

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, research problems, objective of the research, significant of the research, scope and limitation of the research, definition of key term and organization of the research.

### **A. Background of the Research**

Spoken language was the first form of communication between human beings. It means that the people use the language to communicate with others. According to Larsen (2005:67) language is for communication. Because of it, the language used by people in the world is to get the one aim that is to communicate with another people. It is the one of keys to face modern Era. The important position of English as a language for international communication. So that, the teaching speaking skill has become increasingly important in world language live.

According to Harmer (1991 : 46 - 47 ) there are three reason why people communicate. Firstly, people communicate because “ they want to say something“. Secondly, people e communicate because “they have some communicative purposes”. The last reason is “consequence of the desire to say something (first reason) and the purpose in conducting communication activities (second reason)”. The point that the researcher

gets from the theory is three main points why the people is getting conversation by oral language. Everyone has an experience how important speaking to deliver some messages to another is.

Based on statement on oxford dictionary (fourth edition), speaking is talk to somebody about something by using voice to say it. Producing an utterance by speaking need more effort and this is not easy to learn by common people, especially having good structure and choosing appropriate word. From this aspect, we need more effort to master English well.

According to Tarigan (1986:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. From the definition of Tarigan, speaking ability means the ability of someone who throw up their ideas in communicate with the listeners by produce an utterances.

The skill of speaking is as crucial as any other language skill. Learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. However, it is difficult for EFL learners to speak English in the classroom because of the limited language use in their real lives. The way to decrease the students difficulties in the classroom, the lecturer use creative strategies to improve student's speaking skill.

Teaching speaking skill is important due to the large number of students who want to study english in order to be able to use english for

communicative purpose. This is apparent in Ricards and Renandys (2002: 201) publication where they stated, “ A large percentage of the world’s language learners study English in order to develop proficiency speaking”. Moreover, students are considered successful if they can communicate effectively in the language.

According to the Khameis (2006: 112) the teacher should focused on should be interesting and should capture students attention. It means that the lecturer should not only focus on conveying material process but also focus on students attention. The students’ responses when teaching process can influence students’ understanding of the material in the end of teaching learning process. By this way, the lecturer can apply the material which the students need and effective situation to study.

In this case, the lecturer as sources in the classroom activities who should make the environment as fun as possible may student can avoid saturated situation in the class. That case appeared by some theorist of English like statement below:

"Learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery." It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the EFL classroom” Good & Brophy (2000 : 30).

As the lecturer, we help our students to understand concept of the english pattern and mastering the knowledge level of english. We help

them analyze the concepts of English to create a new knowledge and solve new problems. So, as lecturer we need to recognize them some knowledge about effective teaching. Lecturer has to consider the students capability by balancing the way of conveying material from the lecturer to the students, because in this context lecturer is as sources. We need to apply some strategies could be helpful in order to motivate the students in accepting conveyed material.

According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The lecturer have to applied the strategy to balance between the method which the lecturer's used and the way of the lecturer's used to applied the material.

As we know that lecturer has a role to improve speaking capability by inside and also outside of class teaching. Lecturer not only gives the students material of English but also give them motivation and encourage them to speak up. This is because the diligent lecturer is who accompanies them to study and also get the aim to improve their speaking ability. A superior teacher encourages her/his students to speak English as much as possible inside and outside the classroom (Khameis, 2006: 112).

In the university especially in english major, speaking is one of important skill. The students try to speak english is to face global condition and try to applied. In the English 2B of IAIN Tulungagung, the

students are so active . The students are respects about the lecturer's explanation although some of them are make noisy. The lecturer invites the students to speak up by using a good strategy such as the lecturer ask the students to interview with their friends. The students to be active because of the strategy applied by the teacher is depend on the students need. Beside that, the lecturer also observes the students' activities who while corrections of the students mistakes when they speak up is practiced especially the students who still shy to speak up.

The lecturer has to evoke and motivate the students to speak up when the activities are running. In the teaching learning activities sometimes, there are factors to affect students' speaking English in class. One of them is they fail to find suitable words to express themselves and the other is they are afraid of making mistakes. Sometimes they make mistakes when they are speaking because they are shy and nervous. So, the lecturer should be motivate them because those conditions are not make perfect in study but it's as problems in student's speaking progression.

Based on the statement above, the lecturer has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process, the lecturer are able to evoke the student's confident to speak actively and correctly.

Finally, based on the the phenomenon above, the researcher should carry out a research under title “ A PORTRAY OF TEACHING

## STRATEGIES IN TRANSACTIONAL - SPEAKING CLASS OF IAIN TULUNGAGUNG”

### **B. Statement of Reserach Problems**

Based on the background of the study, this research is conducted to give more information on teaching strategies in transaction – speaking class of IAIN Tulungagung and is to answer the questions below:

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?

### **C. Objectives of the Research**

In line with the problems stated above, the objectives of the study are formulated as follows :

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

### **D. Significance of the Research**

1. For IAIN Tulungagung :

The result of this study can give more information of teaching strategies which implemented by the lecturer. The result of this study

also give more inspirations to the other lecturer in upgrade students' speaking capability by reading this study collected in the university library.

2. For the lecturers of speaking course :

The finding or the result of the study that the lecturer will know the teaching strategies to evoke the student's willingness to speak up. So that, the lecturer would be balance both of the teching theory and teaching strategies in speaking.

3. For future researchers :

The result of this research could help other researcher to get the related study more deeply and give them main of view in lecturer's strategies in conveying speaking material. This research also give them more references in future research especially in transactional speaking.

## **E. Scope and Limitation of the Research**

Scope of this research focus on the teaching strategies in transactional - speaking class of English 2B of IAIN Tulungagung academic year 2013 – 2014.

The limitation of this research is to find how the lecturer strategies in delivering material process to the students of 2B IAIN Tulungagung. So that, the researcher just focused on lecturer strategies to build the students desire in speak up.

## **F. Definitions of Key Term**

To avoid the ambiguities and misunderstanding of the readers, it is essential to give clarifications about the terms used in this study, as follows :

### **1. Speaking skill**

According to Tarigan (1986:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.

### **2. Teaching**

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand Brown (2007 : 7).

### **3. Strategy**

According to Brown (1994), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking. So, it is the way of teacher to deliver speaking material in the class.

### **4. Teaching strategy**

According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have been plan.



## **G. Organization of The Research**

The organization of study is given in order to make the readers know and understand the content of this thesis easily : the organization of this study is given as follow :

Chapter I is introduction of the research which deals with the background of the research, statement of research problems, objective of the research, significance of the research, scope of the research, definition of key terms and oraganization of the study.

Chapter II is review of the related literarture. It concludes the explanations based on the title and some literatures based on the research. It concludes the explanation about speaking skill, teaching speaking and teaching strategies.

Chapter III is the reserach methods. It covers : research design, data and data souces, technique of data collection, technique of data verification and data analysis.

Chapter IV deals with the finding of the research that is loaded of result that contains of data presentation and research finding. This chapter is very important because the researcher will analyze the data gotten. So, the data are processed in this chapter. Finally, all the data can be analyzed and interpreted based on the research problem.

Chapter V presents the discussion of the study. Discussion is summary of idea of researcher in interpreting the relation among patterns, categories and dimensions found in data analysis.

Chapter VI presents the conclusion of the research and suggestion for further research to make the better study. Conclusion is the summary of the discussion based on research problems. This part is the last chapter of this research.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter deals with the theories related to the little and formulations of the problem. The theories are about speaking, including the definitions of speaking, components of speaking, types of classroom speaking performance. Beside that, in teaching skill there are including of the definition of teaching speaking, principles of teaching speaking and students activities. The last about the teaching strategies that are including of definitions of teaching strategies and kinds of teaching strategies.

#### **A. Speaking Skill**

Language will be beneficial if someone can use it in spoken. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. Therefore, speaking skill is most important skill among four skills in English. Language is measured by its result in speaking skills or oral communication. In other words, we can also measure the ability of language from his/her ability in speaking.

##### **1. Definitions of Speaking**

According to Tarigan (1986:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for

expressing an idea and a message. It means that speaking is the ability of someone who throw up their ideas in communicate with the listeners by produce an utterances.

Speaking is phsically situated face to face interaction, usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Hence speech can tolerate more implicit reference, Martin (1987:16).

Based on theory stated by martin bygate above, speaking is the condition that we can say some utterances to the hearer (other people) and we can interact with our hearer directly. Also the physical context is involved in this conversation.

According to Brown and Yule's in Ricards (2008:21) there are three kinds of speaking functions, they are :

a. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction

with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

Based on the explanation above, the speaking has the function as interaction means speaking used by the people to exchange about the information. The speaker delivers the message to tell about the information which need for the listener. From here, the listener can get the information from the speaker.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions,

... talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones 1996:14)

The speaker can make the listener understand when she/he uses the good language. Here, the speaker should be make understand to listener about the message which conveyed. The way of the speaker to speak is important because can influences of the listener's understand.

### c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. In this type the function of speaking is to show about the speaker's performances when she/he conveys the message. The speaker's preparation before performing in front of the audiences is needed. So, the speaker ready to speak when she/he has the readiness of her/his mental.

In this research, the researcher just focuses on one of speaking functions that is speaking as transaction. Because this research intended to find out about the teaching strategies in transactional speaking class.

## 2. Components of speaking

In speaking skill, the component is used to complete the skill. There are five components of language influence speaking ability, this is occur on Jill (2009:15) states:

### a. Pronunciation

Jill (2009:66) states that an understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand

them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

Harmer (1991: 11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

b. Grammar

Grammar is needed for students to arrange a correct sentence in conversation. According to Jill (2009:24) grammar is a description of the language system - it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also learns the correct way to gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c. Vocabulary

Jill (2009:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering

vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies.

Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when she/he has a lot of vocabularies. In addition, the listener can comprehend the speakers' said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speaker's vocabulary.

d. Fluency

Fluency may be defined as the ability to speak accurately. Jill (2009:27) states that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speaker's said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem. It means the listeners' will understand the speaker's speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Gillian (2001:22) states that the teacher needs as good an understanding as we currently have



of the nature of comprehension and the processes of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

### **3. Types of Speaking Classroom**

According to Brown (1994 : 271 - 272) states that there are some types of classroom speaking in planning speaking instruction, they are:

#### **a. Imitative**

In this kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form.

#### **b. Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

#### **c. Responsive**

A good deal of the students speech in the classroom is responsive : short replies to teacher or student – initiated question or comment.

d. Transactional (dialogue)

Dialogue conducted for the purpose for the purpose of information exchange such as information – gathering interview, role play or debate.

e. Interpersonal (dialogue)

Dialogue to establish or maintain social relationship, such as personal interview or causal conversation role play.

f. Extensive (monologue)

Extended monologue such as oral reports, oral summarize, or perhaps short speeches.

## **B. Teaching speaking**

Teaching speaking skill is important due to the large number of students who want to study english in order to be able to use English for communicative purpose. Moreover, students are considered successful if they can communicate effectively in the language. The way to decrease the students difficulties in the classroom, the lecturer use creative strategies to improve student's speaking skill.

### **1. Definition of Teaching Speaking**

According to Brown (1987:3) states that teaching is guiding and facilitating learning enables the learner to learn setting condition for learning. It means that teaching is the process of lecturer's to guide the students to create a good condition in the process of teaching and learning in the classroom.

In line with the definitions above, Brumfit (1984:5) defines teaching as an activity that is performed directly or indirectly, by human beings on human beings. Teaching is relationship or interaction between lecturer and the students in the process of transferring knowledge in order that the students are able to apply their knowledge in their daily life. The researcher has understood that teaching is an effort or an activity which is aimed in how the students learn the materials to achieve the goal of learning.

In teaching and learning process, the teaching speaking can be focused on either training the students to speak accurately or encouraging them to speak fluently. As the ability to speak english is very complex task considering the nature of what is involved in speaking, not all of the students in speaking class have the courage to speak. Many of the students feel anxious in a speaking class (Padmadewi, 1998) and some are likely to keep silent (Tutyandar, 2005) in Bambang and Utami's book.

The statement above is talking about what important for student to begin the speaking capability by more practice. Many students want to start a conversation with their friend only and they averse to make conversation outside of their community. Actually, the case is much important to start communicate with another people outside of group. Because another group is as sources to share more important think that we do not know yet.

Harmer (2007:123) stated there are three reason for teaching speaking, they are :

- a. Speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom.
- b. Speaking task in which students try to use any oral all of the language they know provide feedback for both teacher and students.
- c. The more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Thus, the lecturer has to know about the role in the classroom. According to Harmer (2007 : 275) stated that there are there roles of the lecturer in speaking activitie, they are :

- a. Prompter

The students sometime get the difficulties to say about something fluently. The lecturer can leave them to strunggle out of such situations. The lecturer may be able to help them and be active to progress to offering discrete suggestion.

- b. Participant

The lecturer should be good animators when asking students to produce language. In other time, the lecturer may want to participate in certain classroom activities.

c. Feedback provider

When students in doing activities, the lecturer correct the student's progression. After finishing the activities, the lecturer assess the student's has done and give the opinion about it.

The lecturer's role is also important to motivate the student. This is because motivation given by the lecturer can add their spirit to speak up. The students felt that the lecturer believes that they have skill and talent to be improved. So that, the lecturer have to awaken the student's confidents by giving some motivations to speak English fluently.

## 2. Principles of Teaching Speaking

Nunan ( 2003 : 54 – 56) states there are five principles for teaching speaking, they are :

- a. Be aware of difference between second language and foreign language in learning context.
- b. Give students chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group and pair work.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involved guidance and practice in both transactional and interactional speaking.

The researcher conclude that the lecturer who want to be a good lecturer she/he has to know and understand about the principle of teaching speaking. Moreover, the lecturer has to have the unique strategies to guide the student's activities to avoid the saturation of condition in the classroom.

### **C. Teaching Strategies**

#### **1. Definition of Teaching Speaking Strategies**

According to oxford dictionary fourth edition, the explanation of strategy is a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations. In this case what is meant by strategy is teachers' plan is technique that used by the lecturer to achieve the study aim process in order to improve students capability, especially in speaking aspect.

As the lecturer, they have to consider that strategy which they use are possible to applied and give the student improving in their skill. If they apply the nice and good strategy in teaching and learning process and the students have not to get benefit from this strategy, the applied strategy have not reach the purpose of those teaching and learning process. So that, the lecturer have to applied the right strategy in teaching and learning process.

#### **2. The teaching strategies in speaking classroom**

Teaching strategies are procedures used by the teacher which serve as a way of reaching a goal. To reach the goal, lecturer has the

important role in the teaching and learning process because most of the output of students was determined by the teachers. According to Bahrani's journal (2012:3) states that they are some strategy which used to develop speaking skill by the lecturer in the classroom:

a. Using Minimal Responses

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Based the explanation above, minimal responses is responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. Some communication situations are associated with a predictable set of spoken exchanges which are called script. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. The lecturer can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

b. Interactive activities

In interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

The explanation above tells us that by encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, the lecturer can create an authentic practice environment within the classroom itself. Here, the students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. The lecturer help the students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.



In other words, in the teaching and learning activities the lecturer may have strategy to apply activities. According to Tarigan (1993:197) classified that there are three basic points of strategies in teaching learning speaking based on the task:

a. Substitution

The teachers' ask the students to make synonyms, phrases, and gesture to explain again some story texts. Here, the lecturer encourages the students' speaking skill by asking them to retell about the explanation. The lecturer's expectation is to build the students' comprehend about those explanation.

b. Cooperation

The teachers' ask the students to create a group discussion to make the students more communicate and to exchange the information. In this definition means the lecturer can evoke the student's desire in speaking by using group discussion. The students can communicate with others uses the language which can help them to show their speaking skill.

c. Self-Evaluation

The teachers' gives the students chance to check their competence in speaking skill is effective or not. Here, the students can measure their ability in speaking by evaluating their self. The students can know about their strangeness or weakness in the

speaking ability. After knowing their ability, they will know the are progress or not.

### **3. The kinds of activities in speaking classroom**

The strategies might be used within any other method or approach they are frequently intended to help foster maintain creativity. In speaking classroom, the lecturer has to have activities to apply the strategies. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. According to Harmer (2007 : 129) here, some kinds of speaking activities :

#### **a. Information-gap activities**

An information-gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

#### **b. Telling Story**

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The

best stories of course are those which the students tell about themselves and their family or friends.

c. Favorite Objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

d. Meeting and Greeting

Students role-play a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

e. Describing Things or Person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person

f. Students presentation

Individual students give a talk on a given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview is for honing organizational and planning skills.

g. Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover it should be applied for the advance level for language learners such as senior high school level or upper.

h. Describing Pictures

Each group has a picture that each member can see the picture. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures

i. Picture Differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves

before applying this kind of activities. In the last section, the teacher will give more description about the difference of the pictures provided for the students.

j. Things in Common

Students sit in pairs. They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals' characteristics, school and education, and human characteristics.

k. Solving a Problem

The students are told that they are an educational advisory committee, which has to advise the principal of a school on problem with the students. They should discuss the recommendation together with the principal.

l. Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion in front of the class. The teacher will give some correction about the students speaking.

Based on the suggested of activities of teaching strategies above, may the lecturer can uses the appropriate activities in speaking classroom which can help the students to speak up fluently. Meanwhile, the students' can response about the lecture's strategies in which increase the students' desire in speaking class.

#### **4. The importance of strategy in teaching and learning activities**

In the teaching and learning activities, the lecturer can't avoid of strategy in implementation of activities. According to John J Deboer (1949:21) states that a teacher must be constantly thinking how there can the greatest variety of situations in which the students talk with each other as people would to talk everywhere. It means that the lecturer is one aspects in speaking classroom which has the function to make the students feel comfortable with the activities in the classroom.

The activities should be arranged in a seugence in order to get the best result in teaching speaking. Lecturer also should consider about the activities will applied to the students. It should be appropriate to be applied to the students' level and it should be benefical to improve speaking skill. " God speaking activities can and should be extremely engaging for the students" (Harmer, 2007: 123).

Thus, Activities in the classroom is need a stimulus to increase the students' desire in speaking classroom. A possible way of stimulating learners to talk might be provide them with extensive

exposure to authentic language through audiovisual stimuli and with opportunities to use the language. likewise, teacher should integrate strategy instruction into interactive activities, providing a wealth of information about communicative strategies to raise students' awareness about their own learning style so that they can tailor their strategies to the requirements of learning tasks, Ricard et al (2002 : 209).

In other words, stimulating the students is an important used by the lecturer in classroom activities to evoke the student's desire to speak up. The lecturer should combine both of strategies and activities to create the good student's responses. By using audiovisual stimuli, the students are able to run the activities in the classroom. In addition, strategy used in the classroom to help the students' interest in implementing of activities which planned by the lecturer.

According to Brown (2000:121) states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular ending, planned design for controlling and manipulating certain information. It is means that strategy is specific method used by the lecturer to achieve a lecturer's plan in teaching learning process in the classroom. By applying some strategies could be helpful to motivate the students in accepting conveyed material. Nevertheless, the lecturer has to evoke the student's desire in speaking classroom by using the variety strategies.

Khameis (2006:112) state that a superior teacher encourages her/his students to speak English as much as possible inside and outside the classroom. Here, the diligent lecturer is who accompanies them to study and also get the aim to improve their speaking ability.

After the strategy implemented by the lecturer during the activities, the lecturer can know from the students' progress. Here, there are some characteristics of successful speaking activities (Ur, 1991: 120):

a. Learners Talk a Lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participant is Even

Classroom discussion is not dominated by a minority of talk active participant : all get a chance to speak and contributions are fairly evenly distributed.

c. Motivated is High

Learners are eager to speak : because they are interested in the topic and have new something to say about it or, because they want to contribute to achieving a task objective.



d. Language is of an Acceptable Level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents the description and discussion about the research methodology will be employed in this study. The discussion includes the research design, data and data sources, technique of data collection and data analysis.

#### **A. Research Design**

This research is included in qualitative research since it is intended to have a comprehensive descriptive of transactional teaching information. By using portray study assume that the data observed can be analyzed maximumly and explicitly. It has been stated in the introduction that the purposes of this study was to find out the lecturer's strategies in teaching Transactional-Speaking class. In conducting this research, the researcher used descriptive design that was conducted 2B of IAIN Tulungagung Academic Year 2013/2014.

According to Moelong (2006:5) descriptive research is a method of research which is trying to describe and interpret the object as in fact (translated in English). So, in this research descriptive research is conducted in order to describe systematically about the fact and characteristics of the object accurately and briefly. The researcher infers that qualitative research is systematic application of the problems and the

data here can be oral or written. The descriptive approach was implemented because the data analysis was presented descriptively.

## **B. Data and Data Sources**

According to Krippendorff (1991, in Tanzeh 2011) says that data is information of indication has to be written in whole of writing process, and in this case focused on research process. The data of this research is lecturer's strategies of English 2B of IAIN Tulungagung. Sources of data are taken from field by using transcript. The data of this research is information about lecturer's strategies in conveying the material in the speaking class. For supporting the data the researcher uses audio recorder in collecting data by using observation.

## **C. Technique of Data Collection**

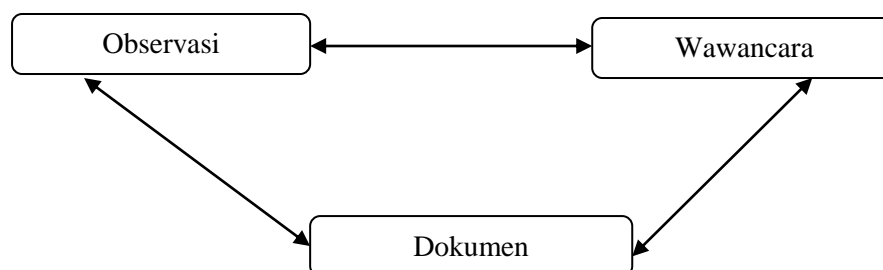
The method of collecting data for this study was collected by using observation, interview and documentation. Observation is a basic method for obtaining data in qualitative research and is more than just "hanging out" Ary (2010:450). The researcher record the lecturer's voice when conveying the material then transcribed the result of recording. The data collected then clasified based on the lecturer's activities to be applied in speaking class. After observing the data, then the researcher interviews the lecturer and make a documentation included into transcript. According to Moleong (2006:186) said that interview is a meeting of two person to exchange information and idea through question and responses. It means

that interview is needed by the researcher to clarify about the information which gotten. After having interview, the researcher makes documentation. The documentation included the transcript of teaching strategies and the picture during the observation. The next step, the researcher processes the data.

#### **D. Technique of Data Verification**

In qualitative research, there's a common technique that is usually used to increase the research data validity. This technique is called Triangulation. Triangulation is defined as technique of collecting data by combination of some different information of collecting data and some different data sources (Moleong, 2006 : 330). The aim of triangulation is to increase one's understanding of what ever being investigated.

This triangulations means the researcher uses some different techniques in collecting the data to get the data from one subject or the same sources. According to Denzin in Moloeng (2006 : 330) triangulation used to analyze data based on sources, method, investigator and theory. Here, there are figure in Sugiyono (2011:273) about the data collecting of triangulation. ( *Figure 14.2 b* )



Based on the figure above, the starting point to get the data is observation. Observation is relying on narrative or words to describe the setting, the behaviors, and the interactions. The objective of observation is to understand complex interaction in natural setting. After getting observation, the researcher interviews the informants. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. The last point is documentation. Documentation is refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, 2010:442). The researcher use written documents or other artifacts to gain an understanding of the phenomenon under study.

Concluding the explanation above, the researcher gets information or data from different ways those are observation, interview and documentation. It emphasizes on the use different technique to get the same data.

## **E. Data Analysis**

In this research, the researcher uses a qualitative data analysis technique. According to Ary (2010:481) stated that Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of interview transcripts, audio recordings or information from documents, all of which must be examined and interpreted.

The result or the finding of conducting research will be described based on the phenomena taken from the field and synthesis the result of research. The researcher wants to find the teaching strategies applied by the lecturer to improve the student's ability in speaking. Besides, the researcher wants to know how are the students responses toward the teaching strategies in transactional – speaking class.

## CHAPTER IV

### RESEARCH FINDING

This chapter covers finding of the research. The finding is the information found from the field. It discusses the result of the research based on the data from the field. It shows some information got from Teacher's strategy in 2B of IAIN Tulungagung. Its cover of teaching strategies that is used in the classroom, the activity that done by the lecturer in the classroom and how the students' responses toward teaching speaking strategies are implemented. The findings are explained as follow:

#### A. The Activities Applied in The Speaking Classroom

This part presents the information got from the field about the activity of learning which used in 2B of IAIN Tulungagung. Based on my observation in this class, the activities which used in this class is: *Grouping ability or discussion*. Group discussion is one of kinds of teaching activities to encourage the students to speak up. The lecturer has a certain reason to choose this activity. In this activity, the students have given a certain topic for each group. The students are arranged in some of group. The students are given times to discuss about the topic provided. During the activity is running, the students can speak up anything which based on the topic.

Here, the lecturer always comes close to one group to others while observing about the activities. The lecturer controls the students by correcting

the mistakes both of procedure of discussions and the material. The lecturer can see how far the students understand about the lecturer instruction and how far the students ability in English especially in speaking aspect. By this activity, the students can show that they can speak up as much as possible.

After finishing the discussion, the students who will be delegation of group can present the result about the discussion in front of others. They choose one of them to represent their group to describe and retell about the result of group discussion to be conveyed in front of class. From here, the lecturer gives some correction about the students speaking. In this case, both of the students and lecturer are has some transactional information about the topic discussed.

Based on the description above, the discussion is one of group activity which chooses by the lecturer in the speaking class. The assumption of this activity is that the students can explore the speaking skill through exchange the information of their friends. In this activity, the students can interact with each other and they can speak everything which will be focused on discussion.

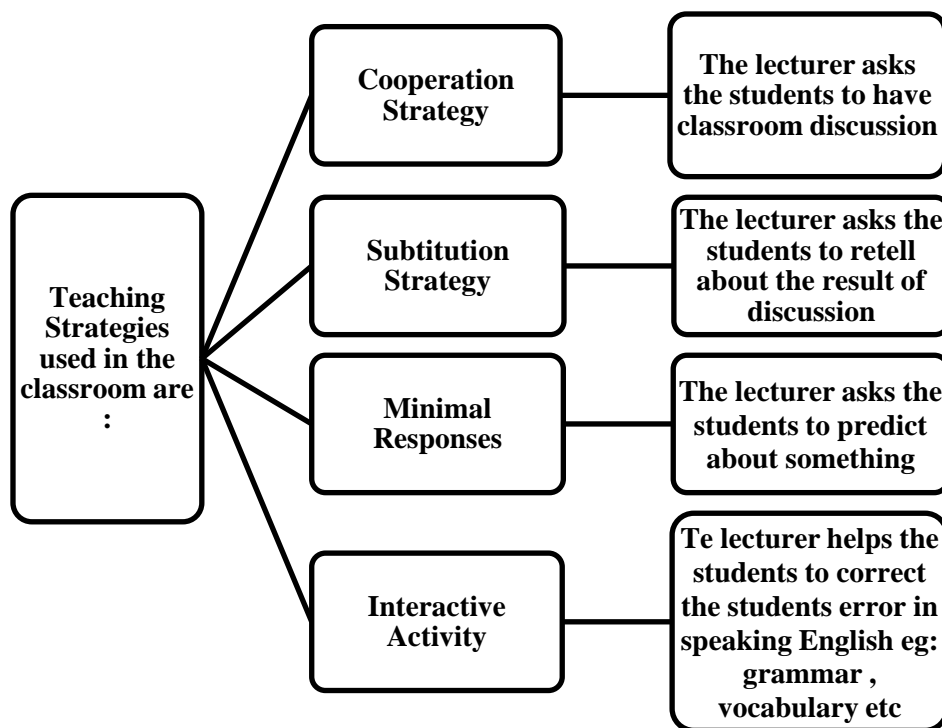
## **B. The Teaching Strategies Applied in The Speaking Classroom**

Based on the data interview derived from the lecturer of 2B IAIN Tulungagung named Mr. X on May 20<sup>th</sup> 2014, he states that “teaching strategies are important because it is application of procedure in method”. It means that teaching strategies are the step to reach about the goal in the teaching learning process. In speaking skill, the lecturer has to have a strategy



to make the students speak up. Firstly, the lecturer has to stimulate the students to speak up in the class by some activities. Stimulating the students is important because it is mediator between the students' need and activities applied.

Based on the result of conducting the research, the lecturer has four strategies in the classroom. Those are used in the teaching learning process. Here, the teaching strategies which are applied by the lecturer in the classroom as follow;



*Figure 4.1 : Teaching strategies applied by the lecturer*

The chart above gives the description about the teaching strategies are implemented by the lecturer. The explanations are below:

#### 1. Using Cooperation Strategy

According to data interview derived from Mr. X as the speaking lecturer of 2B IAIN TULUNGAGUNG on May 20<sup>th</sup> 2014, cooperation strategy means they can learn not leave from the lecturer, they can learn from friends performance. It means that every individual has power to teach others. By cooperation strategy, the lecturer can know the students ability through group discussion. By grouping discussion, when one of the groups present about the result of discussion, others group can learn the way of presenter to speak up and the information which presented.

Based on my research, the lecturer explains the material first then the students ask to discuss about the topic. The lecturer asks the students to develop the topic to be interest content. Every group consists of 3 – 4 students. By more explanation for the lecturer, the students get the point and do the task well. Here, the lecturer helps them to arrange the group discussion. The discussion runs around 30-50 minutes a meeting. In this class, the discussion is so effective because the individual of every group has to opportunities' to speak up and develop their ideas through grouping. They supposed to speak everything with their friends in group without any feels shy.

After discussing of the topic, the lecturer has a chance to give conclusion and additional information in every group to give them more

knowledge and clarification of result discussion. The delegation of groups present in front of other group. Here, the other students can observe the way how to speak up when presentation is run then they can know about the information presented by their friend from another group.

The lecturer applies this strategy in order to show about the skill of individual speaking by performance of group discussion while the other students can know the way of speak up and know more information which has not been known before. So that, every individual in this class has power or ability to teach others and give more information.

## 2. Using Substitution

As Mr. X said that using substitution in this class means the students must know what should be done. The purpose of substitutions in this presentation is for entertaining. In speaking class, every individual has to speak used English. It means that the substitution applied by the lecturer to make the students enjoy in speaking class. Sometimes, the students feel bored when the discussion of this class always uses the English language because English is foreign language for us. Nevertheless, the students must speak up uses English in this class. To avoid the saturation situation, the lecturer used this strategy to make the situation of class to be brightness.

On the researcher's observation on April 13<sup>th</sup> 2014, the lecturer asks the students to make group discussion. After discussing finished, the delegation of the group present the result of discussion. When the presenter tells about the resulting, she/he uses her/his body language to

express her/his opinion. Here, the students know what they do. They not only present by using flat expression but also use the good expression. It is happen to make the situation is not saturated. In other word, the audience can feel enjoy the presenter expression.

The lecturer also uses the expressive expression when he explains about the students fault. It is show that substitution which used by the lecturer is to entertain others. In other word, this strategy used to evoke the students spirit to speak up. The expectation of this strategy is to make the students do not feel bored during the activities is running. The students can use their expression while they present the result of the topic discussion.

### 3. Using Minimal Responses

Based on the researcher observation on April 08<sup>th</sup> 2014, the researcher observes the lecturer on conveying material by using this strategy. Here, all of the students supposed to come on time and do not be late. The lecturer comes in the class by the cheerful expression. He opened the class by using interactive greeting argument then reviewed the lesson of the last meeting. After finishing of review, he explains the material will be discussed. After done, he asks the students to make a group of discussion. One group consists of 3-4 students. After they done to make group and everyone has a group, the lecturer ask to the students “Do you have an experience which unforgettable in your Senior High School before or other expected experience?”. Then, one of students answered “Yes, I have sir”. The lecturer asked “Who is your favorite teacher on your Senior

High School?”. Then she answered “My favorite teacher is Mr. Rino. He is so handsome, patient then he punishes me. Then the lecturer asked “What is your means that he is patient then he gives you a punishment?”. Then the students clarify the answer (See appendix II).

Based on the description above, the lecturer has make conversation with the students by using the communicative language. Then, he ask about the student’s statement which awkward. The students can responses about the lecturer question then she clarifies the statement. It is giving evidence that the lecturer uses minimal responses to make the students speak up about the experience which once had. The lecturer gives cross question to the students to evoke their spirit to speak up

The expectation of this strategy can see on the lecturer way of give cross question to the students until they want to speak up and the lecturer clarify about the students awkward statement. So, the researcher concludes that the lecturer applied this strategy because he wants to make the students active in speaking class.

#### 4. Using Interactive Activity

As the activities before, the lecturer uses group discussion to make the student has confident in speaking class. According to the researcher’s observation on April 08<sup>th</sup> 2014, the lecturer asks the students to discuss first about the certain topic then ask them to present in from of the class. After finishing, the lecturer controls the students’ activity in every group.

The lecturer observes the students speak up then write about the students fault of the way in speak up.

The lecturer corrects the students' errors while explaining the answered. Such as pronunciation, grammar etc. the lecturer asked "Who are you?" One of students answered that "I'm beautiful. I have big eyes. I am patient ". Then the teacher asked "What you mean big eyes"? It is not "big eyes but wide eyes" then the lecturer corrects the pronunciation of "patient". In other word, the lecturer show the right strategy that is interactive activities when the students make mistakes in doing grammatical error, pronounce of word/sentences (See appendix II).

On the researcher's observation on May 13<sup>th</sup> 2014, the lecturer explain the topic which interest topic. The topic is about imagining something with execrated. Here, the individual student in every group has spoken enthusiastically because topic is about something not real. The activities run around 50 minutes. After finishing the discussion, the lecturer asks every group present the result of discussion. Here, the lecturer corrects the students' mistake in pronunciation of word again (See appendix II).

By this strategy, the students can know how to pronounce the word and how is arranging the right sentences. The lecturer knows the students' ability in speaking skill which can see on the students pronunciation and sentences arrangement etc. the lecturer expectation in this strategy is to

show about the students mistakes in pronunciation and grammar then clarify the mistakes.

### **C. The Students Responses about Teaching Strategies**

Based on the researcher's observation and interview of the students, the students' responses toward the teaching strategies used by the lecturer are so good responses. The lecturer can choose the right strategies to make students enjoy in speaking class. There are some positive impacts toward the students, they are;

#### **1. High Motivation**

The students are someone who has speaking desire. The students to be have a high motivation when the lecturer has good strategies. Here, the students has a high confident to speak up because the lecturer stimulate the students by given the variety strategy. The lecturer always gives the students' motivation to evoke the students desire to speak up. The students can speak up as much as possible. They have to avoid shyness in speak up although some of them are not speak fluently. They have to try step by step while show their ability in speaking.

#### **2. Understandable Language Production**

In this case, the students can express by using utterances that are relevant, accuracy and comprehensible to each other. In other word, the students can use a variety language that also can comprehend with other. It is an important way to make clear in audience understandable and avoiding misunderstanding. Sometimes, the lecturer helps the students to

use a right language when he/she present about the topic. The lecturer gives correct word or sentence to help the students to speak up.

### 3. Participation in Discussion

The students in this class are the one who has a high-self confident. By grouping discussion, all of the students in every group can be active. Here, not only the one who is be presenter but also one is be audiences in other group. The audience can give her/his comment about the topic which presented or can ask about the topic which has not understood. So, both of presenter and audience are get the chance to speak up. They also have opportunities to explore their knowledge toward other friends. One student to another can exchange the information.

Based on the description above, the researcher can conclude that the students in 2B of IAIN Tulungagung have a high self confident. The lecturer also gives them a variety topic in same activities because the lecturer wants to know the students ability by group discussion. The lecturer always observes the students' activities to know the students difficulties in speaking class. It shows that both of the lecturer and students are have a good interaction in teaching and learning process.



## CHAPTER V

### DISCUSSION

This chapter covers discussion of the research. Discussion is process of making a decision or a conclusion about the topic of this research that are the activity in speaking classroom, teaching strategies and the responses of the students about the strategies during teaching and learning process. Here is broad explanation about teaching strategies in speaking classroom.

#### **A. The Activities Applied in The Speaking Classroom**

The routine activity which is used by the lecturer in speaking class is *grouping ability or discussion*. In this activity, the students can show real interpersonal interaction. The students have a chance of different opinions toward the topic of discussion. Choosing the interest topic is one of way to make the students always comfort to run this activity. The lecturer has varieties topic in every discussion to wheedle the students intended to speak up.

By grouping ability or discussion, the students can improve the ability in speaking because they can practice of speaking English. The students also monitored by the lecturer directly. Besides, they can throw up their idea through discussion activity.

## **B. The Teaching Strategies in the Speaking Classroom**

Teaching speaking is not easy for the lecturer because the lecturer has to have a variety strategy to make the students not bored. Teaching strategy becomes researcher's focus on this research. In this research, the teaching strategies are used by the lecturer to be active in speaking skill are:

### **1. Cooperation Strategy**

Cooperation strategy is one of strategies used by the lecturer in the classroom. The lecturer predicts that this strategy can allow the students to learn more about the information from the other friends. This strategy can give contribute to the students to develop their ability in speaking class through discussion. By using this strategy, the lecturer can indicate that every individual of group discussion has power to teach others.

In other words, this strategy used by the lecturer to make the students has a confident to give opinion in discussion. From here, the other friend can know how the way of the speaking English is.

### **2. Substitution Strategy**

Substitution is the strategy which used by the lecturer to avoid the saturated situation. The lecturer uses his body language when explain the material in speaking class. The goal uses this strategy is to make the students enjoy in speaking class. Sometimes, the students get bored in classroom when they have to use English continuously.

The students also use the body language when they retell the opinion in discussion. This strategy has aim to make the students feel enjoy when teaching and learning is running.

### 3. Minimal Responses

The lecturer has to use a good strategy in speaking class. Based on the research, the lecturer uses minimal response. Minimal response is strategy is to make the students respond what the lecturer said then the students gives the respond about it. Sometimes, the students are often shy to talk anything when they don't understand what is the lecturer said. Minimal response that given by the lecturer to help the students avoid misunderstanding in transactional speaking. By using this strategy, the students can clarify about anything which awkward. This strategy has to apply continuously to improve the students' responses when they communicate each others.

### 4. Interactive Activity

Interactive activity is strategy that can show the students error in pronunciation; grammar and etc. the lecturer always show about the students' error when they speak up in discussion. When the discussion is running, the lecturer writes the students error including pronunciation, grammar, fluently, vocabulary and comprehension. After finishing the discussion, the lecturer always is showing the students error in speaking. This strategy is so important because the students can to be a good speaker when they know about the correct component of speaking. The lecturer

guides the students step by step to make the students confident to speak up while producing the correct speaking.

### **C. The Students Responses about Teaching Strategies**

Based on the result on the result on the interview with the students', the students' responses are so good. The students have a good response in teaching and learning process. The strategy used by the lecturer can help the students to improve their speaking skill. Nevertheless, the strategy used to motivate the students desire in speaking. Some of positive impact which occurs that the students' responses are good, they are:

*High motivation* is the real impact which can observe by the researcher. By applying the strategy, the students become more confident to speak up. The lecturer always stimulates the students and guides the students to speak up. Encouraging the awareness of the students by choosing the variety strategy is one of way which used by the lecturer.

*Understandable language production* is the students language are comprehensive, fluently and relevant to hearer by the audience. They can use and evolve the language to interact with the others. The lecturer always corrects the students' mistakes when they get difficulties to convey the information to others.

*Participation in discussion* is the positive impact which is show by the students when the discussion is running. Every individual in whole group discussion has a motivation to speak up. Besides, they want to indicate that they have capacities to speak up. Every individual also have a chance to give

an argument about the speaker said in discussion. That is occurring that every one student in those classes has ability to exchange the information by producing about the idea.

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the research. Conclusion is summarizes the result of the discussion based on the research problems. So, it summarizes about the speaking activities, teaching strategies and the students' responses toward teaching strategies. While, the suggestion is the researcher recommendation based on the result of the research for having better result in teaching and learning speaking.

#### **A. Conclusion**

Based on the result on the research on the discussion, the researcher concludes that:

1. Teaching speaking is not easy for the lecturer. The lecturer has to teach the students to communicate with participant fluently. Because of it, the lecturer used the strategies to make the students can speak fluently. The strategies used by the lecturer are cooperation strategy, substitution strategy, minimal response and interactive activity.
2. The students' responses toward teaching strategies in speaking classroom are so good. The positive impacts are they have a high-self confidence, using understandable language production and participant in discussion. In teaching and learning process, the students feel enjoy and relax too.

## **B. Suggestion**

Based on the result of the result, the researcher would like to give some suggestions as consideration, they are

### **1. For the Lecturer Speaking Course**

- a. The lecturer should be more creative to provide speaking activities to make the students not bored
- b. The lecturer also should be more variety strategies to make the students be more active in speaking
- c. The lecturer has to control the students activity as much as possible to avoid the students mistakes

### **2. For English Students**

- a. The students have to understand that speaking is important because the function of language is for important
- b. The students should be aware to speak English outside and in the classroom to improve their speaking ability
- c. The students are expected that they have capability to explore their information by speaking
- d. The students have to more active in speaking classroom

### **3. For future researcher**

- a. The researcher expect that the next researcher has to prepare well before and during conducting the research
- b. The next researcher .has to know about the discussion on the research deeply especially in teaching speaking English