

**A PORTRAY OF TEACHING STRATEGIES IN
TRANSACTIONAL –SPEAKING CLASS AT IAIN
TULUNGAGUNG**

THESIS



By:
KUNI NAILAL MAGHFIROH
3213103089

**ENGLISH EDUCATION DEPARTMENT FACULTY
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TULUNGAGUNG
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Presented to

**State Islamic Institute of Tulungagung in partial fulfillment of requirements
for the degree of Sarjana Pendidikan Islam in English Education Program**



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**ENGLISH EDUCATION DEPARTMENT FACULTY
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2014

ADVISOR'S APPROVAL SHEET

This is to certify that the Sarjana thesis of Kuni Nailal Maghfiroh entitled “A Portray of Teaching Strategies in Transactional – Speaking Class at IAIN Tulungagung” has been approved by the thesis advisor for further approval by the Board of Examiners

Tulungagung, July 22nd 2014

Advisor

Dr. Nurul Chojimah, M.Pd
NIP. 196906292009012001

Approved by
The Head of English Education Department

Arina Shofiya, M.Pd
NIP. 1977052320031222002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the Sarjana thesis of Kuni Nailal Maghfiroh has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program.

Tulungagung, July 22nd 2014

Board of Thesis Examiners

Chair,

Arina Shofiya, M.Pd.

NIP: 19770523 200312 2 002

(.....)

Main Examiner,

Drs. H. Mashudi, M.Pd. I

NIP: 19690131 200112 1 003

(.....)

Secretary,

Prof. Dr. H. Imam Fu'adi, M.Ag

NIP: 19690331 199403 1 002

(.....)

**Approved by,
Dean of Faculty of Tarbiyah and Teacher Training
IAIN Tulungagung**

Dr. H. Abd. Aziz, M.Pd.I

NIP. 19720601 200003 1 002

MOTTO

*Do everything be your mind as if you would never
get ones more of rebuild chance*

DEDICATION

I dedicate this thesis to:

*My beloved parents, My dad Mujito and My mom Siti Fatimah who
gives me true love and everything for my life*

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Kuni Nailal Maghfiroh

Place, date of birth : Tulungagung, June 19th, 1992

Address : Ds. Tanjung Kec. Kalidawir Kab. Tulungagung

Faculty : Faculty of Tarbiyah and Teacher Training

Department : English Education Department

States that thesis entitled "A Portray of Teaching strategies in Transactional-Speaking Class at IAIN Tulungagung" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from other

Tulungagung, July 22nd 2014

Kuni Nailal Maghfiroh
NIM. 3213103089

ABSTRACT

Maghfiroh, Kuni Nailal. Registered Number Student. 3213103089. 2014. "A Portray of Teaching Strategies in Transactional-Speaking Class at IAIN Tulungagung". Thesis. English Education Program. State Islamic Institute (IAIN) Tulungagung. Advisor: Dr. Nurul Chojimah, M.Pd.

Keyword: Teaching speaking activities, Teaching strategies, Students' responses.

English is a foreign language that should be mastered by most of people. Learning English is important to interact with other people in the world. Therefore, learning English is expected to do in school and other institution. The lecturer should have a good strategy to evoke the students' willingness in teaching and learning process. The goal of using a strategy is to make the students more active and can communicative in the classroom. In speaking class, the strategy is used by the lecturer to give motivation the students to speak up. The lecturer has to stimulate the student by applying the good strategy.

On the basis of this, the present research is concerned with teaching strategies applied by a lecturer in transactional speaking class at IAIN Tulungagung. The research problem are: 1) What teaching strategies are applied by lecturer in transactional speaking class? 2) How are the students' responses toward the teaching strategies in transactional speaking class? The objectives of this research were: 1) To investigate the teaching strategies are applied by lecturer in transactional – speaking class 2) To investigate how the students' responses toward the teaching strategies in transactional – speaking class. Research method : 1) The research design in this research was descriptive research 2) The subject of this research was the teaching strategies applied in the classroom 3) The research instruments were observation guide, interview sheets and document file from field 4) The data analysis was inductive.

The research findings were: the activity of Speaking English applied in 2B of IAIN Tulungagung, the teaching strategies used by the lecturer and the students' responses toward the teaching strategies. There was an activity occurred in the classroom. Grouping ability or discussion is the activity in the speaking classroom. There are four strategies used in teaching activity. Those are cooperation strategy, substitution strategy, minimal responses and interactive activity. The students' responses toward the teaching strategies are so respectful. It is going to prove that motivation given by the lecturer is absolutely influential toward the students. The lecturer also uses the acceptable language when conveying material and give example for getting students understandable deeply.

The teaching strategies have been applied in 2B of IAIN Tulungagung based on the students need and situation in the classroom. By having English activity in the classroom, the students have more time and chance to practice their

English especially their speaking. The correct strategy also influence about the students activity in the classroom. The students unconsciously try to speak English whenever they done activity by having an interest activity. The lecturer stimulates them by given instruction in the activity. On the other hand, the lecturer can guide the students try to speak step by step until they haven't anxiety to speak in other friends.

The result of applying the teaching strategies showed that the students' responses are so good. They can respect on the lecturer's way on delivering material in classroom. In other words, the lecturer always invites every student to participate in discussions. By inviting in discussion class, the students can increase of their desire to speak up whatever their thinks. The students are able to practice English with their friends. Besides, they have more time to practice English and improve their ability in speaking by group discussion.

ABSTRAK

Skripsi berjudul “A Portray of Teaching Strategies in Transactional-Speaking Class at IAIN Tulungagung” disusun oleh Kuni Nailal Maghfiroh, 3213103089, Jurusan Pendidikan Bahasa Inggris di IAIN Tulungagung, dan dibimbing oleh Dr. Nurul Chojimah, M.Pd.

Kata kunci : Kegiatan pengajaran speaking, Strategi pengajaran, Respon siswa.

Bahasa Inggris adalah bahasa asing yang harus dikuasai oleh kebanyakan orang. Mempelajari Bahasa Inggris merupakan hal yang penting untuk berinteraksi dengan orang lain di dunia. Oleh karena itu, mempelajari Bahasa Inggris sangat diutamakan di sekolah atau lembaga yang lain. Seorang pengajar harus mempunyai strategi yang bagus untuk membangkitkan keinginan siswanya dalam proses kegiatan pembelajaran. Tujuan dari penggunaan strategi yakni untuk membuat muridnya lebih aktif dan dapat berkomunikasi di dalam ruang kelas. Pada kelas speaking, strategi digunakan oleh seorang pengajar untuk memberikan motivasi kepada siswanya untuk berbicara. Pengajar harus memberikan rangsangan kepada muridnya dengan menggunakan strategi yang menarik.

Berhubungan dengan pernyataan di atas, rumusan masalah pada penelitian ini adalah 1) Strategi apa yang diterapkan pengajar pada kelas Transactional-Speaking 2) Bagaimana respon siswa terhadap strategi pengajaran yang diterapkan di dalam kelas Transactional-Speaking. Tujuan daripada penelitian ini adalah 1) Untuk mengetahui strategi pengajaran yang diterapkan oleh pengajar di dalam kelas Transactional-Speaking 2) Untuk mengetahui bagaimana respon siswa terhadap strategi pengajaran yang diterapkan oleh pengajar di dalam kelas Transactional-Speaking. Metode penelitian yakni: 1) Model penelitian pada skripsi ini adalah penelitian deskriptif 2) Subjek pada penelitian ini adalah semua strategi pengajaran yang diterapkan di dalam kelas 3) Alat pengumpulan data yang digunakan meliputi pedoman observasi, lembar pertanyaan wawancara dan dokumen pendukung dari lapangan 4) Analisis data pada penelitian ini adalah induktif.

Hasil penemuan dalam skripsi ini adalah: kegiatan speaking yang diterapkan di kelas 2B IAIN Tulungagung, strategi pengajaran yang digunakan oleh pengajar dan respon siswa terhadap strategi pengajaran. Terdapat aktivitas yang diterapkan di dalam kelas. Kemampuan berkelompok atau diskusi adalah aktivitas di dalam kelas speaking. Terdapat 4 strategi yang digunakan dalam aktivitas pengajaran yakni cooperation, substitution, minimal responses dan interactive activity. Respon siswa terhadap strategi pengajaran yakni sangat bagus. Hal ini dibuktikan dengan motivasi yang diberikan dosen sangat berpengaruh kepada siswa. Dosen menggunakan bahasa penyampaian yang mudah diterima siswa

ketika menyampaikan materi dan member contoh untuk kefaham siswa yang lebih mendalam.

Strategi pengajaran yang diterapkan di kelas 2B IAIN Tulungagung yakni berdasarkan kebutuhan siswa dan situasi di dalam kelas. Dengan melakukan aktivitas di dalam kelas, para siswa mempunyai banyak waktu dan kesempatan untuk mempraktikkan Bahasa Inggris mereka terutama dalam speakingnya. Penerapan strategi yang bagus juga mempengaruhi terhadap aktivitas di dalam kelas. Dengan tidak disadari, para siswa mencoba untuk berbicara Bahasa Inggris dalam aktivitas apapun. Pengajar memberikan rangsangan dengan memberikan pengarahan dalam kegiatan yang dilakukan. Dengan kata lain, pengajar dapat membimbing para siswa untuk mencoba berbicara Bahasa Inggris tahap demi tahap sampai mereka tidak takut lagi untuk berbicara di depan team lainnya.

Hasil dari penerapan strategi pengajaran menunjukkan bahwa respon para siswa sangat bagus. Para siswa dapat menanggapi cara pengajarnya dalam penyampaian materi di dalam kelas. Dengan kata lain, pengajar selalu mengajak siswa untuk berpartisipasi dalam kegiatan diskusi di dalam kelas. Dengan penerapan tersebut, para siswa dapat meningkatkan keinginannya untuk berbicara mengenai ide – ide yang dimiliki. Para siswa dapat mempraktikkan Bahasa Inggris dengan temannya. Selain itu, mereka mempunyai banyak kesempatan untuk mempraktikkan dan memperbaiki kemampuan mereka dalam speaking dengan aktivitas diskusi dalam kelas.

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Finally, I hope that this will be very useful for the reader and also for herself.

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The Writer

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MEANING OF OBSERVATIONS AND SYMBOLS

- L : Lecturer
- S1 : Student 1
- S2 : Student 2
- S3 : Student 3
- S (s) : All students