THE TEACHING STRATEGIES USED BY THE TEACHER IN IMPROVING STUDENTS' SPEAKING SKILL AT THE MTS AL-MADANIYAH JEMPONG BARAT THE ACADEMIC YEAR 2021/2022

by:

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021/2022

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Thesis

Submitted to State Islamic University of Mataram to Fulfill the Requirements for Bachelor's Degree

by:

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180107131

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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APPROVAL

Thesis by: Jumiyati, Student's Number: 180107131 entitled "The Teaching Strategies used by the Teacher in Improving Students' Speaking Skill at The MTS Al- Madaniyah Jempong Barat the Academic Year 2021/2022" has fulfilled the requirement and has been approved to be examined.
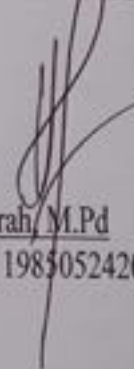
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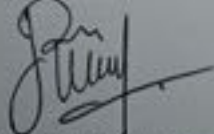Department   : English Language Education
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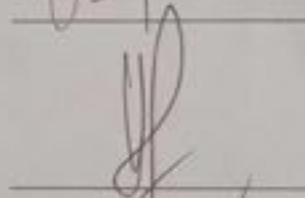
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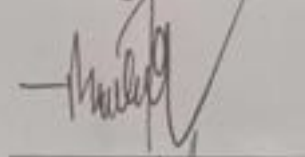
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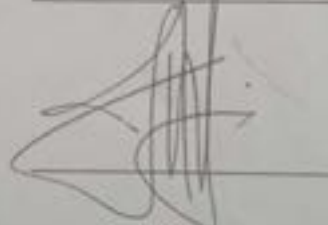(Chairman Advisor I)

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MOTTO

⟨symbols⟩

Verily, with hardship there is ease[1]

DEDICATION

"I dedicate this thesis to my beloved people who have given lots of support and prayers before they died, they hope that I will be a successful person in the future, to the late father Almarhum (Mustaqim panyongga) and the late mother Almarhuma (sitti maryama) and kaka noo janggu, sitti, Anwar adi, Safari mustaqim, who have helped in prayer and support and materials, and thank you and my family, beloved Alma mater of UIN Mataram, friends in the struggle of TBI D UIN Mataram, friends from overseas boarding houses in Jempong, PRISMA NTT Mataram who has provided a place to study and become my family overseas, and all parties that the author cannot say one by one"

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This thesis is arranged or made to fulfill one requirement to get a degree of education from the English Language Department of State Islamic University of (UIN) MATARAM. The researcher realizes that he cannot complete this thesis without the guidance, advice suggestion, support, and encouragement of many people during the writing of this thesis. In this chance the researcher would like to thank :

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Finally, none or nothing is perfect neither in this thesis any correction, comment, and criticism for the betterment of this thesis is always open heartedly welcome.

Mataram_____ 2022
Researcher,

Jumiyati
TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

THE TEACHING STRATEGIES USED BY THE TEACHER IN IMPROVING STUDENTS SPEAKING SKILL THE MTS AL-MADANIYAH JEMPONG BARAT THE ACADEMIC YEAR 2021/2022

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ABSTRACT

This study aims to find out what the teaching strategies used by the teacher in improving students' speaking skills, and to find out what are the teacher difficulties in improving students' speaking skills. This study uses a descriptive qualitative researcher with the data collection method using the method of observation, interviews, and documentation. The results of this study indicate that the teaching strategies used by teachers in improving speaking skills, teacher have provided several strategies used to improve speaking skill, teacher have also been able to provide an understanding of strategies that can improve speaking skills. Where the technique of using the strategy used by the teacher is planned and adapted to include the material. The strategies used by the teacher to improve speaking skills are as follows: communication strategy, storytelling, strategy game, strategy speaker model, strategy film, conversation guide strategies, strategy point counterpoint. While the difficulty factors for teachers in improving speaking skills are: motivation factor, lock of vocabulary, environmental factors, friend factors, teacher student relations factors, and lack of confidence.

Keywords: Teaching Strategies, Improving Students' Speaking Skill.

المدينة MTS المتحدثين الطلاب مهارات تحسين في المعلم استخدمها التي التدريس استراتيجيات
JEMPONG BARAT العام الأكاديمي 2021/2022

:بواسطة

جومياتي
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مختصرة نبذة

مهارات تحسين في المعلم يستخدمها التي التدريس استراتيجيات معرفة إلى الدراسة هذه تهدف
الطلاب لدى التحدث مهارات تحسين في المعلم يواجهها التي الصعوبات ومعرفة ، الطلاب لدى التحدث
الملاحظة أسلوب باستخدام البيانات جمع أسلوب مع الوصفي النوعي الباحث الدراسة هذه تستخدم
في المعلمين قبل من المستخدمة التدريس استراتيجيات أن إلى الدراسة هذه نتائج تشير. والتوثيق والمقابلات
تمكن كما ، التحدث مهارة لتحسين المستخدمة الاستراتيجيات من العديد قدمت قد ، التحدث مهارات تحسين
استخدام تقنية تخطيط يتم حيث. التحدث مهارات تحسن التي للاستراتيجيات فهم توفير من المعلم
لتحسين المعلم يستخدمها التي الاستراتيجيات. المادة لتشمل وتكييفها المعلم قبل من المستخدمة الاستراتيجية
المتحدث نموذج ، الإستراتيجية لعبة ، القصص رواية ، الاتصال إستراتيجية :يلي كما هي التحدث مهارات
أن حين في. المقابلة الإستراتيجية نقطة ، المحادثة دليل إستراتيجيات ، الإستراتيجي الفيلم ، الإستراتيجي
، المفردات وقفل ، التحفيز عامل :هي التحدث مهارات تحسين في المعلمون يواجهها التي الصعوبة عوامل
الثقة وانعدام ، الطلاب مع المعلم علاقات وعوامل ، الصداقة وعوامل ، البيئية والعوامل.

الطلاب لدى التحدث مهارات تحسين ، التدريس استراتيجيات :الرئيسية الكلمات

**STRATEGI MENGAJAR YANG DIGUNAKAN GURU UNTUK
MENINGKATKAN KETERAMPILAN BERBICARA SISWA MTS AL-
MADANIYAH JEMPONG BARAT TAHUN PELAJARAN 2021/2022**

oleh:

<u>Jumiyati</u>
180107131

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi apa saja yang digunakan guru untuk meningkatkan keterampilan berbicara dan untuk mengetahui faktor-faktor apa saja yang menjadi kesulitan guru dalam meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan penelitian deskriptif kualitatif dengan metode penggumpulan data menggunanakan metode observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukan bahwa strategi pengajaran yang digunakan guru dalam meningkatkan keterampilan berbicara, guru telah memberikan beberapa strategi pengajaran yang digunakan untuk meningkatkan keterampilan berbicara guru juga mampu memberikan tentang strategi yang dapat meningkatkan keterampilan berbicara dimana cara penggunaan strategi yang digunakan guru direncanakan dan disesuaikan dengan memasukkan materi. strategi yang digunkan guru untuk meningkatkan keterampilan berbicara adalah sebai berikut: strategi komunikasi, strategi bercerita, strategi model berbicara, strategi film, strategi panduan percakapan, strategi poin control, sedagkan faktor kesulitan dalam meningkatakan keterampilan berbicara secara keseluruhan adalah: faktor motivasi, faktor kosa kata, faktor lingkungan, faktor teman, faktor hubugan guru dengan siswa dan faktor percaya diri.

Kata kunci: Strategi Mengajar, Meningkatkan Siswa, Keterampilan Berbicara.

CHAPTER I

INTRODUCTION

A. Background Of Research

Teaching English to children at school is certainly different from teaching it to adults. Teaching that is done by the teacher should be able to attract the attention of students and raise the enthusiasm of students to always participate in the learning process. This really requires the ability of a teacher in teaching English, namely by using a variety of teaching. Through teaching and learning activities not only lie in the teacher but students also interfere in the teaching and learning process in the classroom.[2]

This has an impact on teaching and learning activities for both teachers and learning. In other words, it is not easy to learn English for English students in Indonesia in particular, in accordance with (Brown's) statement that mastery of English is very rare so it is rarely learned by students even if it is only limited to learning activities in class. However, there are many things that must be adjusted when learning English because of the various differences in both vocabulary and language structure.[3]

According to Farris, speaking skills are important to be taught because with speaking skills students will be able to develop thinking skills in reading,

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[2]Hery Rahmat and Miftahul Jannatin, The Relationship between Teacher Teaching Style and Student Learning Motivation in English Subjects, Journal of the PGMI Department, Vol.10 No.2, 2018, pp. 99.

[3]Rina Husnaini Febriyanti, The Use of Communicative Language Teaching Methods in Teaching English to Tutor Teachers in Tutoring, Educational Scientific Journal Factors Vol. 4 No. November 3, 2017, hal 320.

1

writing, and listening. Speaking is the most important learning process at school, because with learning to speak students can communicate inside and outside the classroom according to their mental development. This is related to the differences in the characteristics of students in the learning process at school.

The above is supported by the statement to Nunan that, speaking is one of the most important skills for students to understand because speaking skills are very productive for all students to learn, even all of them want to be able to speak English because English is not only for those with higher for those who want to be able to speak English by practicing speaking English. For more fun learning, a teacher needs a strategy so that students do not get bored in the learning process.

Learning strategies are away of teacher planning that contains a series of activities designed to achieve educational goals during the learning process. Thus, it can conclude that the teaching strategy is a set of teaching and learning activities that are planned to achieve instructional goals because the implementation of teaching in schools is carried out in a semester system and is a plan on ways to utilize potential and adequate targets to improve teaching as a pattern or general actions of teachers and students, in realizing effective and efficient teaching and learning activities. Based on the results of the initial observations made by the researchers, they found that there were several strategies or methods used by Pak Aswadi as an English teacher the MTs Al-Madaniyah Jempong Barat school to be used during the learning process at

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school, the researchers also observed the strategies used by the teacher were very good, useful and very useful and influential to improve students' speaking skills in the school environment, with the strategy used not only students who are active but teachers are also active in speaking, so that between students and teachers have a reciprocal relationship in speaking English. [4]This is in accordance with the results of interviews with researchers who conducted research the MTS Al-Madaniyah Jempong Barat school on April 1, 2022 that the use of strategies is very good to be applied in schools so that young students understand the material that is applied especially English, especially if the teacher applies Attractive strategies will make it easier for students to understand. So that it is very good to be applied the MTS Al-Madaniyah Jempong Barat.[5]

From the statement above, students are very interested in learning to speak English because it can be seen from the strategy used by the teacher is very good to attract students' interest in learning, the researchers are interested and motivated to conduct further research with the title "The Teaching strategies used by the teacher in improving students' speaking skill the MTS Al-Madaniyah Jempong Barat for the 2021 Academic Year".

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[4] Aswadi, *Interview,* West Jempong, 17 November 2021.
[5] Aswadi, *interview ,* west jempong , 1 april 2022.

B. The Statement of the Problem

Based on the background described above, the problem statement in this study can be follows:

1. What are the teaching strategies used by the English teacher in improving students' speaking skill at the MTs Al-Madaniyah Jempong Barat?

2. What are the teacher is difficulties in improving students' speaking skill at the MTS Al-Madaniyah Jempong Barat?

C. Research Objectives and Significance

1. Objective of Research

Based on the statement of the problem above, the research objectives are as follows:

a. To find out the teaching strategies used by the English teacher in improving students' speaking skill the MTS Al-Madaniyah Jempong Barat.

b. To find out the difficulties of the teacher in improving students' speaking skill the MTs Al-Madaniyah Jempong Barat.

2. Significance of research

a. Practical significance

1) The researcher hopes that the results of this study can be used by teachers to evaluate themselves whether students get difficulties from them during the learning process and as a reference in carrying out the English learning process by using students' speaking skills.

2) Students, they can learn to use English as a means of communication and also understand the content.

3) The results of this study can assist researchers in improving their ability in teaching English, especially in using students' speaking skills during the learning process as well as understanding students' conditions.

b. Theoretical Significance

1) The researcher: As an experience to add insight in applying learning practices in the classroom through teaching strategies used by the teacher to improving students' speaking skill in Class VII the MTS Al-Madaniyah Jempong Barat.

2) For future researchers: As a reference for conducting further research related to this research.

D. The Scope and Setting of Research

1. Scope

Considering that this research has a very broad discussion, the problems in this discussion to be more specific and focused, this research aims to conduct research in accordance with the existing problems in accordance with the objectives to be achieved. The limitations of the problem in this study are:

a. The Teaching strategies used by the teacher in improving students' speaking skill the MTs Al-Madaniyah Jempong Barat and,

b. The difficulty of teachers in improving students' speaking skills the MTs Al-Madaniyah Jempong Barat.

2. **Setting of Research**

Al-Madaniyah Jempong School is the MTS that serves the teaching of junior high school education in the city of Mataram. The lessons provided include all compulsory subjects according to the applicable curriculum and additional Islamic religious lessons. Al-Madaniyah Jempong school, there are teaching staff who are competent in their fields so that they are qualified and become one of the best in the city of Mataram. There are also various school facilities such as comfortable classrooms, libraries, sports fields, prayer rooms/mosques, canteens and others.

Based on the recommendation of Mr. Aswadi as one of the teachers the MTS Al-Madaniyah, the researcher will take first grade (VII) to make it easier for researchers to research in class. So the researchers conducted research in the first grade (VII) MTS Al-Madaniyah Jempong Barat.

E. Review of Previous Research

In this study, in addition to extracting information from books related to students' literacy skills, researchers also dig up information from theses and journals as a consideration so that there is no repetition of the findings or previous researchers with the same problem, the researcher is conducting the literature review. In accordance with the title appointed in conducting this research, namely as follows: Research students in improving speaking skill.

Asih Mintarsih, "Improving Students' Mastery of Speaking Skills in Drill Subject (Practice) Class V Madrasah Ibtidaiyah 01 M ulyasari Losari District, Cirebon Regency". The results of this study on the value of student learning outcomes have increased, namely, in the pre-cycle the average student learning outcomes showed 48.67, in the first cycle the average increase in student learning outcomes was 59.00, and in the second cycle experienced an average the average student learning outcomes reached 70.67. This learning process can be said to be achieved (completed) because the results in cycle II have reached an average value above the KKM which is 70.67 so that the levels mastery and completeness of learning outcomes are very good.

The similarity of this research is that they both discuss improving speaking skills qualitative method. While the difference is the teaching strategies used by the teacher in improving students' speaking skills. So the difference is research subject, research conducted by Asih Mintarsih used the research subject, namely the fifth-grade students of Madrasah Ibtidaiyah 01 Mulyasari, Losari District, Cirebon Regency. Meanwhile, the current research uses or teacher of class VII the MTS Al-Madaniyah Jempong Barat.[6]

Putu Mas Dewantara, Identification of Factors Causing Difficulty in Learning Speaking Skills for Class VII Students of SMPN 5 Countries and Teacher Strategies to Overcome It. The results of this study are useful for students, teachers, schools, and other researchers. Teachers in learning speaking skills should be able to diagnose the factors causing students' learning

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[6] Asih Mintarsih, "Improving Students' Mastery of Speaking Skills in Drill Subject (Practice) Class V Madrasah Ibtidaiyah 01 Mulyasari Losari District, Cirebon Regency, 2013, p,1.

difficulties and have broad knowledge of learning strategies that can be applied to overcome the factors causing students' learning difficulties.

The similarities of this research are about doing research at the junior secondary level by using the research subjects of class VII students. While the difference made by Putu Mas Dewantara overcomes the factors causing the speaking skill difficulties of the lecture method students who dominate learning. Students' opportunity to speak is very limited and this opportunity is not maximized by students.While the current research is how to improve students' speaking skills using by the teaching strategies.[7]

Leora Gusita, English Language Learning Communication Strategies to Improving Language Skill in English Village, Beringin Village, Kuantan Singingi Regency. The results obtained indicate that the learning strategies of English teachers in villages use expository and heuristic strategies, learning strategies also help by using teaching methods such as training methods and administrative methods duty.

The similarity between the current researcher and the previous researchers is that they both research the implementation of English learning strategies carried out by teachers to students by using qualitative methods with the presentation of descriptive analysis. The difference is using research subjects using teachers and students. While the researcher used of class VII students. The difference from this research conducted by Leora Gusita is that the research location is in the English village or the course.

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[7] I Putu Mas Dewantara, Identification of Factor Causing Difficulty in Learning Speaking Skills for Students in Class VII SMPN 5 Countries and Teacher's Strategies to Overcome it, Language Education Study Program, May 2012, pp. 7-9.

The current research location is in a school environment in MTS Jempong

Barat.[8]

F. Theoretical Bases

1. Teaching Strategies in improving speaking skill

a. Definition of Teaching Strategy

Strategy is the science and art of using all the resources of nations to carry out certain policies in war and peace. What can be considered directly related to the notion of strategy in language teaching is that strategy is a careful plan of activities to achieve specific goals.[9]

In the opinion of to Anitah that, the selection of the right strategy is one that is very important and must be understood by educators, considering the learning process is a process of interaction between teachers, students, and the learning environment. From this, it can be seen that the learning process can occur because of the interaction between students and educators in their environment. With the learning process activities must be understood in such a way in order to get maximum and optimal learning outcomes. The efficiency and effectiveness of the selection of learning strategies, as well as the level of student involvement need to be considered so that they are not wrong in their actions. For this reason, the teacher should think more

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[8]Leora Gusita, English Language Learning Communication Strategies to Improving Language Skill in English Village, Beringin Village, Kuantan Singingi Regency, October 2017, p,1

[9]Language Development and Development Dictionary Drafting Team, Big Language Dictionary Indonesia (Cet. IX; Jakarta; Balai Pustaka, 1997), p. 1463

sharply regarding which strategy, what kind of strategy, and what strategy he will use in the process of teaching and learning activities he will do. Therefore, a teacher needs to have the ability to design and implement various learning strategies that are considered suitable with interests and talents and according to the level of student development. Teacher is a professional job that requires special abilities as a result of the educational process carried out by teacher education institutions.[10]

Strategy in the teaching and learning process is a plan that is carefully prepared to achieve learning objectives. In conclusion, the learning strategy is an activity that must be done by teachers and students to achieve the learning objectives that have been set.

There are five strategies that have been developed by experts regarding the application of the learning model, namely:

1) Relating is learning associated with the context of real experience.

2) Experiencing, learning is determined by excavation, discovery, and creation.

3) Applyin is learning when knowledge is presented in the context of its use.

4) Cooperating is learning through the context of interpersonal communication, shared use and so on

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[10] Hasbullah and Juhji, Teaching and Learning Strategies in Efforts to Improve Learning Outcomes of Islamic Religious Education, Islamic religious education journal, Vol. 3, No. 1, January – June 2019), p. 19.

5) Transfering is learning through the use of knowledge, from within a situation or context.[11]

Speaking about strategy is indeed endless, but how do we as teachers have to use the strategy according to our market (students), or the need for us to adapt the strategy to the times. The teaching strategy of the previous generation will be different from the current generation if we force it because maybe because of our ignorance.

The word "teach" or teaching comes from the old English language, namely taeach. This word comes from the Old German (old teutenic), taikjan, which is derived from the root teik, which means to show. The word is also found in Sanskrit, dic, which in Old German was known as deik. The term teaching is also related to token which means a sign or symbol. The word token also comes from German, ancient, taikknom, namely knowledge from taikjam. In Old English taecan means teach (to teach) thus, token and teach historically have a relationship. To teach (teaching) seen from the origin of the word means to show something to someone through a sign or symbol:

b. Component of learning strategies

According to Dick and Carey, there are 5 components of learning strategies, namely as follows:

1) Preliminary learning activities, as part of a learning system as a whole, play an important role and on the part of the teacher it is

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[11] Kuntjojo, Learning models, (Kediri: Department of national education, Universitas Nusantara PGRI Kediri teacher certification committee (PSG) Rayon 43 p.11.

expected to be able to attract students' interest in the subject matter that will be delivered. Preliminary activities that are presented in an interesting way will increase students' learning motivation..

2) Delivering information, is an activity that is often considered the most important activity in the learning process, even though this section is only one component of a learning strategy, which means that without any interesting preliminary activities or can motivate students in learning, this information delivery activity becomes does not mean.

3) Participation of students, based on the principle of students centered, students are the center of a learning activity, the learning process will be more successful if students actively carry out direct and relevant exercises and learning objectives that have been set there are several important things related to student participation, The test is a series of general tests used by teachers to find out whether the specific learning objectives have been achieved or not and whether the knowledge, attitudes and skills are actually owned by the students or not.

4) Follow-up activities are activities known as follow-up from the results of activities that have been carried out which are often not carried out properly by the teacher by the teacher. In fact, every

time after the test is carried out there are always students who succeed well or above average.[12]

The above explains that the components of learning strategies to carry out well such as the introduction are the way the teacher introduces learning materials to ensure that the benefits of studying certain subjects will greatly affect students' learning motivation, then the delivery of information with an introduction is also necessary to convey information so that which is the introduction, students already understand what information the teacher will convey in conveying information, third, namely student participation where this activity is an activity carried out by students given the opportunity to practice or practice knowledge, attitudes, or skills of a student at school, then further learning activities is a test which means that the test is used by the teacher to find out whether the specific learning objectives have been achieved or not and whether the knowledge, attitudes, and skills are owned by the students or not, then follow-up activities, namely activities that are carried out by the teacher to repeat all the strategies that have been implemented, whether they have been successful or not, so that further activities can run well.

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[12] Wahyudin Nur Nasution, Learning Strategies, (Medan, July 2016), p. 5-9.

2. Speaking Skill

a. Definition of speaking

According to Anderson and Bachman, speaking skills are the most important parts of the curriculum in language teaching, making the object of assessment an important one as well. As is known, speaking ability is measured by a person's language ability, but with today's developments, people usually judge language ability by how one can speak the language it self. According to Burns and Joyce, Speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. Its form and meaning depend on the context in which it occurs, the participants, and the purpose of one's speech. [13]

Based on the above definition, the researcher concludes that speaking is one of the most important aspects and needs to be possessed by everyone and since a person is born on earth and people can speak not because of their prowess but because they have been trained. Speaking from birth, both parents and the surrounding environment and because speaking skills are a very important ability to be mastered by someone, especially foreign languages.

The statement above is supported by the statement to Harmer which states that speaking is a means of delivering natural communication information between individuals and other members of

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[13]Dhian Maulidya, The Effect Of Applying Inside-Outside Circle Strategy On The Students' Speaking Achievement At 8th Grade Osf Private Junior High School Brigjend Katamso Ii At Academic 2016/2017, p.17.

society to express thoughts and as a form of social behavior. It can also be interpreted that speaking means using language in various ways depending on the speakers. Harmer also stated that speaking skill is the ability to compose sentences because communication occurs through sentences to display the different behavior of different people. Speaking skills are essentially skills in reproducing the flow of the articulation sound system to convey desires, needs, feelings, and desires to others. This skill is also based on the confidence to speak fairly, honestly, correctly, and responsibly by eliminating psychological problems such as shyness, low self-esteem, heavy tongue tension, and others. Based on the opinion about the meaning of speaking that has been described above, it can be concluded that the notion of speaking is the ability to say words to convey or state the intent, purpose, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood by the listener or listener. The ability related to learning is the skill or ability of a student to complete the lessons given by the teacher and to master new things to be learned in a teaching and learning process.[14]

b. The research of speaking skill

The purpose of speaking in general is because of the desire to convey thoughts or ideas to other people (who are spoken to). While the specific purpose is to encourage people to be more enthusiastic,

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[14]Lindawati and Sengkey, Journal of Hotel Service Management, Indonesian Hospitality Management Community Academy, Vol 1, No. 1 December 2017, pages 3-4.

influence others to follow or accept their opinions (ideas), conveyed information to the interlocutor, please others, give the interlocutor the opportunity to think and evaluate his ideas. Learning in practicing speaking skills must be able to provide opportunities for each individual to achieve good speaking skills.

c. Siginificance of speaking skill

Humans live on earth which in fact is inhabited by various kinds of people and of course from various countries. As human nature as social beings, of course, must communicate with other human beings. So, of course, one of the benefits of learning English in this Globalization Era is that it helps us to communicate with other people. English is a universal language. So, of course, English is the language most widely used by people who want to learn English. Later, if you have mastered English, it will be very helpful to communicate with foreigners.

d. Speaking skill elements

Speaking are several aspects that need to be considered by the teacher in the opinion (Brown) that there are five aspects of speaking skills, namely fluency, accuracy, pronunciation, grammar and vocabulary. Therefore, these four aspects are the main requirements that must exist for teachers to plan speaking activities for students. With good speaking activities should include the following five aspects.

1) Smoothness

In the opinion of a speaker is said to be a fluent speaker if he can use the language quickly and confidently, with little hesitation or unnatural pauses, with wrong beginnings, word searches, and so on. Therefore, it is necessary to know that the speaker stops speaking in which part and must be precise and precise.

2) Accuracy

According to Nuna, accuracy can occur when students' words match what people actually say when they use the target language. Therefore accuracy is related to grammatical structure which covers all aspects.

3) Pronunciation

Pronunciation is a goal that can focus on elements that enhance communication which will include stress patterns, intonation, voice quality and others.

4) Vocabulary

Vocabulary is a very important part in language learning that can be used to determine fluency in English for students. by learning vocabulary can make students speak fluently without having to memorize vocabulary, therefore by studying vocabulary students have no difficulty in speaking English.

5) Grammar

Grammar is the basic meaning of a word in combining new sentences. According to Goose, "grammar is a set of rules that show how vocabulary is combined, modified and organized to express sentences of its own kind and meaning." There is also another opinion that supports Goose's opinion, that grammar is a very basic language to speak because if speakers do not have grammar rules, they must have good and correct English at school and in the surrounding environment. Therefore, it can be concluded that vocabulary is the main vocabulary which is very important to combine a new sentence in English.[15]

Based on the 5 aspects above, the researcher concludes that in speaking requires an aspect in order to be able to speak well with others such as fluency, in speaking as a fluent speaker if he can use language quickly and confidently then he is said to be a good speaker, in speaking there is also the aspect of accuracy in speaking is not much different from the use of grammatical in speaking so that the speaker will understand quickly, then there is the aspect of pronunciation, the goal is that whatever is conveyed is easy to understand by others, then there is the aspect of vocabulary which is an aspect that is important. it can be said that it is very important by providing for learning vocabulary, students do not have difficulty in

[15]Trimulya Sari (Using Inside-Outside Circle Strategy Improve Students' Speaking Skill Of The Twelfth Grade Students At Madrasah Aliyah Mafatihul Huda Tanjung Jabung Barat) Pg. 27

speaking English, and grammar is the main vocabulary which is very important to combine a new sentence in English

e. Technique used in improving speaking skill

To facilitate the ability to speak there are several ways that are quite useful to try. Among others are:

1) Expand Vocabulary Before mastering communication and English grammar, it is necessary to have a vocabulary of words that are used every day in conversation. To know and master words need to help smooth the conversation. Therefore, students will find it difficult if they do not have the slightest vocabulary used in everyday life.

2) Reading aloud Reading English aloud is not only for developing word pronunciation skills, but also plays a role in improving grammar and vocabulary listening skills as well.

3) Knowing simple English Grammar in English may be difficult for us to master perfectly. However, don't really have to worry about studying English grammar or grammar in more detail. What is important is that have a basic understanding of English grammar, which is our capital to develop English language skills at a higher level. Examples of simple grammar that can learn are about nouns, verbs, to be, adjectives, adverbs, personal pronouns, simple tenses, such as simple present tense, continuous tense, past tense future

tense and so on. Even if you know a little basic grammar, it can be used as sufficient capital to develop further skills.

4) Reading Writing English which means reading here is like books, written story books, short stories, novels, comics, magazines, newspapers, and others in English. The habit of reading text/writing/reading English will make someone understand and enjoy the story/content/text message earlier. In addition, you can find new vocabulary so that your English knowledge will increase.

5) Conversational in English will be meaningless if it is not practiced in daily conversation, the language will develop quickly if using it. In conversation with other people can help a person to be confident, can help learn from mistakes.

6) Listening to English songs, one of the most effective media to quickly master English is to get used to and like songs in English. Students can also sing songs by listening to songs, students will be able to hear words and sentences in English. After that, students are expected to hear it while singing it. In addition to feeling happy with the song, they also indirectly learn to hone their hearing and speaking. So that English language skills will increase. The key is to like English songs, listen to them, and not be shy about singing them in front of a mirror or in public.

7) Watching English films English films are very interesting to watch and can also be useful for learning English. From watching

movies, students can learn to recognize expressions and sentences, both standard and non-standard, spoken by foreign actors and actresses. Watching western movies can help to get used to words, sentences, phrases from native speakers or native speakers in this way can also help speak well in listening and speaking.

8) Happy with English before learning English further, students must learn to like this language first. Like when liking or liking something. If students have feelings of pleasure and enthusiasm in learning English, then that is the basic capital for students to make learning English easier. With enthusiasm and pleasure, it is not impossible that knowledge related to English will easily enter one's memory.[16]

With the several ways that teachers use to improve speaking skills, the researcher concludes that by looking at the way the teacher conveys apperception, explore students' knowledge and curiosity related to the material learning, familiarize students to solve problems with group discussions, giving rewards in the form of praise, and the teacher is able to maximize student learning styles in the class.

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[16]Linda Sari and Zuliana Lestari, Improving Students' English Speaking Ability in Facing the Revolutionary Era 4.0, Proceedings of the National Seminar on Postgraduate Program Education at Pgri Palembang University January 12 2019, pp. 447-449.

f. Factors Causing Students' Difficulties in Learning Speaking Skill

1) Motivation

The motivation of students who have learning difficulties in learning speaking skills is low. This can be seen from the low interest of students in participating in learning and students are less enthusiastic about participating in learning even though students know the importance of having speaking skill.

2) Lack of vocabulary

A student who said that it was quite difficult for him to determine the right words to use correctly in English conversation. English has different word diction and speakers have to selectively choose words to build meaningful and understandable utterances in conversation. Each word has its own contextual meaning which should be used in different contexts for different situations.

3) Environment

Building good relationships and relationships within students and teacher is important to create a friendly learning atmosphere. When a good teaching and learning environment where the teacher provides opportunities for students to practice speaking without feeling disappointed every time they make a mistake will have a very positive impact on improving students' speaking competence.

4) Friend

It is difficult for students to find peer speakers to practice speaking with them. From the students' recognition that they rarely practice speaking because students do not have a partner or interlocutor. Students find friends who are too shy to use English at home (outside English class).

5) Relationship/Interaction between Teacher and Student

The relationship/interaction between teachers and students in learning speaking skills is classified as lacking. It is proven by the absence of guidance when students are compiling their conversation. In addition, teachers rarely interact in the form of questions and answers.

6) Less confident

Students lack confidence in speaking. The low self-confidence in students is caused by a lack of preparation and a lack of understanding of linguistic and non-linguistic elements that influence the learning of speaking skills. In addition, lack of self-confidence is also caused by students' low understanding of the content components and lack of experience in public speaking.[17]

With some of the factors above that have been known, of course, the researcher concludes that learning strategies can be determined by teachers and students so that learning can run optimally.

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[17]I Putu Mas Dewantara, Identification of Factors Causing Difficulty in Learning Speaking Skills… May 2012, pp, 1.

3. Teaching Strategies used by the teacher in improving speaking skill

The use of strategies in improving speaking skills is needed to facilitate the teaching and learning process so that it can achieve optimal results. Without a clear strategy, the learning process in the classroom will not be directed so that the strategic objectives that have been set are difficult to achieve optimally, in other words learning cannot take place effectively and efficiently. Good For teachers, strategies can be used as guidelines and references for systematic actions in implementation in the classroom and at school. For students, the use of speaking strategies can simplify the process (simplify and speed up understanding of the content of learning), because each strategy is designed to facilitate the learning process of students at school.

a. Types of Strategies Teacher Use in Improving Speaking Skill.

1) Communication Strategy

Communication can be interpreted as a process of forming, delivering, receiving and processing messages that occur within a person between two or more with a specific purpose. In oral communication, there is a term that is the main prerequisite, namely interaction. Interaction aims to get a meaning that is equally understood by the communicating parties.

According to the opinion to Corder that the communication strategy is a systematic technique applied by the teacher to express meaning when facing some difficulties in communicating when

experiencing problems when communicating, a teacher will use certain

continuous ways. In the conceptual interaction that communication has

a major role to achieve goals, especially in the context of learning

English, communication becomes a strategy that must get the best

attention. Without good and correct communication there will not be

an interesting atmosphere created, as well as without effective

communication there will be no understanding to reach an agreement.

A teacher uses a communication strategy with a communicative

approach while the communicative approach is a way that teachers use

to approach learning with the aim of improving students' speaking

skills, this can be seen in the learning process which emphasizes use as

a communication tool rather than emphasizing structure. Language

rule. In addition, the communicative approach has a reference to

students' needs in mastering a language so that it can be used to

communicate in actual situations. The purpose of communicative is so

that students are able to communicate using language properly,

correctly and significantly and can be used for various purposes and

circumstances.[18]

2) Storytelling Strategy

In learning at school, speaking skills are needed as a tool to express

opinions, ideas, provide information or receive information. The

above, choosing storytelling for researchers as an effort to improve the

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[18] Feti Ramdani, The effect of a communicative approach on the speaking skills of fourth grade students in learning English at Madrasah Ibtidayah Negeri 1 Telan Palembang, 2017, pp, 37-38.

speaking skills of students who tell stories is a series of a more effective strategy containing the activity of transferring stories from the storyteller to the listener.[19]

3) Strategy Game

Guess the right word for develop speaking skills children because games can make children participate, get knowledge and communicate with each other. The game can effectively changing class dynamics and usually create a greater will to learn and behave.[20]

4) Strategy Modeled Talk

Students must understand that English speaking skills are not enough to be able to demonstrate the dialogue in front of the class then finished when the English class ended, with the Modeled Talk strategy is one strategy that can be used to improve students' speaking skills in class.

5) Strategy Film Media

Teaching English through films is one of the better strategies for cultural transfer, stands for overseas students. However, to ensure students learn material and store it, amount time and thought need to be invested in in lessons. Student knowledge towards movies and streaming media very much strong. This means that they are interested to learn to write through films and streaming media and provide

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[19] Desmarita Khairoes and Taufina, Applying Storytelling To Improve Skills Speaking In Elementary School, Journal of Basicedu Volume 3 Number 4 Year 2019 Pg.1040 .
[20] Romasta Naiborhu, Efforts To Improve Speaking Skills English Through Role Playing Method, Jurnal Global Edukasi , Vol. 3, No. 1, Ags 2019, pg, 4.

context positive in learning. This medium provide benefits for improve students' writing skills and demonstrate learning strategies that without boredom in class.[21]

6) Strategy guide conversation

Vocabulary about Guided is the teacher's strategy process to improve one of the tasks teachers to provide, guide and guide students by as best you can to get what you want. Desire related to mastery and improvement learning outcomes in the field of English speaking skills in schools.[22]

7) Strategy Point-Counterpoint

Point-Counterpoint strategy is very good used to increase student involvement in the learning process which is packaged in the form of discussions about actual and in-depth issues so that learning becomes more active. Therefore, the researchers chose Point-Counterpoint strategy because the strategy is considered effective, efficient, and innovative to be applied to improve students' speaking skills.[23].

With the several types of learning strategies above, it can be concluded that in practice, the strategy for teachers to develop lesson plans in accordance with the nature of learning in the KTSP

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[21]Wardah Hanafiah, English Speaking Skills Improvement Through Movie Media, Department of Mechanical Engineering, Jakarta State Polytechnic, Vol. 16 No. 2 Oct. 2019, pg. 150.

[22] Elwin Piarawan Zebua，English conversion learning with guide conversation method at sma negeri 1 mountain sitoli, Journal of Warta Edition :60, pg. 4.

[23]Enggar Putri Kunardi, implementation of the point-counterpoint strategy for Improving eye talking skills Indonesian lesson for students Class vi karangasem state elementary school I Tanon sragen, 8, june-2015, pg. 5.

(Education Unit Level Curriculum), is used because not all learning strategies are suitable to achieve all competencies and all conditions in school.

G. Research method

1. Research Approach

This type of research is descriptive research with a qualitative approach. Descriptive research is the most basic form of research. Intended to describe or describe existing phenomena, either natural phenomena or human engineering. This research examines forms, activities, characteristics, changes in relationships, similarities and differences with other phenomena.[24] This study describes the teaching strategies used by teachers in improving students' speaking skill.

2. Researcher Presence

In this study, the researcher was the key instrument in data collection by using observation, interview, and documentation techniques according to the reality in the field. The presence of researchers in the field is something that is absolute, because the entire series of research plans can be carried out properly. This is in accordance with the characteristics of qualitative research, namely one of the key instruments for researchers to play an active role in collecting data needed in the field.

At the initial stage, the researcher made initial observations related to the teaching strategies used by the teacher in improving students'

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[24]Nana Syaodih Sukmadinata, Educational Research Methods, (Bandung: PT. Teen Rosdakarya, 2011), p. 72.

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speaking skills, then made observations by looking directly at what strategies the teacher used and then conducted interviews and collected the required documentation. To obtain the necessary data, in this research the researcher must go directly to the field. At the initial stage, the researcher made initial observations about the teaching strategies used by the teacher in improving students' speaking skills, then made observations by looking directly at what strategies the teacher used, then conducted interviews and collected the necessary documentation. To obtain the necessary data, in this study the researcher must go directly to the field. In addition, so that the research can run according to the researchers' expectations, to meet the requirements and permits related to the research, it has been obtained in advance from the relevant parties in accordance with applicable procedures so that researchers can be accepted in the field and have easy access to data.

3. **Research setting**

Al-Madaniyah Jempong School is a tsanawiyah Madrasa that serves the teaching of junior high school education in the city of Mataram. The lessons provided include all compulsory subjects according to the applicable curriculum and additional Islamic religious lessons. Al-Madaniyah Jempong school, there are teaching staff who are competent in their fields so that they are qualified and become one of the best in the city of Mataram. There are also various school facilities such as comfortable classrooms, libraries, sports fields, prayer rooms/mosques, canteens and others.

Based on the recommendation of Mr. Aswadi as one of the teacher the MTs Al-Madaniyah, the researcher will take first grade (VII) to make it easier for researchers to research in class. So the researchers conducted research in the first grade (VII) the MTs Al-Madaniyah Jempong Barat.

4. **Data source**

Data sources are tools or facilities used by researcher in collecting data or information so that their work is younger and the results are better, in the sense of being more complete and systematic so that they are easier to process. A researcher who conducts research when looking for data will of course use data sources as a tool, the tools used are very closely related to the methods that will be used in this study, therefore the researcher presents several data sources located at the research location, namely:

a. Primary data are: data sources that directly provide data to researchers. The subject and object of this study used data collection techniques in the form of observation, interviews, and documentation. The focus of this research is to interview seventh grade teacher in improving the teaching strategies used by teachers in improving students' speaking skills the MTS Al-Madaniyah Jempong Barat.

b. Secondary data is a source of data that does not directly provide data sources to researchers, meaning that by obtaining data the researchers conduct research in the form of written documentation, such as videos, photos, recordings when interviewing teachers and behavioral defects of

class VII students related to research located the MTs Al -Madaniyah Jempong Barat.

5. **Data collection technique**

There are several data collection techniques in this study, namely:

a. Observation

Observation is a technique or method of collecting data by observing ongoing activities (objects). These activities can relate to the way teachers teach, students learn, school principals who are providing direction, staffing personnel and other data. Observations are carried out to find data and information from symptoms or phenomena (events or events) systematically and based on the research objectives that have been formulated.

The data to be obtained by this observation is data about the general description of the research location and the teacher's efforts in improving students' speaking skills.

b. Interview

Interview is a data collection technique used by researchers to obtain oral information through conversing and face to face with people who can provide information to the researcher. This interview can be used to complete the data obtained through observation.[25]

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[25]Mardalis, Research Methods A Proposal Approach, (Jakarta: Bumi Aksara, 2004), p. 64.

The interview method in this study was used to find out the teaching strategies used by teachers in improving students' speaking skills the MTs Al-Madaniyah Jempong Barat.

In this study, the type of interview used by the researcher was unstructured interview. Unstructured interviews are free interviews where the researcher does not use interview guidelines that have been systematically and completely arranged for data collection.[26] The guidelines used are only an outline of the problems asked. However, it was adapted to the needs and circumstances of the interview, provided that it did not deviate from the information needed in the study. Interviews were conducted directly through face-to-face with teacher the MTS Al-Madaniyah Jempong Barat.

Table 1.1

The interview grids that will be used by researcher are:

No	The statement of the problem	Indicator	Question
1.	What teaching strategies do teachers use to improve students' speaking skills the MTs Al-madaniyah Jempong Barat?	Communication Strategy	1. Does the teacher apply engaging communication to improve students' speaking skills in class? 2. Have the teachers ever attended training/seminar activities on the application of good communication in the classroom?

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[26]Sugiyono, *Educational Research Methods with qualitative, quantitative and R & D approaches*, (Bandung: Alfabeta, 2017), p.319. .

		Storytelling strategy	3. Does the teacher used storytalling strategies to students? 4. Tell what kind of story the teacher gives to the students?
		Role play strategy	5. Do students often communicate in english with others in class? 6. What is good communcation enviroment for students like?
		Game Strategy	7. Does the teacher gave games to students in class to improve? 8. What kind of games do the teachers gave to stidents?
		Modeled talk Strategy	9. How do teachers improve speaking skills is there an effective way? 10. What kind of speaking model does the teacher give to students?
		Media film Strategy	11. Is there any media that the teacher uses to improve speaking skill? 12. What kind of media do teacher use to improve speaking skill?

		Guide conversation Strategy	13. Is there any guidance that the teacher gives to students to improve speaking skill? 14.What kind of guidace dose the teacher apply to students?
		Voice messages Strategy	15.Is there a way that the teacher gives students is challenging for students to learn in class? 16. Don't srtudents feel insecure to speak in front of friends?
		Reading news Strategy	17. Does the teacher ask students to read newspapers to improve speaking skill by reading? 18. Do teachers apply creative strtategies to students?
		Poin counterpoint Strategy	19. does the teacher give discussion to students? 20. What types of discussion do teacher discuss in class?
2.	What are the teacher's difficulties in improving students' speaking skills the MTs Al-madaniyah Jempong Barat?	Motivational Factor	21. Is the student's motivational factor one of the obstacles to improving speaking skills? 22. What kind of motivational difficulties does the teacher give at school, is it an inhibiting factor to improve speaking

			skills?
		Lack of Vocabulary Factor	23. Is the student's vocabulary factor one of the obstacles to improving speaking skills? 24. What is the context of the vocabulary that the teacher applies at school, is it an obstacle for students to improve speaking skills?
		Environmental factor	25. Is the school environment an inhibiting factor for improving students' speaking skills? 26. How does the school environment affect speaking skills?
		Friend Factor	27. Are friends an inhibiting factor to improve speaking skills? 28. How does the factor of friends at school affect at school to improve speaking skills?
		Factors Relationship/Interaction between Teachers and Students	29. What is the relationship/interaction between teachers and students? Is it one of the obstacles to improving speaking skills at school? 30. What is the relationship/interaction factor between teacher and student, what is the less active student learning?

		Lack of Confidence Factor	31. Is lack of self-confidence an inhibiting factor for improving speaking skills at school? 32. How are the teachers' efforts in guiding students who are less confident in speaking?

c. Documentation

Documents are records of events that have passed, can be in the form of writing, pictures, or monumental works of someone. along with documentation related to all matters that strengthen the research.

The results of observational and interview research will be more credible or trustworthy if there is reinforcement in the form of documentation in this documentation technique using pictures and notes in research activities.

6. Data analysis technique

In qualitative research, data is obtained from various sources using various data collection techniques (triangulation), data collection techniques using interview techniques. With this technique, the researcher first conducted an analysis of the answers to the interviewees. If the answers interviewed after the analysis have not been satisfactory, the researcher can continue the question until the researcher actually gets an answer that is considered correct and satisfactory.

Based on this, the data that has been obtained is collected. Furthermore, data analysis is carried out based on the Milles and Huberman, model that data analysis activities are carried out continuously until complete, so that the data is saturated. Where the data obtained will be developed, presented and drawn conclusions.

a. Data condensation

According to Milles and Huberman, the process relates to data condensation selecting, focusing, and converting the data. In the case of condensation data, the author must choose which aspect of the data that appeared in the interview transcript. The main purpose of qualitative research is in the final findings. The data will be collected from interviews.[27]

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[27] Miles, M. B., & Huberman, A. M. Qualitative Data Analysis: An Expanded Sourcebook Thousand Oaks, (Sage Publication: 2014) p. 30-32

b. Data Display

Data display (data display), namely, presenting an existing data whether it is presenting data in the form of tables, phie chard graphs, pictograms or the like. Through the presentation of the data, the data will be structured and easier to understand.

So data reduction and data presentation both obtain data from the field, data reduction selects data that is considered important so that it can provide a clear picture when the research is taking place while this display data will be easier to understand in tabular form or the like so that researchers can easily understand it during the research.

c. Conclusion drawing/verification

After reducing the data and displaying the data, conclusions are drawn. Conclusions from qualitative research are new findings that have never been found before, they can be in the form of descriptive or a description of an object that was previously still unclear so that after careful scrutiny it becomes clear. [28]

7. Checking Data validity

In qualitative research, the validity of the data is also very important because a research result is meaningless if it cannot be acknowledged or trusted. For this reason, data inspection techniques are needed to determine the degree of validity of the data. Some of the data checking techniques include:

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[28] Sugiyono, Method..., pp. 333-335.

a. Observation

In this case, the researcher should conduct careful and detailed observations on an ongoing basis to the salient factors. then the researcher will examine it in detail up to a point so as to get the data needed in the research and is truly valid. This persistence aims for researchers to obtain more data without missing anything so as to obtain situations that are relevant to the problem being observed and then focus on these things in detail.[29]

b. Triangulation

Triangulation in credibility testing is defined as checking data at various times. Thus there is triangulation of sources, triangulation of techniques, for data and time collection. Therefore, this researcher uses triangulation technique.

As for the triangulation technique used to test the credibility of the data, it is carried out to check the data against the same source for different technique.[30] For example data obtained by using interviews, then checked using observation, documentation or questionnaires. Of the thee techniques can be compared for the results of observation interviews and results of documentation. If the three techniques have different and dubious answers from the statement of the informant, then this proves that the statement of the informant is wrong.

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[29]Lexi J. Moleong, Qualitative Research Methods…, p. 247.

[30] Sugiyono, education research method ,(Bandung:Alfabeta CV,2018), p. 373-374

The informants statement is said to be true there are no differences and deviations for the questions asked related to the teaching strategies used by the teacher in improving students speaking skill the MTS Al-Madaniyah Jempong Barat.

c. Reference using materials

The reference materials here is the existence of a supporting theory to prove the data that has been found by the researcher. For example, data from interviews need to be the presence of interview recordings. Data about human interaction or a description of a situation needs to be supported by various media such as photographs, in this case to support the data that has been found by researchers.[31]

H. Organization of Discussion

The writing of the report on the results of this study refers to the guidelines for writing Thesis of UIN Mataram. The systematics of writing this thesis are as follows:

1. PIG; Contains the introduction, background, problem statement, objectives and significance, scope and setting of research, review of previous research, theoretical bases, research method and systematic discussion.

2. CHAPTER II; Contains the exposure and data findings in which this section discloses all data and findings found in the field by researchers. In this case, the researcher keeps his distance as much as possible and refrains from interfering with the facts first regarding the role of the personality

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[31] Sugiyono, *Metode Penelitian quantitative, qualitative and R&D,* (Bandung: Alfabeta, 2011), p. 270-275.

competence of the English teacher in shaping the character of students the MTs Al-Madaniyah Jempong Barat.

3. CHAPTER III; It contains a discussion in which the analysis process of the researcher's findings as described in chapter II is described here based on a research perspective or theoretical framework as described in the introduction. So the researcher does not rewrite the data or findings that have been disclosed in chapter II.

4. CHAPTER IV; Contains about the closing, namely conclusions and suggestions.

CHAPTER II

DATA DISPLAY AND FINDING

A. General Description of Research Location

1. A brief history of the establishment of the Madrasah

Initially, the Al-Madaniyah Islamic Boarding School was founded, led by TGH. Ahmad Madani, S.Sos is an education that is only engaged in Non-Formal Education or (Diniyah). Because in 1991 generally santri and female students who graduated from elementary school could not continue their education to a higher level because there was no further education level around PONPES Al-Madaniyah, in other words, students and female students only graduated from elementary school or elementary school.

In this regard, in 1997 the Al-Madaniyah Islamic Boarding School received an open deposit from SMPN 7 Mataram whose learning system used a module with a total of 50 students. At that time students not only studied in that place, but within one week students studied at their parent place, namely at SMPN 7 Mataram.

Seeing the teaching and learning activities of students and female students who are less active by using modules only, through careful consideration so that students and female students not only receive non-formal education (Diniyah), but they also have to be able to receive education in formal educational institutions, the leaders and administrators Foundation with the Madrasah Tsanawiyah community

which was agreed upon under the name Madrasah Tsanawiyah Al-Madaniyah in 1999 with the number of students starting from 38 people in one class until now they are 19 years old and have completed 17 students by getting accreditation with a grade.

Thus a brief history of the establishment of the MTS educational institution. Al-Madaniyah Jempong Baru Kec. Sekarbela Mataram City and it's all thanks to the good cooperation and support from all elements of society in Jempong Baru Kec. Sekarbela Mataram City..[32] The following is the full profile the Mts Al-madaniyah jempong barat

TEBLE 2.2

THE FULL PROFILE THE MTS AL-MADANIYAH JEMPONG BARAT[33]

Name Madrasah	Mts Al-Madaniyah Jempong Barat
Stresst	H.Na,im Jempong Barat
Village/Kelurahan	Karang Pule
District	Sekarbela
Regency/City	Mataram
Province	West Nusa Tenggara
postal code	83116
E-mail	almadaniyah99@gmail.com
N S M	121252710018

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[32] Hj.haeruniah. *interview,*, 30 March 2022
[33] The full profile of Mts al-madaniyah jempong barat, *documentation,* 31 March 2022.

43

NPSN	50223240
Accreditation	B +
Year founded	July 19, 1999
Land Ownership	Own
Land Status	Waqf, Right to Own
Land Area	2. 208 m2

2. **The Vision And Mission Of The School the MTS Al-Madaniyah Jempong Barat.**

   a. **Vision**

   Realizing madrasa residents who are faithful, devoted, have noble character, are skilled, and have quality**.**

   b. **Mission**

   1) Creating an Islamic madrasa environment so as to create a clean, beautiful, and Islamic nuanced environment.

   2) Growing appreciation and practice of Islamic teachings so that students behave, attitudes and actions in accordance with Islamic teachings

   3) Creating the performance of citizens who are responsible and able to establish cooperative relationships with the community.

   4) Creating a conducive, harmonious, and equal madrasa atmosphere so that quality teaching and learning can be carried out in the academic and non-academic fields.

3. Teacher's State the MTS Al-Madaniyah Jempong Barat

Teachers the MTS Al-Madaniyah Jempong Barat have such a great responsibility towards students, especially when students have problems, the teacher is quick to respond and take action to solve problems. Awareness of responsibilities as teachers or educators and teachers that teachers need to pay special attention to. Teachers the MTS Al-Madaniyah Jempong Barat have very good competencies and abilities both in terms of teaching and providing knowledge. There are 16 education staff the MTS Al-Madaniyah Jempong Barat including the principal. For more details will be described in the following table:

Table 2.3
Teachers Date the MTS Al-Madaniyah Jempong Barat[34]

NO	Name Teacher / Nip	Position	Last Diploma	Desc
1	Hj.HAERUNIAH,S.Ag	Kepala Madrasah	S.I	-
2	Hj.NURSEHAN,S.Pd	Wakasarpras	S.I	-
3	HERLINA,S.E	GTY/Wali kelas VIII b	S.I	-
4	SITI IDRUS,S.Pd	GTY	S.I	-
5	IDA RATNA SUSANTI,S.Hi	GTY	S.I	-
6	AHMAD EFENDI,S.Pd	GTY/Wakakurikulum	S.I	-
7	AHMAD JUAINI,S.Pd	GTY/Wali kelas VIIa	S.I	-
8	ASWADI,S.Pd	GTY/Waka kesiswaaan	S.I	-
9	ZUHAIRATUL ANWARIYAH.S.Pd	GTY/Wali kelas IXb	S.I	-
10	ELI SUMIATI,S.Pdi	GTY/Wali kelas VII	S.I	-

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[34] Teacher Date Mts al-madaniyah jempong barat, *documentation,* 1april 2022.

		b		
11	SUHAIMI,S.Pd	GTY/Wali Kelas IXa	S.I	-
12	HUSNUSSAWAB,S.Pdi	GTY/Pembina osis	S.I	-
13	ARMAWAN,S.Pdi	GTY/ Wali Kelas VIIIa	S.I	-
14	RAFIQ MUSADDAD,S.Ag	GTY/Wali Kelas VIIIc	S.I	-
15	AZIZAH ANANDA,SD.S	GTY	S.I	-
16	Muh. Heri Sutrisno,S.Pd	GTY	S1	-

4. Students Date the MTS Al-Madanyiah Jempong Barat

Students are one of the components that are very important and cannot be separated in an educational institution. Because without students, the school means nothing in the eyes of the community. So that the existence of students is very important and becomes the main object for observing their development, both from the intellectual, emotional, and spiritual aspects.

Based on research conducted by researchers the West Jempong Mts Al-Madaniyah Jempong Barat school, the researcher saw that in general the MTS Al-Madaniyah Jempong Barat had students with different characters, ranging from those who were difficult to manage, the most obedient to those who were difficult to manage when explaining a material. learning more especially during English hours.

Table 2. 4
Students date the MTS Al-Madanyiah Jempong Barat[35]

Clas s	Last year			Mutatio n		This year			Attendance				
	gir l	ma n	tota l	In	out	Ma n	gir l	Tota l	Tota l	S	i	a	%
I	43	27	70			17	17	34				-	
II	29	21	50	1		38	35	73				-	
III	28	25	52	2		31	28	59				-	
Total			173					166					

Table 2. 5
5. Facilities And Infrastructure The MTS Al Madaniyah Jempong Barat[36]

Room	Total	Condition		
		Heavy Damage	Light Damage	Decent
Student Chair	95	15	20	60
Student desks/benches	45	10	8	32
Whiteboard	7	-	3	6
lassroom Wardrobe	-	-	-	3
Bookcase	-	-	-	2
Teacher's Wardrobe	-	-	-	
Teacher's desk	7	-	-	7
Teacher's chair	7	-	-	7
Kep. Madrasa table	1	-	-	1
Chair of Kep. Madrasah	1	-	-	1
Student Data Board	1	-	-	1
Labs. IPA	-	-	-	-
Etc	-	-	-	-

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[35] Students date the Mts Al-Madanyiah Jempong Barat,*dokumentation,* 1 april 2022.

[36] Facilities And Infrastructure the Mts Al Madaniyah Jempong Barat, *dokumentation,* 4 april 2022.

1. Typewriter	1	1	-	-
2. Textbooks	14 mt.Pel	-	-	14 mt.Pel
3. Props	5	-	-	5
4. computer	3	1	-	2
Class Mading	1	-	-	1
Mading teacher	-	-	-	-
Class Data Board	6	-	-	6
Library Desk	5	-	-	5
Library Chair	15	-	-	15
Bookshelf	2	1	-	2
Library Cabinet	2	1	-	2

Educational facilities and infrastructure have a very important purpose in schools. Given that schools are a national education subsystem, the purpose of the administration of facilities and infrastructure comes from the goals of education itself. while the administrative subsystem of facilities and infrastructure in schools aims to support the achievement of the school's educational goals, both specific goals and general goals.

Table 2. 6

6. Organizational Structure the MTS Al-Madaniyah Year 2021/2022[37]

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                    ┌─────────────────────────────┐
                    │  The foundation's president │
┌────────────────┐  ├─────────────────────────────┤
│ Committee Chair│──│      Head of Madrasa        │
│   H. Helmi     │  │   Hj. Haeruniah, S.Ag       │
├────────────────┤  └─────────────────────────────┘   ┌─────────────────┐
│    Library     │                                     │ Administration  │
│ M. Zaedani, S.Pd│                                    │  Suhaimi, S.Pd  │
└────────────────┘                                     └─────────────────┘
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WK. UR Curriculum A. Efendi, S.Pd	WK. UR Student Aswadi, S.Pd	WK. UR Facilities Hj. Nursehan, S.Pd	WK UR HUMAS

POSITION

Homeroom Class VII A Ahmad Juaini, S.Pd	Homeroom Class VII B Eli Sumiati, S.Pd.I	Homeroom Class VIII A Armawan, S.Pd.I	Homeroom Class VIII B Herlina, SE	Homeroom VIII C Rafiq Musaddad, S. Ag	Homeroom Class IX A Suhaimi, S.Pd	Homeroom Class IX B Zuhairatul Anwariah, S.Pd

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[37] Organizational Structure of Mts Al-Madaniyah, *documentatio,* 5 april 2022.

B. Data Finding

1. The Teaching Strategies used by the English Teacher in Improving Students Speaking Skill the MTS Al-Madaniyah Jempong Barat the Academic Year 2021/2022

Being a teacher must be able to see the level of ability and readiness of students in receiving lessons, and teachers must be able to process and adjust teaching materials by looking at the condition of students, to be adjusted, therefore the teacher must have a strategy that is quite attractive to student learning in class if the teacher by preparing a good strategy, students will automatically be able to learn good and correct English at school, it does not rule out the possibility that a good strategy service will make students feel happy during English lesson hours, according to the results of observations made by researchers the MTS Al-Madaniyah Jempong Barat, seeing how teaching and learning activities take place in the classroom, it turns out that this strategy is very important to be applied in the classroom and teachers the MTS Al-Madaniyah Jempong Barat especially class VII teacher there are many strategies that are implemented as follows.

a. Communication strategy

In conceptual interaction that communication has a major role to achieve goals, especially in the context of learning in improving students' speaking skills in class according to the results of my

research. The following is as explained by the English teacher Pak Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat,

> "In improving speaking skills in our class as teachers apply very interesting communication methods that will certainly increase the motivation of students in class by frequently asking students about the material we convey so that students do not just stay silent when we explain something in front of the class"[38]

Picture 2.1 Teaching activities with communication strategies

[38] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 6 april 2022.

The use of good strategies has been obtained after the teacher has conducted training that discusses the activities of various strategies so that teachers are interested in using communication strategies in schools.

The following is as explained by the English teacher Pak Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat.

> "Alhamdulillah I used this strategy after the teachers at this school conducted training and with the training (WORKSHOP, MGMP and LAPIS ELTIS) I was interested in trying it on children and children were very interested in learning English at school and outside"

From the observations seen by this communication strategy researcher, students look very enthusiastic to communicate with their friends because with good communication students often speak English with their friends in class**.**

b. Storytelling Strategy

A storytelling strategy is a teacher's effort to improve students' speaking skills by telling stories. This strategy is quite effective at school. Through the results of observations, the researchers also observed that in the use of storytelling strategies students were very active in speaking English the results of these observations, the researchers proved with the results of interviews researcher with a teacher the MTS Al-Madaniyah Jempong Barat, namely Mr. Aswadi, as an English teacher.

> "Storytelling strategy is a way of teaching students various kinds of short stories, namely about famous figures, stories about the benefits of science, identity, and can be adjusted

to the material at that time so that students easily remember the material"[39]

Picture 2.2 Teaching activities with storytelling strategies

c. Game strategy

Strategy Game is one of the activities or activities that cause fun and excitement to release energy that is done voluntarily without coercion and a high sense of responsibility, and without seeing the final result that serves as the development of one's potential and creativity. Based on the results of observations the MTS Al-Madaniyah Jempong Barat that on average students like the learning style while playing in class because students are very enthusiastic when the teacher teaches while playing in that way students want to continue learning English and without getting bored in speaking.

The results of these observations, the researchers proved by the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

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[39] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 8 april 2022.

"Or the past class I use a game strategy like running direction, game care and Alhamdulillah the game is very good for learning the students because by playing students interested and want to continue to learn English and want to memorize the movement using English according to the game I gave"[40]

Picture 2.3 Teaching activities with game strategies

Based on the results of research conducted by researchers, it can be concluded that the application of a good strategy will have a good influence on improving students' speaking skills such as using this game strategy, which is very good to use because students are currently very happy when learning while playing in class.

d. Strategy Modeled Talk

The talk of the strategy model is a strategy that is quite helpful and useful for the teacher, where this strategy trains teachers to find out what speaker models are what students like and the teacher will

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[40] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 11 april 2022.

adjust in class. Based on the results of observations the MTS Al-Madaniyah Jempong Barat, that students most like it when the teacher uses some English and mixed it with Indonesian, students automatically know the intent and purpose of the teacher's delivery. The results of these observations, the researchers proved by the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "The speaker model strategy is good enough to be used to teach students various kinds of good speaker models for students to know, such as the feed back and quick response models, this strategy is quite interesting for students to learn when the teacher explains that students have a good response in class and the occurrence of good communication in class"[41]

[41] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 11 april 2022.

Picture 2.4 Teaching Activities with Modeled Talk Strategies

This is in accordance with the results of observations made by researchers that the MTS Al-Madaniyah Jempong Barat already implementing several strategies used in schools for students at school and making it easier for students to learn English and triggering students to be more active in learning English.

e. Strategy Film Media

Based on the results of this study, it is known that the right strategy film media must be adapted to the needs of students in learning an eye lesson. Therefore, a teacher should have known more media needs, methods or materials in accordance with the desired purpose achieved or mastered by students at school. it means as a researcher of this research refers to the way a teacher use technology as a medium learn English in class to improve students' speaking. Based

on the results of observations the MTS Al-Madaniyah Jempong Barat that students most like when the teacher uses media, especially film media to learn English, students naturally want to continue learning English by using media by themselves, students will find out vocabulary, pronunciation This is a good thing from the movies that you watch and it is very helpful for students who are less interested in English. This means that as a researcher, this research refers to the way a teacher uses technology as a medium for learning English in the classroom to improve students' speaking skills.

The results of these observations the researchers proved by the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Usually when I see students are bored with the material I convey, I show foreign films that are related to English speaking through film strategies that are shown, such as game card films, pictures, and others, and for me this strategy is very useful for students. Again, currently students are familiar with a lot of media that make it easier
>
> for students to learn English using the YouTube, Twitter, Facebook and other applications"[42]

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[42] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 11 april 2022.

Picture 2.5 Teaching Activities with Media Film Strategies

f. Strategy guide conversation

Speaking skills are difficult to develop if they are not trained
continuously and can be done with colleagues in the class, English
students, or other students who can speak English. The aim is to
facilitate *speaking* skills, enrich vocabulary use, improve language
structure, perfect vocabulary utterances, sentences in English, and
train hearing so that it is easy to catch messages from the other
speaker. English is used as the language of instruction for certain
subjects. However, some of the teachers who teach at the school still
deliver subject matter bilingually (Indonesian and English) which
aims to equalize students who are lacking in speaking so that they are
also able to learn English without any fear or inferiority with their
classmates. The following is as explained by the English teacher Pak
Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat. Based on the

results of observations the MTS Al-Madaniyah Jempong Barat, that students want English to be equal if the teacher also combines Englis h with Indonesian in that way students are interested in learning English in class.

The results of the researcher's observations prove that the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Of course, when we want to teach students, we as teachers need preparation or methods by using the right strategy, as currently in my class, I apply a strategy with leading guidance, speaking translate to make it easier for students to learn English, right, not all students understand what the teacher is saying. convey, it is necessary for a teacher to apply translate to students and Alhamdulillah this strategy is very good and useful for students who are indeed lacking in remembering vocabulary, or others and I have used this method many times and Alhamdulilah it worked and until now some students can speak English because of using this strategy in class"[43]

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[43] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 13 april 2022.

Picture 2.6 Teaching Activities with guide conversation Strategies

g. Strategy Point-Counterpoint

Point-Counterpoint strategy is very good used to increase student involvement in the learning process which is packaged in the form of discussions about actual and in-depth issues so that learning becomes more active. Therefore, the researchers chose Point-Counterpoint strategy because the strategy is considered effective, efficient, and innovative to be applied to improve students' speaking skills. The following is as explained by the English teacher Pak Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat stated,

> "Discussion is the most effective teacher way that must be applied in class for students because students and students respond well when we discuss and not only students but students with other themes discuss with each other to communicate using English in class and not a few of them also have a high enthusiasm for discussing each other which although I know very well that sometimes they also speak mixed English using the regional language and sometimes I also hear students being incoherent in their language but that's all the process at least they have tried even though not everything is smooth with time and I also as a teacher never get bored in giving the right strategy in shaa Allah they will use English fully when English hours take place in class or outside class without any help.[44]

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[44] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 13 april 2022.

Picture 2.7 Teaching Activities with Point-Counterpoint Strategies

2. **The Teacher difficulties in improving students' speaking skill the MTS Al-Madaniyah Jempong Barat.**

   a. A lack of motivation

   The motivation of students who have learning difficulties in learning speaking skills is low, the lack of students' motivation in learning English makes students low in learning English as explained by the English teacher Pak Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat. Based on the results of observations the MTS Al-Madaniyah Jempong Barat, it can be seen from the low desire of students to take part in learning speaking skills in class.

The results of the researcher's observations prove that the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Very influential because without the motivation of a teacher or parent, it is more important because parents are the main factor that can raise the spirit of children, but if parents are not able to provide support to children, they cannot be forced to learn good English at home. school because from what I have seen so far in school most students use a certain regional language and it is difficult for me to motivate because students are used to the regional language at home"[45]

b. A lack of vocabulary

Based on the results of research conducted by researchers in addition to the lack of motivation in students, the lack of vocabulary factor can be an obstacle in speaking English this is due to the difficulty in preparing the material because students are still lacking in memorizing English vocabulary so that in the learning process the teacher has difficulty in explaining.

Based on the results of observations the MTS Al-Madaniyah Jempong Barat, it can be seen from the low desire of students to want to learn English lazily to memorize vocabulary in learning and this is greatly affected by the skills to improve English in students. The results of the researcher's observations prove that the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

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[45] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 13 april 2022.

> "Vocabulary is the main factor that is very influential on speaking English students can say that vocabulary is the main strategy that students must memorize and but when the main factor is the difficulty in memorizing vocabulary, it is very influential, it is impossible for us as teachers to only be able to speak alone without understanding from students in the context, the teacher provides vocabulary according to needs and is directly practiced by students"[46]

c. Environment

When you have a good and comfortable teaching and learning environment and where the teacher provides opportunities for students to practice speaking without feeling disappointed every time they make a mistake, it will have a very positive impact on increasing students' speaking competence.

Based on the results of observations the MTS Al-Madaniyah Jempong Barat, it can be seen that the environment is the most affected thing under any circumstances, especially in learning English, it can be said that the environment is the main factor for students that can hinder students in improving speaking skills. who often use English then automatically we will be able to speak English and vice versa. The results of the researcher's observations prove that the results of the researcher interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Environmental factors can be said that the environment is a very influential factor in the classroom because on average what I meet in class they often use the regional language when I explain the material and that's not a little bit, almost

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[46] Aswadi, *interview,* the MTs Al-madaniyah jempong barat 13 april 2022.

all students use the regional language every day and other teachers also complain about this. the same thing when teaching and learning takes place and I can say it is not easy for me to convey English material in class and honestly I still find it difficult to prevent this"[47]

d. Factor friend

It is difficult for students to find peer speakers to practice speaking with them. Students do not have a partner or interlocutor students find friends who are too shy to use English at home. Based on the results of observations the MTS Al-Madaniyah Jempong Barat, that students really want to use English with their friends but their friends who do not support or can say their friends do not want to use English and often use regional languages to speak and it is very affected in improving students' speaking skills because they don't have friends to speak English.

The results of the researcher's observations prove that the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Friends are a factor that is quite influential for other friends because they often invite them to speak the local language"[48]

e. Factor relationship/ interaction between teacher and student

The relationship/interaction between teachers and students in learning speaking skills is classified as lacking. It is proven by the

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[47] Aswadi, *interview,* …13 april 2022.

[48] Aswadi, *interview…* 13 april 2022.

absence of guidance when students are compiling their conversation. In addition, teachers rarely interact in the form of questions and answers. Based on the results of observations the MTS Al-Madaniyah Jempong Barat that students and teacher have a reciprocal relationship where when the teacher explains the material, students need to listen and listen so that there is a reciprocal relationship between students and teachers but on the contrary when the teacher explains in front most students often talk behind without paying attention to the teacher and this greatly affects the teacher and students in improving speaking skills.

The results of the researcher's observations prove that the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Teaching MTS children is very different from elementary school children so that we as teachers still need continuous guidance to be able to adapt to students' circumstances, as in the following factors, that in class I rarely interact with students because students in this school are quite naughty and what if just told them to pay attention to the front, they were busy alone in the back without paying attention to the teacher who was teaching"[49]

f. Factor less confident

Lack of self-confidence is one of the most influential factors in students because not a little lack of self-confidence can lead to students not wanting to learn English, not wanting to follow English hours at school and many others. In addition, a lack of self-

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[49] Aswadi, *interview, …*13 april 2022.

confidence is also caused by students' low understanding of the content components and lack of experience in public speaking. Based on the results of observations the MTS Al-Madaniyah Jempong Barat that the lack of self-confidence is one of the most affected factors in improving speaking skills if students lack confidence then speaking English is difficult to express because they do not have confidence in themselves.

The results of the researcher's observations prove that the results of the researcher's interview with the English teacher Mr. Aswadi, S.Pd the MTS Al-Madaniyah Jempong Barat said,

> "Yes, lack of self-confidence is very influential on students where the weaknesses that exist in a person are often the cause of the sudden emergence or loss of self-confidence. For example, poor appearance, physical disability, and low educational background could mean that students lack self-confidence so that students are less interested in learning English"[50]

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[50] Aswadi, *interview,* …13 april 2022.

CHAPTER III

DISCUSSION

Based on the data that has been obtained through interviews, observations and documentation about the teaching strategies used by teachers to improve students' speaking skills, it can be described as follows:

A. The Teaching Strategies used by the English Teacher in Improving Students' Speaking Skill the MTS Al-Madaniyah Jempong Barat.

1. The Teaching Strategies used by the English Teacher in Improving Students Speaking Skill.

Strategy in the teaching and learning process is a plan that is carefully prepared to achieve learning objectives. So it can be concluded that the learning strategy is an activity that must be done by teachers and students to achieve the learning objectives that have been set. The use of strategies in learning is needed to facilitate the learning process so that it can achieve optimal results. Without a clear strategy, the learning process will not be directed so that the learning objectives that have been set are difficult to achieve optimally, in other words learning cannot take place effectively and efficiently.

In the opinion to Anitah, that the selection of the right strategy is one that is very important and must be understood by educators, considering the learning process is a process of interaction between teachers, students, and the learning environment. From this, it can be seen that the learning process can occur because of the interaction

between students and educators in their environment. With the learning process activities must be understood in such a way in order to get maximum and optimal learning outcomes. The efficiency and effectiven ess of the selection of learning strategies, as well as the level of student involvement need to be considered so that they are not wrong in their actions. For this reason, the teacher should think more sharply regarding which strategy, what kind of strategy, and what strategy he will use in the process of teaching and learning activities he will do. Therefore, a teacher needs to have the ability to design and implement various learning strategies that are considered suitable for interests and talents and according to the level of student development. Teaching is a professional job that requires special abilities as a result of the educational process carried out by teacher education institutions.[51]

The selection of the right strategy is seen from the learning outcomes, if there is a change from before then the strategy is suitable for use. The MTS Al-Madaniyah Jempong Barat is in the process of teaching English by using several strategies. Strategy selection is a way to teach students how to communicate well, tell famous figures so that they can also know the previous people and can help students to communicate well and correctly.

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[51] Hasbullah and Juhji, Teaching and Learning Strategies in Efforts to Improve Learning Outcomes of Islamic Religious Education, Islamic religious education journal, Vol. 3, No. 1, January – June 2019, page 19.

a. Types of Strategies Teacher use in Improving Speaking Skill.

1) Strategy communication is a process of forming, delivering, receiving and processing messages that occur within a person so that between two or more have a specific purpose. In oral communication, there is a term that is the main prerequisite, namely interaction. Interaction aims to get a meaning that is equally understood by the communicating parties.

According to Corder, that the communication strategy is a systematic technique applied by the teacher to express meaning when facing some difficulties in communicating when experiencing problems when communicating, a teacher will use certain ways to be sustainable in language.[52]

In accordance with the results of the research that the researchers found the MTS Al-Madaniyah Jempong Barat that communication is very important to be applied in schools because the selection of good communication will lead to good communication between teachers and students in the classroom because as a teacher must provide communication that dances for students which of course will motivate students to want to learn and continue to learn to speak and this method is quite effective and can be seen the MTS Al-Madaniyah Jempong Barat the

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[52] Feti Ramdani, The effect of a communicative …2017, pp, 37-38.

students are good and smart when speaking English at school and outside school.

2) Storytelling strategy is an oral training activity that is designed not only to listen, but also to be involved in speech. Therefore, through the use of story strategies, students can access and obtain impressions and messages, transforming their souls into active souls. Based on the opinions of experts, it is hoped that storytelling will be able to help provide valuable resources for students. Students will be able to rewrite stories that have been written in various students' speaking abilities, and then get grades.[53]

According to the results of research conducted by researchers that the MTS Al-Madaniyah Jempong Barat, teacher often use storytelling strategies such as stories about famous figures, stories about the benefits of knowledge, stories about identity and with this strategy almost all students can speak fluently in English. English because they like it the most when the teacher explains the material while telling stories and they are happy about it.

3) Strategy game by improving speaking through this game strategy, it is hoped that students can practice communicating with the surrounding environment. Therefore, this strategy aims

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[53] Desmarita Khairoes and Taufina, Applying Storytelling …2019 Pg.1040.

to make students able to understand who the language, speak in an acceptable and grammatically correct pronunciation, and be able to understand the material presented by the English teacher at school.[54]

The above is in accordance with the results of research by researchers that the MTS Al-Madaniyah Jempong Barat, using running direction games, game cards, to improve speaking skills and in this way it can be seen that students the MTS Al-Madaniyah are very good at speaking English through games in speaking.

4) The talk of the talk strategy model is a strategy that is quite helpful and useful for teachers, where this strategy trains teachers to find out what speaker models are preferred by students and will be adjusted by the teacher in class.[55]

According to the results of research by researchers that the speaker model strategy is good enough to be used to teach students various kinds of speaker models that are good for students to know, such as feedback and quick response models, this strategy is quite interesting for students to learn when the teacher explains that students have good responses. Teaching English through films is one of the better strategies for cultural

[54] Romasta Naiborhu, Efforts To Improve Speaking Skills English …Vol. 3, No. 1, Ags 2019, pg, 4.
[55] Wardah Hanafiah, English Speaking Skills Improvement …Vol. 16 No. 2 Oct. 2019, pg. 150.

transfer, short for overseas students. However, to ensure students learn the material and retain it, an amount of time and thought needs to be invested in the lesson. Students' knowledge of film and streaming media is very strong. This means that they are interested in learning to speak through films and streaming media and provide a positive context for learning. This media provides benefits for improving students' speaking skills and demonstrating strategies to improve speaking skills that do not cause boredom in the classroom.[56]

In accordance with the results of research by researchers that the MTS Al-Madaniyah Jempong Barat, school that in schools uses film media to improve students' speaking skills and in this way young students understand the material being conveyed because almost all students like media such as game cards, pictures, and video media books for students.

5) One of the guiding strategies to improve speaking skills is Vocabulary, where vocabulary is a speaking guide to compose a particular sentence. The teacher's strategy process is to improve one of the teacher's tasks to provide, guide and guide students as best they can to get what they want. Desire related to mastery and improvement of learning outcomes in the field of English speaking skills in schools.

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[56] Wardah Hanafiah, English Speaking Skills Improvement Through Movie Media, …Vol. 16 No. 2 Oct. 2019, pg. 150

The above is in accordance with the results of the research that the researchers found that the MTS Al-Madaniyah Jempong Barat had various methods or strategies that teachers used to guide students such as leading, and speaking translate to assist students in translating English and in this way it was quite effective in use by the teacher.

6) The Point-Counterpoint strategy is very well used to increase student involvement in the learning process which is packaged in the form of discussions about actual and in-depth issues so that learning becomes more active. Therefore, the researcher chose the Point-Counterpoint strategy because the strategy was considered effective, efficient, and innovative to be applied in improving students' speaking skills.

The same thing was found in the results of research by researchers that the MTS Al-Madaniyah Jempong Barat the point-counterpoint strategy is very good to use so that students are more confident in speaking alone in front of most of the students are shy when talking alone but when with group friends it is easier for students to speak English without shame or fear of speaking because the school the MTS Al-Madaniyah Jempong Barat itself uses a stud y group strategy to improve students' speaking skills at school.

2. **The Teacher Difficulties in Improving Students' Speaking Skill the MTS Al-Madaniyah Jempong Barat.**

   b. **Factors Causing Students' Difficulties in Learning Speaking Skill**.

      1) The motivation of students who have learning difficulties in learning speaking skills is relatively low. This can be seen from the low interest of students in participating in learning and students are less enthusiastic about participating in learning even though students know the importance of having speaking skills. According to Sardiman, opinion is that if you want more optimal learning outcomes, teacher need to motivate students because motivation is very important in teaching and learning.

      In accordance with the results of research researchers that the MTS Al-Madaniyah Jempong Barat have low motivation from teachers not only that parents also play an important role in motivating students not only teachers but also parents because parents are the first home for students to get high motivation to learn English without encouragement from them, students are very difficult to learn.

      2) English has different word diction and speakers have to be selective in choosing words to build meaningful and understandable utterances in conversation. Each word has its own contextual meaning which must be used in different

74

contexts for different situations. According to Subiyati, opinion vocabulary is an initial process that can be taught to students before teaching other stages of language.

In accordance with the results of research carried out by researchers that the MTS Al-Madaniyah Jempong Barat on average students have less memorization of English vocabulary because in school vocabulary is a very influential part of speaking because students mostly use local languages to speak at school.

3) When a good teaching and learning environment where the teacher provides opportunities for students to practice speaking without feeling disappointed every time they make a mistake will have a very positive impact on increasing students' speaking competence because the environment is very influential on students because the environment is the main factor for students in learning. speaking when students have a bad environment, students will find it difficult to speak because students must have partners to improve student communication in speaking good English, what's more, there are many students who have regional languages, it will be difficult for students to speak English.

In accordance with the results of research found by researchers that on average the MTS Al-Madaniyah Jempong

Barat most people have to use the regional language instead of using English and this is one of the environmental factors that greatly influences students if their friends invite them to use the regional language in their activities class and it's not only during English hours but also in other subjects students like.

4) It is difficult for students to find speaker friends to practice speaking with them because friends are the main factor in sharpening speaking but if you don't have friends it will be difficult to speak English many students have a problem that they rarely practice speaking because students do not have a partner or interlocutor. Students find friends who are too shy to use English at home (outside English class).

In accordance with the results of research by researchers that the MTS Al-Madaniyah Jempong Barat the friend factor is a very influential factor on students because many students choose silence rather than speaking English because of the friend factor that is difficult to talk to in English.

5) The relationship between teachers and students in speaking skills is classified as lacking because most students choose silence rather than complain to the teacher as well as teacher, most of them are silent until the lesson takes place. It is proven by the absence of guidance when students are compiling their

conversation. In addition, teachers rarely interact in the form of questions and answers with other students.

In accordance with the results of the study that the MTS Al-Madaniyah Jempong Barat, school there was very little interaction with the teacher and the students themselves, most of the students themselves chose to have fun talking with their classmates rather than having to ask what students did not understand and that was one of the teacher's factors to build speaking skills of students in school.

6) The low self-confidence in students is caused by a lack of preparation and a lack of understanding of linguistic and non-linguistic elements that influence the learning of speaking skills. In addition, lack of self-confidence is also caused by the low understanding of students towards the content components and lack of experience in appearing to speak in public, the self-confidence factor is one of the most influential factors to improve speaking skills because one's self-confidence needs to be instilled in a person. According to opinion of Ifdil and Emria, that self-confidence is a valuable part of a person's personality for the period of adolescent development.

The above is in accordance with the results of research by a researcher the MTS Al-Madaniyah Jempong Barat, it is necessary to have one's self-confidence because self-confidence is a supporting factor for a person to improve speaking skills without self-confidence other friends to speak English because it lacks confidence in someone.

CHAPTER IV

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

Based on the results of the research from the discussion that has been carried out by researcher regarding the teaching strategies used by teacher to improve students' speaking skills, it can be concluded that:

1. The teaching strategy used by the teacher in improving speaking skills is the use of several strategies at the MTS Al-Madaniyah Jempong Barat School used in improving speaking skill in schools such as communication strategies, storytelling strategies, game strategies, model speaker strategy, film strategies, conversation guide strategies, strategy point counterpoint.

2. Factors that cause students' difficulties in improving speaking skills are: motivational factors, lack of vocabulary, environmental factors, friend factors, teacher-student relationship factors and lack of confidence.

B. SUGGESTION

1. For teachers at the MTS Al-Madaniyah Jempong Barat, introducing teaching strategies used to improve speaking skills continues to be carried out so that students can improve speaking English at school and outside school

2. For the Principal at the MTS Al-Madaniyah Jempong Barat, continue to provide direction and support to teachers regarding the strategies used to improve speaking skills.

3. Parents are expected to continue to teach and motivate students about speaking well using English at school

4. The community is expected to continue to provide support for parents and teachers, especially in learning English at school so that students are also motivated to learn English at school and at home

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APPENDICES

APPENDIX 1

INTERVIEW GUIDELINES

"Guidelines for interviewing teaching strategies used by teachers in improving students' speaking skills the Mts Al-madaniyah"

No	Formulation of the problem	Indicator	Question	Answer
1.	What teaching strategies do teachers use to improve students' speaking skills the MTs Al-madaniyah Jempong Barat?	Communication Strategy	1. Does the teacher apply engaging communication to improve students' speaking skills in class? 2. Have the teachers ever attended training/seminar activities on the application of good communication in the classroom?	
		Storytelling strategy	3. Does the teacher used storytalling strategies to students? 4. Tell what kind of story the teacher gives to the students?	

		Role play strategy	5. Do students often communicate in english with others in class? 6. What is good communcation enviroment for students like?	
		Game Strategy	7. Does the teacher gave games to students in class to improve? 8. What kind of games do the teachers gave to stidents?	
		Modeled talk Strategy	9. How do teachers improve speaking skills is there an effective way? 10. What kind of speaking model does the teacher give to students?	
		Media film Strategy	11. Is there any media that the teacher uses to improve speaking skill? 12. What kind of media do teacher use to improve speaking skill?	

		Guide conversation Strategy	13. Is there any guidance that the teacher gives to students to improve speaking skill? 14. What kind of guidace dose the teacher apply to students?	
		Voice messages Strategy	15. Is there a way that the teacher gives students is challenging for students to learn in class? 16. Don't srtudents feel insecure to speak in front of friends?	
		Reading news Strategy	17. Does the teacher ask students to read newspapers to improve speaking skill by reading? 18. Do teachers apply creative strtategies to students?	
		Poin counterpoint Strategy	19. does the teacher give discussion to students? 20. What types of discussion do teacher discuss in class?	
2.	What are the teacher's difficulties in improving students' speaking skills the MTs Al-madaniyah Jempong Barat?	Motivational Factor	21. Is the student's motivational factor one of the obstacles to improving speaking skills? 22. What kind of motivational difficulties does the teacher give at school,	

			is it an inhibiting factor to improve speaking skills?
		Lack of Vocabulary Factor	23. Is the student's vocabulary factor one of the obstacles to improving speaking skills? 24. What is the context of the vocabulary that the teacher applies at school, is it an obstacle for students to improve speaking skills?
		Environmental factor	25. Is the school environment an inhibiting factor for improving students' speaking skills? 26. How does the school environment affect speaking skills?
		Friend Factor	27. Are friends an inhibiting factor to improve speaking skills? 28. How does the factor of friends at school affect at school to improve speaking skills?

		Factors Relationship/Interaction between Teachers and Students	29. What is the relationship/interaction between teachers and students? Is it one of the obstacles to improving speaking skills at school? 30. What is the relationship/interaction factor between teacher and student, what is the less active student learning?	
		Lack of Confidence Factor	31. Is lack of self-confidence an inhibiting factor for improving speaking skills at school? 32. How are the teachers' efforts in guiding students who are less confident in speaking?	

APPENDIX 2

INTERVIEW GUIDILINES

Principal Interview Guide

1. Does the teacher apply engaging communication to improve students' speaking skills in class?
2. Have the teachers ever attended training/seminar activities on the application of good communication in the classroom?
3. Does the teacher used storytalling strategies to students?
4. Tell what kind of story the teacher gives to the students?
5. Does the teacher gave games to students in class to improve?
6. What kind of games do the teachers gave to stidents?
7. Does the teacher gave games to students in class to improve?
8. What kind of games do the teachers gave to stidents?
9. How do teachers improve speaking skills is there an effective way?
10. What kind of speaking model does the teacher give to students?
11. Is there any media that the teacher uses to improve speaking skill?
12. What kind of media do teacher use to improve speaking skill?
13. Is there any guidance that the teacher gives to students to improve speaking skill?
14. What kind of guidace dose the teacher apply to students?
15. Is there a way that the teacher gives students is challenging for students to learn in class?
16. Don't srtudents feel insecure to speak in front of friends?
17. Does the teacher ask students to read newspapers to improve speaking skill by reading?
18. Do teachers apply creative strtategies to students?
19. does the teacher give discussion to students?
20. What types of discussion do teacher discuss in class?

Teacher Interview Guide

1. Does the teacher apply engaging communication to improve students' speaking skills in class?
2. Have the teachers ever attended training/seminar activities on the application of good communication in the classroom?
3. Does the teacher used storytalling strategies to students?
4. Tell what kind of story the teacher gives to the students?
5. Does the teacher gave games to students in class to improve?

6. What kind of games do the teachers gave to students?
7. Does the teacher gave games to students in class to improve?
8. What kind of games do the teachers gave to students?
9. How do teachers improve speaking skills is there an effective way?
10. What kind of speaking model does the teacher give to students?
11. Is there any media that the teacher uses to improve speaking skill?
12. What kind of media do teacher use to improve speaking skill?
13. Is there any guidance that the teacher gives to students to improve speaking skill?
14. What kind of guidace dose the teacher apply to students?
15. Is there a way that the teacher gives students is challenging for students to learn in class?
16. Don't students feel insecure to speak in front of friends?
17. Does the teacher ask students to read newspapers to improve speaking skill by reading?
18. Do teachers apply creative strategies to students?
19. does the teacher give discussion to students?
20. What types of discussion do teacher discuss in class?
21. Is the student's motivational factor one of the obstacles to improving speaking skills?
22. What kind of motivational difficulties does the teacher give at school, is it an inhibiting factor to improve speaking skills?
23. Is the student's vocabulary factor one of the obstacles to improving speaking skills?
24. What is the context of the vocabulary that the teacher applies at school, is it an obstacle for students to improve speaking skills?
25. Is the school environment an inhibiting factor for improving students' speaking skills?
26. How does the school environment affect speaking skills?
27. Are friends an inhibiting factor to improve speaking skills?
28. How does the factor of friends at school affect at school to improve speaking skills?
29. What is the relationship/interaction between teachers and students? Is it one of the obstacles to improving speaking skills at school?
30. What is the relationship/interaction factor between teacher and student, what is the less active student learning?
31. Is lack of self-confidence an inhibiting factor for improving speaking skills at school?
32. How are the teachers' efforts in guiding students who are less confident in speaking?

APPENDIX 3

RESULT INTERVIEW

RESULTS OF INTERVIEW WITH THE PRINCIPAL OF MTS AL-MADANIYAH JEMPONG BARAT.

Name **:hj.Haerunia, S.Ag**

Day/date **: Wednesday, 30 March**

Researcher :Apa yang ibu ketahui tentang strategi komunikasi dalam pembelajaran bahasa inggris di sekolah?

Mrs. Haerunia :Strategi komunikasi itukan bagaimana guru membangun komunikasi yang baik kan di kelas dan bisa saya bilang komunikasi penting bagi siswa dan guru untuk saling berkomunikasi di kelas dan kalau kita gk berkomunikasi gimana kita tau siswa itu berhasil atau tidak kan.

Researcher :Apakah guru pernah menggikuti kegiatan pelatihan /seminar tentang penerapan komunikasi yang baik di sekolah?

Mrs.Haerunia :Alhamdulillah untuk saat ini sudah sering ikut kembali pelatihan karena pas kemaren covid itu udah gk pernah yahh dan baru-baru kemaren uda mulai pelatihan kembali seperti MGMP, Workshop dan masi banyak lainya dan itu selesai guru menggikuti itu dan bisa di ajarkan kembali ke guru yang lain yang tidak menggikuti kegiatan.

Researcher :Apa yang ibu ketahui tentang strategi bercerita ?

Mrs.Haerunia :hmm,,,bercerita yahh? Dia itukan semacam guru menyuruh siswa untuk menghafal tokoh-tokoh terdahulu seperti pahlawan, president dan banyak lainya tujuanya yahh agar siswa tidak akan pernah lupa akan jasa para pahlawan seperti itukan

Researcher :Jenis permainan apa yang ibu pernah lihat guru bahasa inggris terapkan agar anak lancar dalam berbahasa inggris?

Mrs.Haerunia : Untuk saat ini yang saya lihat itu guru menyuruh siswa lari-lari trs hafal kosa kata pke bahasa inggris atau gk mereka sambil ngomong pke bahasa inggris dan menurut saya itu bagus si cara nya soalnya anak-anak itu pasti mereka ngomng secara sepontankan jadinya apa yang mereka ucap itu dah mereka angap benar.

Reseacrher : Apa yang ibu ketahui tentang model berbicara yang biasa guru bahasa inggris gunakan?

Mrs.Haerunia :Yang pastinya guru dan siswa saling berkomunikasi ajah sihh kalau dalam bahasa inggris tanpa ada komunikasi maka susah untuk guru arahkan siswa bisa di bilang respon siswa ketika mengajar itu perlu yahhh kan gk mungkin guru saja yang omong sedagkan siswa hanya diam intinya kembali lagi komunikasi yahhh apapun itu komunikasi dan respon itu penting dalam membangun bahasa .

Researcher :Ada tidak ibu untuk saat ini strategi media film digunaakan dalam meningkatkan keterampilan berbicara?

Mrs.Haerunia : Yang pastinya akan selalu ada yahh karna apa untuk zaman sekarang itu kalau cuman guru siswa seperti itu, siswa akan merasa bosan ketika dalam kelas nahh gunanya media itu untuk siswa gk merasa bosan ketika jam pelajaran berlangsung kami juga menyediakan seperti menyuruh mereka nonton youtobe, dan lainya tapi dalam pengawasan kami sebai guru yang bersangkutan karna siswa itu ilmunya cepat kalau sudah bilang mentonton dan alhamdulillah cara itu cukup bermanfaat bagi mereka apa lagi sekarang zaman new kan jadinya sulita kita itu sebagai guru arahkan siswa itu masa ALLAH gk mudah nanti juga mba akan menjadi seorang guru yahh taulahh .

Researcher : Guru biasanya menggunakan bantuan apa untuk mentranslet atau panduan pada siswa ibu?

Mrs.Haerunia :untuk siswa yang pastinya translet yahh karna gk mungkin kita maksain siswa kamu itu harus lancar bahasa inggris kamu harus bisa ini itu yang pastinya kita arahkan kita trasnlet satu persatu apa yang kita sampaikan di depan karna percuma juga guru menerangkan kalau siswa sendiri saja gk paham apa yang guru sampaikan.

Researcher :Biasanya guru memberikan diskusika tidak ibu kalau di sekolah?

Mrs.Haernia :Kalau itu sudah pasti yahh seperti diskusi kelompok dan yang lainya.

APPENDIX 4

RESULTH INTERVIEW

RESULTS OF INTERVIEW WITH ENGLISH TEACHER AT MTS AL-MADANIYAH JEMPONG BARAT

NAME   **: ASWADI,S.Pd**

Day/date   **: Thursday, 31 March**

Researcher   :Does the teacher apply engaging communicstion to improve students' speaking skills in class?

Have the teacher ever attended training/seminar activities on the application of good communication in the classroom?

Mr.Aswadi   : Yes, we apply very interesting communication with a method that will certainly increase student motivation

Often like : WARKSHOP, MGMP, LAPIS ELTIS.

Researcher   : Does the teacher used storytalling strategies to students?

Mr. Aswadi   :Yes, stories about famous figures, about the benefits of knowledge, stories about identity according to the material.

Researcher   :What kind of games do the teacher gave to stidents?

Mr. Aswadi   : Running direction, games card.

Researcher   : What kind of speaking model does the teacher give to students?

Mr.Aswadi   : Model feef back and quick respond

Researcher   : What kind of media do teacher use to improve speaking skill?

Mr.Aswadi   : Game card, picture, books

Reseacrher   : What kind of guidance dose the teacher apply to students?

Mr.Aswadi   : Leading, speaking translet.

Researcher : What types of discussion do teacher discuss in class?

Mr.Aswadi : Sudy group, the most effective teacher way that must be applied in the classroom for students because students and students respond well when we discuss and not only students but students with other themes discuss with each other to communicate using English in class.

Researcher :Is students motivation factor one of the obstacles to improving speaking skill?

Mr.Aswadi : The main factors of the environment and society and the difficulty is that the language of students at school often uses the local language

Researcher :Is the students vocabulary factor one of the obstacles to improving speaking skill?

Mr.Aswadi :Very influential in improving speaking skills and every teacher enters the class the teacher provides vocabulary as needed and directly put into practice.

Researcher :Is the school environment an inhibiting factor for improving students speaking skill?

Mr.Aswadi :Very influential because the average student uses the local language.

Researcher : How does the factor of friens at scholl affect at school to improve speaking skill.?

Mr.Aswadi : The main factor is the frequency of asking to speak using the regional language

Researcher : What is the relationship/interaction between teacher and students is it one of the obstacles to improving speaking skill at class?

Mr.Aswadi : lack of interaction between teachers and students.

Researcher :Is lack of self confidance an inhibiting factor for improving speaking skill at class?

Mr.Aswadi : Yes, a lack of self-confidence is very influential on students where the weaknesses that exist in a person are often the cause of the sudden emergence or loss of self-confidence. For example,

94

poor appearance, physical disability, and low educational background can cause students to lack self-confidence so that students are less interested in learning English.

APPENDIX 5

OBSERVATION GUIDELINES

"Guidelines for Observing teaching strategies used by teachers in improving students' speaking skills the MTs Al-madaniyah Jempong Barat"

No	The stetment of the problem	Indicator	Statement	Yes	No
1	What are the teaching strategies used by the teacher in improving students' speaking skills the MTs Al-madaniyah jempong barat.	Communication strategy	1. As a teacher who prioritizes student intelligence, he must provide interesting communication for students to be more active in speaking. 2. The teacher before using the strategy is indeed recommended to follow the strategy so that it is not wrong when using the application in students.		

		Storytelling Strategy	3. Teachers use it more often by remembering students' previous learning. 4. The teacher uses the application of memory to make it easier for students to learn beforehand.		
		Role play strategy	5. Teacher usually give story books to students story train students by reading 6. The stories that the teacher gives are like fairy tales and others .		
		Game strategies	7. The teacher gives games to students so that students do not feel bored with learning english in class 8. Games like guessing word and others		
		Modeled talk strategy	9. The teacher often repeats the material so that students understand better 10. Speaking models such as by facilitate students t pronuncition		

		Film media strategy	11. The teacher provides media to students so that students do not feel bored with the teachers lecture in class. 12. Teacher usually provide media by listening or not watching movies in class.		
		Guide conversation strategy	13. The teacher when finished the material always guides students to always learn english either in any way so that students are fluent in english. 14. Teacher usually provide guidsnce such as a lot of studing at home and always reading and while talking to be fluent in speaking.		
		Voice mesagges strategy	15. The teacher usually gives students a slightly challenging material so that students can think and in an unintentional way and experess it using englis. 16. Teacher usually gives encouragememnt to students who lack confidence in front of their friends. .		

		Strategy reading news	17. The teacher when sees students bored always gives story books to be read so that students understand and speak fluently. 18. The teacher usually asks students to read stories to students.		
		Point counterpoint strategies	19. Quite effective way the teacher often gives freedom to students to discuss this method is quite effective so that students can speak english quichly. 20. The teacher usually gives a discussion of the been discussed so that students always remember and can learn engkish quickly.		
2	What are the teacher's difficulties in improving students' speaking skills the MTs Al-madaniyah Jempong Barat.	motivation factor	21. The motivational factor is an inhibiting factor for students in improving speaking skills. 22. The low interest of students in participating in learning and students are less enthusiastic about participating in learning.		

		Lack of vocabulary factor	23. To determine whether students' speaking is good in terms of vocabulary, the vocabulary is very confusing for students because without a good vocabulary, students will find it difficult to speak well. 24. As it is known that the context of the word is a sentence medium with different meanings, with the difficulty, students find it difficult to connect sentences.		

		Environmental factor	25. A good environmental teacher will provide productive students, so it is necessary for a good teacher to prepare a comfortable environment for students to study at school. 26. The school environment is an important point that is very influential with the development of children's knowledge, therefore teachers must be more careful to prepare a positive environment for students.		

		friend factor	27. Of course, friends are an inhibiting factor for students' language development because students cannot speak alone without a friend to talk to 28. Friends are a very influential factor to improve speaking skills because without friends to practice speaking, students will have difficulty in practicing speaking.		

		Factors of relationship/interaction between teachers and students	29. Teachers and students sometimes very rarely interact because most teachers choose ego not to talk to students a lot. 30. Of course it was very inactive because it was rare to talk directly to students.		
		The factor of lack of confidence	31. The low self-confidence in students is caused by a lack of preparation and a lack of understanding of linguistic elements 32. Confidence is very influential in learning speaking skills.		

APPENDIX 6

OBSERVATION RESULT

"Guidelines for Observing teaching strategies used by teachers in improving students' speaking skills the MTs Al-madaniyah Jempong Barat"

No	The stetment of the problem	Indicator	Statement	Yes	No
1	What are the teaching strategies used by the teacher in improving students' speaking skills the MTs Al-madaniyah jempong barat.	Communication strategy	33. As a teacher who prioritizes student intelligence, he must provide interesting communication for students to be more active in speaking. 34. The teacher before using the strategy is indeed recommended to follow the strategy so that it is not wrong when using the application in students.		

		Storytelling Strategy	35. Teachers use it more often by remembering students' previous learning. 36. The teacher uses the application of memory to make it easier for students to learn beforehand.		
		Role play strategy	37. Teacher usually give story books to students story train students by reading 38. The stories that the teacher gives are like fairy tales and others .		
		Game strategies	39. The teacher gives games to students so that students do not feel bored with learning english in class 40. Games like guessing word and others		

		Modeled talk strategy	41. The teacher often repeats the material so that students understand better 42. Speaking models such as by facilitate students t pronuncition		
		Film media strategy	43. The teacher provides media to students so that students do not feel bored with the teachers lecture in class. 44. Teacher usually provide media by listening or not watching movies in class.		
		Guide conversation strategy	45. The teacher when finished the material always guides students to always learn english either in any way so that students are fluent in english. 46. Teacher usually provide guidsnce such as a lot of studing at home and always reading and		

			while talking to be fluent in speaking.		
		Voice mesagges strategy	47. The teacher usually gives students a slightly challenging material so that students can think and in an unintentional way and experess it using englis. 48. Teacher usually gives encouragememnt to students who lack confidence in front of their friends. .		
		Strategy reading news	49. The teacher when sees students bored always gives story books to be read so that students understand and speak fluently. 50. The teacher usually asks students to read stories to students.		

		Point counterpoint strategies	51. Quite effective way the teacher often gives freedom to students to discuss this method is quite effective so that students can speak english quichly. 52. The teacher usually gives a discussion of the been discussed so that students always remember and can learn engkish quickly.		
2	What are the teacher's difficulties in improving students' speaking skills the MTs Al-madaniyah Jempong Barat.	motivation factor	53. The motivational factor is an inhibiting factor for students in improving speaking skills. 54. The low interest of students in participating in learning and students are less enthusiastic about participating in learning.		

		Lack of vocabulary factor	55. To determine whether students' speaking is good in terms of vocabulary, the vocabulary is very confusing for students because without a good vocabulary, students will find it difficult to speak well. 56. As it is known that the context of the word is a sentence medium with different meanings, with the difficulty, students find it difficult to connect sentences.		

| | | Environmental factor | 57. A good environmental teacher will provide productive students, so it is necessary for a good teacher to prepare a comfortable environment for students to study at school. | | |
| | | | 58. The school environment is an important point that is very influential with the development of children's knowledge, therefore teachers must be more careful to prepare a positive environment for students. | | |

| | | friend factor | 59. Of course, friends are an inhibiting factor for students' language development because students cannot speak alone without a friend to talk to
60. Friends are a very influential factor to improve speaking skills because without friends to practice speaking, students will have difficulty in practicing speaking. | | |
| | | Factors of relationship/interaction between teachers and students | 61. Teachers and students sometimes very rarely interact because most teachers choose ego not to talk to students a lot.
62. Of course it was very inactive because it was rare to talk directly to students. | | |

		The factor of lack of confidence	63. The low self-confidence in students is caused by a lack of preparation and a lack of understanding of linguistic elements 64. Confidence is very influential in learning speaking skills.		

APPENDIX 7

RESULTH OBSERVATION GUIDELINES

RESULTS OF OBSERVATION GUIDELINES WITH ENGLISH TEACHER AT MTS AL-MADANIYAH JEMPONG BARAT

Name   : **ASWADI,S.Pd**

Day/date   : **Wednesday, 17 november 2021**

Researcher   : What do you know about teaching strategies?

Mr.Aswadi   : Teaching strategies are the ways that teachers usually use for the needs of certain subjects so that the method is appropriate and students can understand easily.

Researcher   : What strategies do you use at school?

Mr.Aswadi   : A lot such as communication strategies, storytelling strategies, game strategies, film strategies and many more, for Corona yesterday I usually asked students to watch YouTube how to communicate or communicate in English to be fluent in speaking and continue to memorize English vocabulary.

Researcher   : What are the difficulty factors of teachers in improving speaking skills?

Mr.Aswadi   :The first difficulty is the environmental factor because we know that the environment is very important for children. If the child lives in an environment that often uses regional languages, it is difficult for children to learn English, secondly, the vocabulary factor is honest, for now at this school, students are very lacking in vocabulary. where vocabulary is important for children in learning vocabulary, the three friend factors can also be because students are very difficult in speaking English if they themselves only want to be friends from the same region and automatically they also often use regional languages with their friends.

APPENDIX 8

"Guidelines For Documentation Of The Teaching Strategies Used By Teacher In Improving Students' Speaking Skill the Mts Al-Madaniyah Jempong Barat"

1. School profile of MTs Al-Madaniyah Jempong Barat.
2. Photos and videos of MTs Al-Madaniyah Jempong Barat.
3. Data for students of MTs Al-Madaniyah Jempong Barat.
4. Data for teachers of MTs Al-Madaniyah Jempong Barat.
5. Organizational Structure of MTs Al-Madaniyah Jempong Barat.

DOCUMENTATION PICTURE

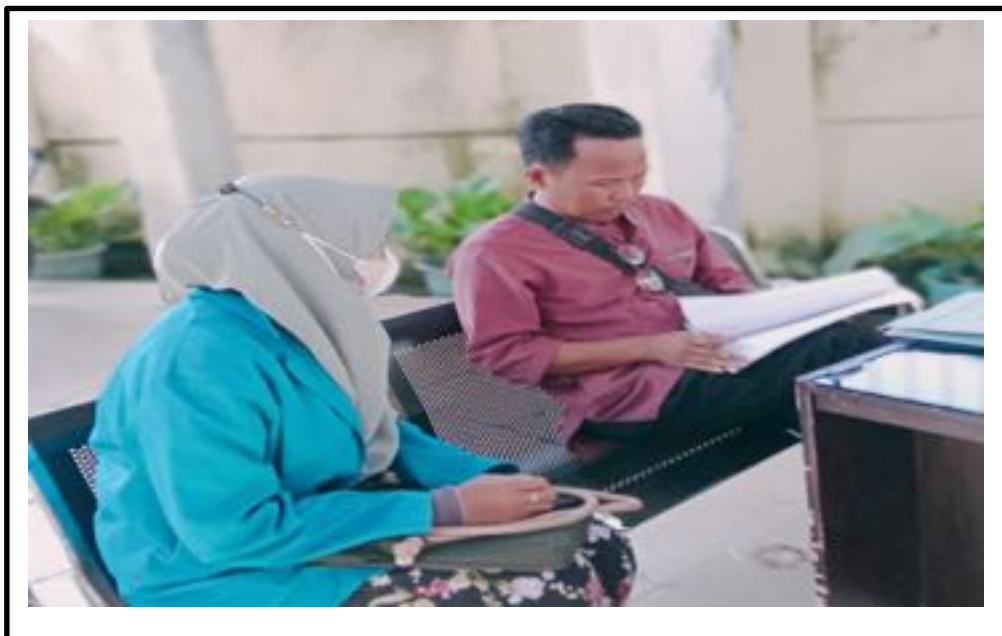**Picture 2.2 Teacher data for MTs Al-madaniyah jempong barat.**

Picture 2.3 Organization structure MTs Al-madaniyah jempong barat

Picture 2.4 Students data and students parent data MTs Al-madaniyah

jempong barat

Picture 2.5 Mrs. Haerunia as the principal the Mts Al-madaniyah jempong barat

Picture 2.6 Mr. Aswadi Interview Documentation MTs Al-Madaniyah jempong barat

Picture 2.7 Mr.Aswadi Documentation Observation Mts AL-Madaniyah

jempong barat

Picture 2.8 English teacher teaching and learning activities the Mts Al-

madaniyah jempong bara

Picture 2.9 Documentation strategy use at MTs Al-mad122aniyah jempong

barat