the students to discuss about some problems in front of the class or presentation in a class.

Other speaking assessment techniques are stated by O'Sullivan. According to O'Sullivan (2008:10-11) students' speaking ability can be assessed by some kinds of tests.

a. Conversational Exchanges

Another simple type of test is a test in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse.

b. Role Play Test

Another type of test is a role play. In a role play the test-taker and a confederate are given information on which to base a role play, and the test-takers are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information

about course requirements. Role plays require the test-taker to use various functions that he/she might need in real communication.

c.  Group or Pair Activities

To avoid the types of problems associated with oral interviews, sometimes students are put together in pairs or groups that are given some task. 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. A well-trained interviewer can provide similar environments from one interview to another, but this is not possible in testing a group of test-takers in a group activity. In addition, successful group discussions depend on factors other than speaking, including active listening and eliciting the opinions of all of the group members.

Weir (1990:74) suggests other techniques:

a.  Verbal essay

The student is asked to speak for three minutes or either one or more specified general topics.

b.  Information transfer: description of a picture sequence

The students see a panel of a picture depicting a chronologically ordered sequence of events and have to tell the story in past tense. Time is allowed at the beginning for students to study the picture

c. Information transfer: question on a single picture

The examiner asks the students a number questions about content of picture, which he has had time to study.

d. Interaction tasks

Students work in pairs and each given part of the information necessary for completion the task.

## B. Previous Studies

In writing this thesis, the researcher read many studies that relate with this research. The researcher found some references from the previous studies as described below:

1. The research that has been conducted by Ika Muntadzirotul Maghfiroh entitled *"A Descriptive Study on Teachers' Strategies in Teaching Speaking for The Second Grade Students at MAN 2 Tulungagung"*. The purpose of the study is to know kinds of strategies used by teacher in teaching speaking for second grade students of MAN 2 Tulungagung. The method used in this research is a Descriptive where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are observation, interview, and questionnaire. This research used Solikin (2013) method for teaching speaking strategies to find out the kinds of teaching speaking strategies

used by teacher of MAN 2 Tulungagung. Based on the finding in this research, there are four strategies used by teachers in teaching speaking: Using minimal response, auditory representation, advance preparation, and cooperation.

2. The research that has been conducted by Andrew D. Cohen, Susan J. Weaver, and Tao-Yuan Li entitled *"The Impact of Strategies-Based Instruction on Speaking A Foreign Language"*. The purpose of the study is to know whether any impact in using strategies-based instruction on speaking a foreign language. The researchers of this research used some speaking activities to find out whether any improvement of students speaking proficiency before given speaking activities and after it. The speaking activities used by researchers are: self-description, story retelling, and city description. The result of this research is there is significance improvement on students speaking proficiency after they have been given some speaking activities in the class.

3. The research that has been conducted by Do Thi Thanh Tra entitled *"Using Authentic Materials to Motivate Second Year English Major Students at Tay Bac University during Speaking Lessons"*. The purpose of this research is to find out whether using authentic material can motivate students to speak up or not. This research used questionnaire to measure students' motivation on speaking. The result of this research showed the mean score for 6 weeks using non-authentic materials was 36.1 and the mean score for 6 weeks using authentic materials was 37.3.

From the result, it could be concluded that 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 75.78; and 82.71 when used authentic material.

4. The research that has been conducted by Ahmad Seken and Putu Artini entitled *"A Study on Strategies for Teaching Speaking and Reading Comprehension Skills".* The techniques used for collecting data are observation, interview, and questionnaire. This research described that the teachers applied three kinds of stages in teaching speaking strategies those are stages of teaching activities. In pre-speaking stage they gave the students some questions as a brainstorming, even one of them used word cards to elicit the students' vocabulary mastery. Those activities were done to know the students' prior knowledge. Then, in Whilst-speaking stage, they applied direct speaking and conducted speaking through making dialog in front of the class. The last, in post-speaking stage they did reinforcement and gave the conclusions to know whether the students understand or not the material had been given.

5. The research that has been conducted by John Riess, Hilda Jimenez, and Jonathan Rincon entitled *"Speaking Activities and Pedagogical Strategies to Promote Oral Participation Among Fifth Grade Introverted Students"* This research described that the use of cooperative language learning activities such as vocabulary contests facilitated and promoted

considerably the participation among EFL students. By using this, the introverted participants' incremented confidence to participate orally and supporting their ideas by interacting actively with the rest of the classmates. Activities such as role plays also facilitated the student's participation when confronting a partner. But is important to clarify that to promote speaking participation among introverted students the teacher has to implement a pre-activity to engage and generate confidence among students to participate. The use of gestures, code switching, and giving clear instruction during the lesson to increase speaking participation. It is relevant to mention that it was through carefully planned teaching procedures and using techniques that there was clear understanding of the activities and its instructions; with this, participants of this study felt more secure and confident so as to interact orally during the activity.

6. The research that has been conducted by Nazmi Maulida entitled "Speaking Assessment Techniques in TEYL Using Project-Based Learning. The purpose of the study is to know kinds of speaking assessment techniques in teaching English for young learner class using project-based learning. The method used in this research is a Descriptive where the researcher explained the result of research by describing the data gained. The result of this research is there are four kinds of speaking assessment techniques in assessing the students' speaking skill which are used by three teachers: project work, traditional tests, take-home tasks, and observation assessment.

# CHAPTER III

# RESEARCH METHOD

This section describes several important aspects in relation to research method. This chapter presents research design, variable of the study, subject of the study, data and data sources, method of collecting data, technique of data verification, and data analysis.

## A. Research Design

The goals of the research are to find out what are the strategies, activities, and assessment techniques in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek. Thus, this study uses qualitative descriptive as the research method. According to Stider (2002), descriptive research provides an answer to the questions of how something happened and who was involved, but not why something happened or why someone was involved (explanatory research).

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.

B.  **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 MA Terpadu Al-Anwar Durenan Trenggalek are", in which the data are in the form of transcripsions such as interview transcripts, field note sheets, teachers' lesson plan and the result of students' assessments.

2. 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.

## C. Research Subject

This research was intended to know what are the strategies, activities, and assessment techniques in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek. Subjects in this research are tenth grade and eleventh grade students of both social and science classes, also three English teachers of MA Terpadu Al-Anwar Durenan Trenggalek. The three English teachers are Mr. Samsudin (will be described as Teacher 1 in research finding), Mrs. Taufi Yuantika (will be described as Teacher 2 in research finding), and Miss Putri Cahyaning (will be described as Teacher 3 in research finding).

## D. Techniques of Collecting Data

In collecting data, the researcher here uses three methods; they are observation, interview, and documentation. This discussion explains each of the method and the instruments used:

1. Observation

Observation means the action of process of closely observing or monitoring something or someone (Hornby, 2002:233). Observation is the technique of obtaining data through direct contact with a persons or group of persons. Through observation, the researcher learns about behavior and the meaning attached to those behaviors.

Sanafiah Faisal (1990) in Sugiyono (2010:310) classified observation into three kinds; they are participant observation, overt observation and covert observation, and unstructured observation. The

researcher here used participant observation because in this observation the researcher joined the resource activities. While conducting the observation, the researcher also did what the data resource did. For example in observing the classroom activities, the researcher sometimes became a teacher or a student so the researcher could observe deeply the behavior of teachers or students in the classroom activities.

The instrument for observation here is field notes. Field notes allowed the observer to gain the data because it helped to memorize the situation and condition during observation (Hatch, 2002:77). During observation, the researcher writes some field notes to help the researcher memorizes the data gained.

2. Interview

According to Esterberg (2002) in Sugiyono (2010:317) interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Esterberg (2002) in Sugiyono (2010:317) classifies interview into three kinds, they are; (a) Structured interview. Here, the interviewer carries out the interview with a set of question guidance; (b) Semi structured interview. The interviewer here uses some guidance of questions which are developed during the interview to gain the specific information; (c) Unstructured interview. Here, the interviewer carries out the interview without a set of question guidance.

During this research some interviews were conducted with the English teachers at MA Terpadu Al-Anwar and some students of MA Terpadu Al-Anwar. The interview in this research is semi structured interview. This kind of interview is used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. The focus of the interview is decided by the researcher and there may be areas the researcher is interested in exploring. The objective is to understand the respondent's point of view rather than make generalizations about behavior.

The researcher also conducted unstructured interview for this research. Unstructured interview was happened when there was spontaneous conversation with English teacher and students of MA Al-Anwar. Yet, this unstructured interview still helped the researcher to find out the data of this research.

The instrument for interview here is interview guide. The interview guides here are some questions which help the researcher to find out about what are the strategies, activities, and assessment techniques in teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek. The researcher uses interview guide when holds some semi-structured interview with English teachers and students. The interview guide will be attached in appendices.

3. Documentation

Document is a kind of source data involves anything notes aimed to examine a research (Moleong, 2006:280). Documentation is used by the researcher to enrich information in qualitative study because it has a role as authentic and natural evidence. In this study the documents were the teachers' lesson plan, the teachers' speaking assessment sheets, and some pictures of speaking activities. The researcher here uses documents to enrich the information about the data gained. Teachers' lesson plan is used to enrich information about teaching speaking strategies and speaking activities which were conducted by the teacher. Teachers' speaking assessment sheets is used to enrich information about speaking assessment techniques which were used by the teacher. Some pictures of speaking activities are used as the evidence for speaking activities conducted in MA Terpadu Al-Anwar Durenan Trenggalek.

E. **Technique of Data Verification**

In qualitative research, there are some techniques that can be used to increase the validity. The researcher uses Triangulation technique to get the valid. Moeloeng (2006:303) explains "Triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data". Wiliam Wiersma (1986) in Sugiyono (2010:372) states that "Triangulation is qualitative cross-validation. It assesses the sufficiency of the

data according to the convergence of multiple data sources or multiple data collection procedures".

Sugiyono (2010:373) classified Triangulation into three kinds of Triangulation; Source Triangulation, Technique Triangulation, and Time Triangulation.

1. Source Triangulation

Testing the validity of the data is done by checking the data that has been obtained through several sources. For example, to test the validity of the data about student behavior, the collection and verification of obtained data can be done to teachers, students, and students' parents. The data from three resources here is not bias leveled like in quantitative research, but it is described and categorized.

2. Technique Triangulation

Technique Triangulation is done by checking the data from the same source within different techniques. For example, the data was obtained by interview, and then was checked by observation, documentation, or questionnaires.

3. Time Triangulation

Time also often affects the validity of the data. To test the validity of the data can be done by conducting interview, observation, or other techniques in different time or situation.

In this research, the researcher used Source Triangulation and Technique Triangulation to verify the data. It means that the validity of

research result (data or conclusion) in some part or all could be tested from some sources such as teachers and students. The data also could be verified by several techniques such as interview, observation, and documentation.

## F.  Data Analysis

Data analysis in this study refers to a systematical process to search and arrange the data sources and other materials that have been collected to enable the researcher to come up with finding. Data analysis is a process whereby a researcher systematically searches and arranges the data in order to increase subjects' understanding of the data.

Arikunto (2010), states that qualitative data is explained by words or symbols. The qualitative data is analyzed by inductive method. The inductive method is thinking method from specific fact into general conclusion. In this research, what kinds of data collected through instrument above aimed to identify the data related with teaching speaking strategies, speaking activities, and speaking assessment. The collected data will be verified by triangulation method and analyzed in inductive way.

The researcher here uses data analysis method suggested by Donald (2002). According to Donald (2002:465), process of data analysis in inductive way contains of three steps, they are: organizing and coding the data; summarizing the data; and interpreting the data.

1. Organizing and coding the data

    The first step in analyzing qualitative data involves organizing the data. The first thing to do in organizing is to reduce the data, which is done through a process called coding. Coding here means reducing the data by grouping or categorizing the data from field notes, interview, audiotapes, observer comments, photograph, and other data collected. The data can be organized based on the theme, setting, and activities. In organizing the data, the researcher put the data from field notes, interview, audiotapes, observer comments, and documentation into a readable form in order to be ready for analysis.

2. Summarizing the data

    In summarizing the data, the researcher began to see what was in the data. The researcher examined all entries with the same code and then merged these categories into patterns by finding links and connection among categories. It means after categorized the collected data, the researcher summarized the data based on the formulated research problems. Dealing with this research, the collected data were summarized into three domains related to teaching speaking process, they are: the teaching speaking strategies, speaking activities, and speaking evaluation or assessment techniques which were used by the teachers.

3. Interpreting the data

The last step of analyzing the data is interpreting the data which is done after summarizing the data. In interpreting the data, the researcher made the descriptive data to express the meaning of the data. Here, the researcher told that the collected data is important, why is it important, and what can be learned about it. The quality of interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher. Based on the summarized data, the researcher could interpret about what kind of teaching speaking strategies and speaking activities which were good in developing students' speaking proficiency. The summarized data were also used by the researcher to interpret about what kind of speaking assessment techniques which are used by the teachers.

# 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.

## A. 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 MA Al-Anwar 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 MA Al-Anwar always corrected the students' mistakes in their speaking. One of teachers

who conducted those strategies was Teacher 2 (see: appendix 3). 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.

Another way the teacher provides appropriate feedback and correction to the students was shown in Teacher 3s' class (see: appendix 4). When the students answered the question which was given by Teacher 3 orally, and they pronounced the words incorrectly, Teacher 3 directly corrected them. Teacher 3 also gave the students appropriate feedback. In answering the questions, when the students did not know what the meaning of the words, Teacher 3 directly told them about the meaning of those words. Actually, Teacher 3 always corrected on the students' mistakes. As the researcher knew, whenever and wherever the students made mistakes in their speaking, Teacher 3 always corrected them directly, whether it was in the class, in the office, or everywhere (see: appendix 4)

> *O.C.: Whenever the students make mistakes in their grammar or pronunciation, the teacher always corrects them directly. It was amazing strategies for teaching speaking. (Appendix 4)*

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 3s' class (see: appendix 13). That field note showed that was not only the teacher, but also the students of MA Al-Anwar 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 X Science (See: Appendix 1). 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 teachers' 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.

## 2. Data Taken from Interview

In same line with the data about teaching speaking strategies which has been taken from observation technique, the first two teaching speaking strategies were giving students practice both 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"*. (See: Appendix 9). 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 3 has conducted group work in her speaking class. Actually, group work was used by Teacher 3 when she conducted debate group in tenth grade class of MA Al-Anwar. And the theme of debate should be the theme that encourages the students to speak up fluently. For example in

tenth grade of science class which consists of both male students and female students, Teacher 3 chose the topic about wife. She asked male students to be house wife, and female students to be career wife. The researcher just could imagine how incredible the debate was, because most of men preferred his wife to be good house wife, just stayed in home and served her family well. In other hand, most of women preferred to be career wife who could compete with men in their ability and status. This conducted debate group was shown in interview attached in Appendix 8. 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 MA Al-Anwar never forget to always motivate their students in speaking English. This was presented in an interview with Teacher 2 when the researcher asked her about the strategies to encourage the students to speak up using English (See: Appendix 9), she 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, I think."* Teacher 2s' sentences above explained that the teacher should be good example for the students. If the teacher often used English, the students would always used English too. And when the students forgot to use English, the teacher should remind them to use English. From Teacher 2s' information, in MA Al-Anwar, not only English teacher and students were ordered to use English, Actually all teachers at MA Al-Anwar were suggested by the master to learn English. So, all the teachers of MA Al-Anwar were suggested to use English in their communication in the school every day.

And according to Teacher 1, to motivate the students to speak English was by being good figure for the students, like he said in an interview (See: Appendix 10),*" 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)."* So, according to Teacher 1, if the teacher was being loved by his students, the students would automatically like the lesson he taught, and they would be motivated to speak up using English automatically. The teacher had to make them to love him as a teacher, so when the students liked the teacher, what the teacher said, what the teacher told, the students

would follow it. When the teacher asked the students to speak English, the students would obey him. If the teacher always drove the students to use English, they would be more active in using English.

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 3s' statement about debate group that she has been conducted (See: Appendix 8). 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 or her creation in designing the material, like Teacher 3 done as she said when the researcher asked her about the material she conducted in practice class (See: Appendix 2). Teacher 3 used her own innovation and creation in making the material for practice class. According to her, if

the material could attract the students, they would be more enjoyable and relax in the class. The students would be more active in the speaking.

Teacher 1 sometimes also used authentic material to strengthen the material from the book he used. According to him, authentic material was more challenging and attractive for the students, as he said, *"The main material is from the book, but sometimes I take from news paper, from example. I use it to ask the students to translate the news. Do you know the material in the book about news worthy last week? I take news from news paper, then ask them to decide what is the worthy there, the background, the resources, and so on."* The use of authentic material was more effective to improve students' English proficiency in all skill. When the students felt comfortable in the class, they could speak up freely.

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.

## 3. 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 appropriate feedback and correction. Those strategies were

shown in a Teacher 3s' lesson plan of X class for this semester (See: Appendix 14). Main activities of the lesson plan are students were asked to make a dialogue in a pair, then present it after the teacher corrected their dialogue result. After students presented their dialogues, the teacher gave feedback to them about their presentation.

From several techniques of collecting data –observation, interview, and documentation- as described above, it could be conclude that teaching speaking strategies which have been conducted by English teachers of MA Al-Anwar Durenan Treanggalek were: give students practice with both fluency and accuracy and Provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, give students opportunities to initiate oral communication, and use authentic material.

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

**Table 4.1: Teaching speaking strategies**

| No | Teaching Speaking Strategies | Teachers | | |
|---|---|---|---|---|
| | | Teacher 1 | Teacher 2 | Teacher 3 |
| 1 | Give students practice with both fluency and accuracy | ✓ | ✓ | ✓ |
| 2 | Provide appropriate feedback and correction | ✓ | ✓ | ✓ |
| 3 | Use group work or pair work | | | ✓ |
| 4 | Provide intrinsically motivating techniques | ✓ | ✓ | ✓ |

| 5 | Capitalize on natural link between speaking and listening | ✓ | ✓ | ✓ |
|---|---|---|---|---|
| 6 | Give students opportunities to initiate oral communication | ✓ | ✓ | ✓ |
| 7 | Use authentic material | ✓ | ✓ | ✓ |

## B. Speaking activities

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

### 1. Data Taken from Observation

The first speaking activity was discussion. In discussion, the students were allowed to express their real opinions. Sometimes, after teacher explained something, a student asks something and the teacher answer it or other students give their opinion on it. It is commonly happen in comfortable atmosphere of speaking class. Question answer session after teachers' explanation also can be called as discussion. English teachers of MA Al-Anwar often used this activity in the class to encourage the students to speak up. In Teacher 3s' class, there was structured question answer session using full English, as the researcher observed in English practice class of X-Science (See: Appendix 1). Teacher 3 always organized her class well, from the opening classroom activities, reviewing previous material, explaining the material, allowing students to ask, then permitting students to write down the materials' explanation they have just

got. If from the beginning the teacher used English, the students would comfortably speak English too.

When the students got assignment in the class, they often made a group to discuss each other in doing the assignment, like stated in a field note of observation in practice class of X-Science (See: Appendix 1). In comfortable atmosphere, the discussion would always run well.

As explained above, if the class atmosphere was comfortable, it made the students dare to initiate oral language comfortably. When the researcher would like to observe tenth grade of social class but Teacher 1 did not come yet, the researcher first made the class more relax and fun. And after Teacher 1 come, there was a discussion in the class and of course it was run very well. The students can actually encourage themselves to speak up accurately and fluently (See: Appendix 6).

> *After more less thirty minutes, Mr. Sam came in to the class. Mr. Sam treated me well like in Tenth Science before. Mr. Sam asked the students how their opinion about me was. They answered using English fluency. Their opinions about me were so nice. Then, Mr. Sam asked the students to conclude the games, asked them to give their opinion orally about the games I conducted, and what the benefits of the games were. Their answers were different, such us reducing sleepy, getting rid of boring on studying, making relax and funny, increasing concentration. All students can give their opinion orally in fluent way.*

Another speaking activity was communicative game. Commonly, English teacher of MA Al-Anwar gave games to the students to enrich their vocabulary in which could strengthen students' speaking proficiency.

Miss putri often used games in her class, almost every day, such us NAVA game (Noun, Adjective, Verb, Adverb/Artist), a game about part of speech, which ordered the students to mention some vocabularies about noun, adjective, verb and adverb or sometimes artist, and this game needed solidarity of a group. There was also Clap Game as described on a field note (See: Appendix 4). All of the games above were testing students' concentration. The common punishment of the game when a student made a mistake is telling story or describing something, or sometimes bringing to other speaking activities as will be described after this site. There was also a game which was conducted by Teacher 3, named Boom Game. This game was almost similar to Clap Game, as explained in a field note (See: Appendix 4)

> *There was also other game. The game named Boom Game. The rules of game are: If Miss Putri said "Boom 3", the students had to count numbers from one, then every three numbers a certain student had to say "Boom". For example: one, two, Boom, four, five, Boom, and so on. This game was also testing the students' concentration. And the punishment for this game was also describing something in front of the class.*

From other observation in tenth grade of Social class, the researcher also found an attractive communicative game which was conducted by Teacher 1 (See: Appendix 6). This game seemed very exciting for the students. The game was about guessing something.

The next speaking activity was describing something. In describing something, students give their opinion about something. Commonly,

describing something happened in the class automatically, without students' preparation. Teacher 3 often used this activity to punish her students when they had a game, because most of Teacher 3s' games needed victims. The students who got punishment when they lost a game would be asked to describe something, tell a story, or tell their experience in front of the class. The researcher found it when the students have "Clap Game", the students who got punishment should describe something in front of the class. This situation was found when the researcher observed Miss Putris' class (See: Appendix 4). Not only in Clap Game had the punished students ordered to describe something, but also in other game named boom game (See: Appendix 4).

> *This game was also testing the students' concentration. And the punishment for this game was also describing something in front of the class. The topics of describing something are varieties. Sometimes a student was ordered to describe an artist such us Lady Gaga or Ashanti, sometimes they were also ordered to describe their own friend such us their classmates.*

The last data about speaking activity which has been taken from observation was sharing. Teacher 3 frequently conducted sharing in her class. This activity was stated in a field note of observation in conversation class: *When I entered the class, the material is about sharing. Both of students and teacher used English in sharing. It seemed their listening skill run well to, because when a student saying something in English, the other can answer directly. They talked about their experience in this school and*

*the dormitory* (See: Appendix 13)*.* Teacher 3 often used this activity when she had finished delivering the material, but the time was not up yet.

In conclusion, the data about speaking activity which has been taken from observation technique were: discussion, communicative games, describing something, and sharing.

2. **Data Taken from Interview**

The first speaking activity which has been found from interview technique was discussion. Teacher 2 ever conducted discussion in formal way in her class. The discussion that Teacher 2 conducted was structured discussion. The teacher chose a certain topic and asked the students to discuss it in the learning process, as the researcher asked Teacher 2 about discussion in her class (See: Appendix 9), the researcher asked *"Ever discussion?"* and she answered, *"Yes, in this semester just twice or three times may be, because we have to finish our material in English theory class. But in English practice class is a lot of fun and more relax."* Teacher 2 just had a few times to conduct speaking activities in her class because she taught English theory class, and in the other hand, speaking activities frequently conducted in English practice class.

The next speaking activity was communicative games. This activity made students more enjoy and comfortable to speak. Teacher 3 has ever conducted a game named "Who am I" game (See: Appendix 2). This game was about describing something as like animal, people, place, etc. When

the teacher conducted some games in the class, speaking skill would be used communicatively. It was also strengthened by Teacher 1s' statement, *"I think according to the students, English is the most difficult lesson, so sometimes they get bored, especially in the last period. Ya, we have a game. Sometimes we also sing an English song. I often give a reward in the game to the students. It is no problem to me because it encourages them to speak up use English."*

Other speaking activity was debate. In this research, the researcher got information about a debate class that had been conducted in this academic year at MA Al-Anwar. It was happened in Teacher 3s' English practice classes. According to Teacher 3, students were more enthusiastic to speak up in debate activities; moreover, if the topic was something which was familiar for the students and something that they like. It was like Teacher 3s' statement when the researcher interviewed her (See: Appendix 8), *"Semester ini di kelas X IPA pernah saya ajak mereka untuk debate. Mereka sangat antusias, karena temanya saya buat yang menarik bagi mereka."* Then she added, *"The theme is about wife. Yang cowok jadi house wife, yang cewek jadi career wife. Mereka antusias sekali."* Yet, the students still make many mistakes in their grammar or their pronunciation. And it is the teachers' job to always guide them to speak correctly. Actually, debate in practice class is really amazing because students learn how to keep their opinion on something. Although the students cannot

debate perfectly, the use of authentic material in debate makes them enjoy and comfortable to speak English.

Other speaking activity which has been conducted by the teacher was sharing. In sharing, the students can share their problems or their feeling freely. Sharing commonly conducted in the class when the students feel bored to learn. Unfortunately, most of students frequently forget to use English. Yet, the teachers never remind them with bare command to use English directly, because it can decrease the students' mood on speaking. Sometimes when a student did not use English, the teacher will answer his or her utterance use English, so the student will automatically use English too. This condition was presented in an interview with Teacher 2 (See: Appendix 9). A student of XI-Science class also said that Teacher 2 often invites the students to share together in the learning process when the students actually feel very bored and do not like to learn anymore (See: Appendix 12). Here is her statement, *"Yes, sometimes when we get bored we will ask intermezzo to Miss Tika and we will share together. Sometimes Miss Tika tells us stories and news, and tells us about her experiences."*

Teacher 3 also frequently conducted sharing in her class. Teacher 3 often used this activity when she had finished delivering the material, but the time was not up yet. According to Teacher 3, sharing was also a good way to solve a problem when the students do not want to receive the lesson anymore as she said (See: Appendix 8)*, "To solve the problem in the*

*classroom when the students don't want to receive the lesson, teacher asks students to chat together or sharing one another".*

Other speaking activity was prepared talks or presentation. Teacher asks students to prepare a certain topic. This activity was ever been conducted by Teacher 3. Teacher 3 asked the students to do sealing product or product introduction. The students had to choose the product freely then prepare themselves to promote their product in front of the class. This was as described in an interview with Teacher 3 (See: Appendix 8). *"Aktifitas lain adalah Sealing product. Mereka saya suruh mempromosikan produk masing-masing, terserah mereka. Kalau cewek kebanyakan tentang Shampo, parfume, kosmetik. Dalam sealing product ini mereka presentasi di depan kelas, terus mereka melebih-lebihkan product yang mereka bawa,"* she said. This activity could help students to train their confidence in front of their friends.

And the other one was singing songs. Singing song can prevent students' boring in the class. Teacher 2 also said when the students got bored, sometimes she asked the students to sing together, like her statement in an interview transcript (See: Appendix 9), *"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."* Teacher 2s' statement was also strengthened by a student of XI Science

class's statement (See: Appendix 12), *"Sometimes when we get bored we will ask intermezzo to Miss Tika and we will share together. Sometimes Miss Tika tells us stories and news, and tells us about her experiences. Sometimes we also sing a song together. With doing speaking activities, our boring went away."*

In conclusion, the data about speaking activity which has been taken from interview technique were: discussion, communicative games, sharing, debate, prepared talks or presentation, and singing songs.

From several techniques of collecting data –observation, and interview - as described above, it could be conclude that speaking activities which have been conducted by English teachers of MA Al-Anwar Durenan Treanggalek were: discussion, communicative games, debate, describing something, sharing, prepared talks or presentation, and singing songs.

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

**Table 4.2: Speaking activities**

| No | Speaking activities | Teachers | | |
|----|---------------------|-----------|-----------|-----------|
|    |                     | Teacher 1 | Teacher 2 | Teacher 3 |
| 1  | Discussion          | ✓         | ✓         | ✓         |

| 2 | Communication games | ✓ | | ✓ |
|---|---|---|---|---|
| 3 | Debate | | | ✓ |
| 4 | Describing something | | | ✓ |
| 5 | Sharing | ✓ | ✓ | ✓ |
| 6 | Prepared talks/Presentation | | ✓ | ✓ |
| 7 | Singing songs | ✓ | ✓ | ✓ |

## C. Speaking Assessment Techniques

The researcher got information about speaking assessment techniques from interview and documentation techniques. In MA Al-Anwar, English teachers sometimes used speaking activities to assess students' English proficiency. It was stated by Teacher 3 (See: Appendix 2), *"Untuk semester satu kemarin untuk nilai akhir saya ambil dari speaking performace mereka, jadi untuk semester ini dari writing saja."* In Teacher 3s' 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 3 whether she conducted speaking assessment in her class (See: Appendix 2), she said, *"Yes. Kadang, tiap ada*

*speaking activities, saya sering menilai mereka."* Then the researcher asked her to make sure about her speaking assessment, she said that sometimes she combines the result of students' speaking assessment with other assessment for students' rapports. Here is her statement: *"Iya, lalu nanti saya combine sama tugas tugas lain untuk nilai rapor mereka."* (See: Appendix 3).

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."* (See: Appendix 10).

Actually, when there was speaking activities, the teacher also assessed those activities. As Teacher 3 informed, speaking assessment she had conducted were: Telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, and product introduction (See: Appendix 2).

From documentation, the researcher also found some speaking assessment techniques conducted by teacher 3, they are: telling story (See: Appendix 15), debate, talk show, and product introduction (See: Appendix 16). In assessing students' speaking, Teacher 3 told the students the aspects that would be assessed. When the researcher asked Miss Putri whether she told her students what kind of aspects that would be assessed when she assessed the students (See: Appendix 2), she answered, *"Of course. Saya kasih tahu ke mereka apa saja aspek yang akan saya nilai, misal pronunciation or fluency mereka. Biar mereka tahu dan perhatian lah. Biar lebih konsentrasi."* Teacher 3 also used scoring rubric when she assessed students' telling story in the end

of first semester. She used this assessment for final score in first semester (See: Appendix 15). It was to avoid subjectivity in assessing students' speaking proficiency.

From several techniques of collecting data –interview and documentation- as described above, it could be conclude that speaking assessment techniques which have been conducted by English teachers of MA Al-Anwar Durenan Treanggalek were: dialogue presentation, telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, talk show, and product introduction.

# CHAPTER V

# DISCUSSIONS

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 MA Al-Anwar, 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.

## A. 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 teachers' 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. Teachers' strategy is also

useful to increase teachers' capability in delivering material so the students get building their desire to study (Brown, 2001:117). The researcher used teaching speaking strategies suggested by Nunan (2003), Brown (2001), and Kuimova (2011) English teachers of MA Terpadu Al-Anwar have conducted some teaching speaking strategies in the teaching and learning process as discussed below

1. Give students practice with both fluency and accuracy

   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.

2.  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 (see: appendix 3). 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.

3.  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." In this way, the students will get chance to interact and practice the language with other students. Brown (2001) stresses that group work is an attractive idea to increase the amount of students' talking time.

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.

- 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.

- 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.

4.  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 (See: Appendix 9), if the teacher often uses English, students will be motivated to use English automatically. Teacher 2 says (See: Appendix 9),"*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!".*

5.   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.

6.   Give students opportunities to initiate oral communication

Giving students opportunities to initiate oral communication can encourage the students to speak up in the classroom. The teachers have to 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. According to Nunan (2003:156), to improve students' speaking skill, they should be given enough opportunities to speak in class. Brown (2001:276) states about giving students opportunities to initiate oral communication

> A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask question, to control conversation, and to change the

subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7.   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).

Acording to the result of Do Thi Thanh Tra's research (2009), using authentic material could motivate students to speak up in the class. It was shown from the mean score for 6 weeks using non-authentic materials was 36.1 and the mean score for 6 weeks using authentic materials was 37.3. 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 75.78; and 82.71 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.

B. **Speaking activities**

One of teachers' roles in speaking classroom is 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. Harmer (2001) argued that it is essential for teachers to develop speaking by means of interesting and relevant activities, in a contextualized manner, and related with the communicative necessities of the given population. This way, it is assured that communication will take place in the language classroom and students will have the opportunity to use the target language in real life scenarios.

There are many types of classroom speaking activities. Harmer (2001:272) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. 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 MA Al-Anwar 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, communicative games, debate, describing something, sharing, prepared talks or 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.

2.  Communicative games

Games often become crucial activities in speaking class. Games are designed to provoke communication between students' selves, or between students and teacher. In communicative games, students are more comfortable to speak up in the class because in communicative games, 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 MA Al-Anwar give games to the students to enrich their vocabulary in which can strengthen students' speaking proficiency. Thus, communication games are also very important to improve students' speaking proficiency.

3.  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).

4.  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.

5.  Sharing

    This kind of speaking activity is the most simple and comfortable activity. In sharing, the students can share their problems or their feeling freely. Sharing commonly conducted in the class when the students feel bored to learn. Teacher 2 states (See: Appendix 9), "sometimes when students get bored we will share together using English."

6.  Prepared talks or 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 practise 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.

7.  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 (See: Appendix 9), *"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 3 said (see: appendix 8), *"kalau ada materi baru dan kelihatannya mereka udah nggak tertarik for studying, saya kasih speaking activities. Biasanya juga saya kasih game kalau mereka sudah mentok-mentoknya nggak bisa receiving the material."* Teacher 2 also conducted speaking activities to solve the problem when the students get bored to learn. She said (see: appendix 9). Some students also gave their opinion that speaking activities can avoid boring in the class, so they will be more motivated to learn English (see: appendix 12), *"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.

## C.  Speaking assessments

Assessment 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' speaking 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, assessment 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, Sholikin (2013) 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 3 once ever said in an interview (see: appendix 2), *"Saya kasih tahu ke mereka apa saja aspek yang akan saya nilai, misal pronunciation or fluency mereka. Biar mereka tahu dan perhatian lah. Biar lebih konsentrasi."* 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

# CONCLUSIONS AND SUGGESTIONS

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.

## A. Conclusion

1. 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 teachers' use of strategies. Teachers' strategy is also useful to increase teachers' capability in delivering material so the students get building their desire to study.

2. There are some strategies of teaching speaking performed by the teachers: give students practice with both fluency and accuracy and Provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, give students opportunities to initiate oral communication, and use authentic material.

3. In teaching speaking, teachers conducted some speaking activities in the class, they are: discussion, communicative games, debate, describing something, sharing, prepared talks or 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.

4. 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 were 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.

**B. 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.

1. 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.

2. For other students, 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. Students should learn speaking more because with good speaking proficiency, it can motivate students to comprehend other English skill and competent, thus students can have good English proficiency.

3. 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.