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THE TEACHER STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES IN SPEAKING AT ENGLISH INTENSIVE PROGRAM OF MA AN-NUR CIREBON

THESIS

Submitted to the Department of English Language Education, Faculty of Education and Teacher Training, State Institute for Islamic Studies *Syekh Nurjati* Cirebon in Partial Fulfillment of the Requirements of Bachelor of Islamic Education in English Language Education

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING SCIENCE OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES

CIREBON

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RATIFICATION

This thesis which is entitled in **THE TEACHER STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES IN SPEAKING AT ENGLISH INTENSIVE PROGRAM OF MA AN-NUR CIREBON** written by Ririn Rianingsih with the student number 14111320123 has been examined on 10th June 2015. It has been accepted by board of examiners. It has been recognized as one of the requirements for Bachelor of Islamic Education in English Language Education at Faculty of Education and Teacher Training, the State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

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ABSTRACT

Ririn Rianingsih. 14111320123: *The Teacher Strategies in Overcoming Students' Difficulties In Speaking At English Intensive Program Of MA An-Nur Cirebon.*

This research investigated the teacher strategies in Overcoming Students' Difficulties In Speaking At English Intensive Program. As matter effect, many students often find difficulties in speaking. Teaching strategy can solve the students difficulties. It is used to measure the learning process, learning result and the impact of learning activities. Each school has its own strategy to develop its own output, means the quality of students and graduation. Also with MA An-Nur Cirebon has certain program namely *"English Intensive Program"* to improve students' competence in speaking English.

The goals of the research are: (1) to describe the implementations of the teacher strategies in teaching Speaking at English Intensive Program of MA An-Nur Cirebon, (2) to describe the students' difficulties in speaking at English Intensive Program of MA An-Nur Cirebon, and (3) to describe the strategies of the teacher in overcoming students' difficulties in speaking at English intensive program of MA An-Nur Cirebon.

The method of this research is descriptive qualitative research. It takes place at MA An-Nur Cirebon. The participants of this study were an English teacher and all the students who join English Intensive program. The primary sources of data for this research are observation interview and study of document. While, the secondary data of this research are questionnaire, journals and books.

The result shows that the teacher used some strategies in teaching speaking at English Intensive program, there are lecturing, review, sharing, discussion and telling story. But, the students still difficult to speak English. The problems consist of : limitedness of vocabulary, Problem in choosing vocabulary, lack of understanding of grammatical pattern, incorrect pronunciation, and inconfidence to speak. Then, the teacher has some strategies to overcome students' difficulties in speaking, there are: debate, role play, prepared talks, interview, games and brainstorming. It was also found out that the teacher strategy in overcoming students' difficulties at English Intensive program has good impact to the students response.

Key Words : Strategy, Teaching Speaking, Students' difficulties in speaking, English Community.

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CHAPTER I
INTRODUCTION

1.1 Background of The Problem

This research investigated the teacher strategies in overcoming students' difficulties in speaking at English Intensive Program. Learning speaking English with low participant in the classroom it is not successfull. As matter effect, many students often find difficulties in speaking activities. It was found out from students at MA An-Nur Cirebon when the researcher observed in those schools. They seem difficult to speak in the classroom. Then the researcher found an alternative program at MA An-Nur to overcome the students' difficulties in speaking. The program name is English Intensive Program. Usually, they had the meetings after the reguler class had done. At the beginning, the club aimed at facilitating the students of MA An-Nur Cirebon to have a place for practicing and improving their English speaking skill outside of the classroom sessions. This organization was established and organized by the headmaster of the school. Based on the preliminary observation, the club provides some activities to improve speaking skill. The students of MA An Nur Cirebon could speak English as often as possible in that program.

In addition, teachers have to choose the aproppriate strategy for the students with different quality and quantity (Brown, 2001 : 160). Besides teachers attempt to create good learning atmosphere to make students experience the learning process by using both aproppriate materials and teaching strategies delivered by teachers. However all teachers endavor to comply with students' needs has something to do with properly selecting accurate teaching strategies.

Speaking is an important aspect to people in their lives. Because by speaking people can communicate their feeling, share the ideas and opinions. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. Speaking is one of important parts in teaching language also because it includes one of four basic language skills. To speak in the foreign language in order to share understanding with other people who need attention to accurate the specific language. A speaker need to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. So that, speaking is a fundamental skill that foreign language learners should master (Richards (2008: 19), Ur (1996: 120)).

Speaking is a productive skill, because the people produce language by speaking. Speaking is one of an observable skills in language skills, (Nashruddin, 2012: 77). Then Brown (2004: 140) states that "Speaking skill can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production tests". Moreover, Brown (2004: 272) divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

Speaking is one of difficult skills, because the foreign language learners sometime are affraid in making mistakes when they try to speak. One of the problems in learning speaking are the learners affraid to express their ideas, language, how to use grammar, vocabullary and pronunciation in their communication with the people, (Hughes, 2011: 6). Students who can communicate in English fluently with a good grammar, pronunciation, fluency, accuracy, comprehension, and appropriate vocabularies will be considered to have a skill in English. However, to achieve this highest target of English is not an easy thing because when speaking students must speak and think about the components of speaking at the same time. Therefore, students should learn those components of speaking to become a good speaker. In this case, students should master those components of speaking in the process of learning speaking skill. It becomes a task for English teacher in the school to create an enjoyable, interesting and interactive English class for students especially in every speaking activity to make them confident to speak. Moreover, the goal of teaching speaking is improving students' speaking skill when they are interacting with other people.

In the previous research in the speaking area, the researcher divided into five sides. There are strategy in teaching speaking, method in teaching speaking, speaking anxiety, public speaking and teachers' strategy in teaching and learning speaking. The first side in the research of speaking discussed about the strategy in teaching speaking. The research in the strategy in teaching speaking was written by Yuniarti (2008), Aini (2010), Jondeya (2011), Ayu Suputri, (2013), Widyawati, (2014), Surtikanti (2011), Ma'arif (2014), Ismuwardani, (2014), Rianjani, (2014), Sumini, (2014), Frista Sukma, (2012), Sari, (2014), Prihastuti, (2013) and Wastinih, (2013). The second side in the research of speaking is discussed about method in teaching speaking. The research in the method of teaching speaking was written by

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Amrizal (2014), and Titi (2014). The third side in the research of speaking is discussed about speaking anxiety. The research in speaking anxiety was written by Occhipinti, (2009), Mahmoodzadeh, (2012), and Cheng, (2009). The fourth side in the speaking discussed about public speaking. The research in public speaking was written by Pan, (2010) and Debra (2007). The fifth side in the speaking discussed about strategy in teaching and learning speaking. The research in strategy in teaching and learning speaking was written by Anjaniputra (2013), Merdekawati (2011), Wijayati (2011), Wahyuni (2013), Maghfiroh (2014) and Purwatiningsih (2014). Based on the previous researches above, the position of the current research is on the strategy in teaching and learning speaking. The current research try to analyse the teachers' strategies in overcoming students' difficulties in speaking. The gap of this research with the previous research is the current research focuses on the teachers' strategies in teaching speaking of the students at English intensive program.

Strategy is an important aspect in teaching and learning process. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Silver, et al (2007: 1) "The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal". Strategy The teacher should able to choose aproppriate strategy in teaching Speaking for the students.

Strategy can solve the students difficulties when they try to express themselves in Speaking English. Because the students usually find some problems in speaking activities. Then, the students will frustrate in learning a foreign language, because they do not understand how to make it easy. The students problems in speaking activities are, they have no motivation to express themselves in speaking activities, they have low participation in doing speaking activities, and they have mother tongue in classroom, (Ur, 1996 : 121). So, the teacher should able to choose an aproppriate strategy in order to make the students understand about the content and the teacher should guide the students to express their ideas in speaking activities at the classroom.

Because of the importance of strategy, the researcher wants to analyze the teachers' strategies in overcoming students' difficulties in speaking at English Intensive Program. The research gave some descriptions about the teachers' strategy in overcoming student's difficulties in speaking at English Intensive program. The purpose of this research are: to

describe the implementation of teacher strategies in teaching speaking at English Intensive Program, to describe the students' difficulties in speaking and their reasons and to describe the strategies used by the teachers in overcoming students' difficulties in speaking at English Intensive Program.

1.2 Focus of The Study

As researcher states that teacher's strategies influence learning process in classroom whether it is successful or not, teaching speaking is quite different related to its complexity. The current research would like to investigate the teacher strategies in teaching speaking at English Intensive Program of MA An-Nur Cirebon. Then the researcher focuses on teaching speaking at English Intensive Program as English community at MA An-Nur Cirebon. Furthermore, the researcher does not study about teacher strategies at regular class. Because the researcher only conduct the study at English community at those school, namely English Intensive program which facilitated the students in speaking outside the classroom session. In addition, the researcher takes an English teacher who teach at English Intensive Program and 16 students who join at those program as respondents of this research.

1.3 Questions of The Research

Based on the description above, the problem of this research was formulated into the following question :

1. How are the implementations of the teacher strategies in teaching speaking at English Intensive program of MA An-Nur Cirebon?
2. How are the students' difficulties in Speaking at English Intensive Program of MA An-Nur Cirebon?
3. What are the strategies of the teacher in overcoming students' Difficulties In speaking at English intensive program of MA An-Nur Cirebon?

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1.4 Aims of The Research

Based on the research formulation stated above, this research was aimed:

1. To describe the implementations of the teacher strategies in teaching speaking at English Intensive program of MA An-Nur Cirebon
2. To describe the students' difficulties in Speaking at English Intensive Program of MA An-Nur Cirebon
3. To describe the strategies of the teacher in overcoming students' difficulties in speaking at English intensive program of MA An-Nur Cirebon

1.5 Significance of The Research

The significance of the research can be theoretically and practically.

1. **Theoretically**
   a. The result of the study can be used as input in understanding the teachers' strategy in overcoming students' difficulties in speaking.
   b. The result of the study can be used as input in understanding the students need in improving their speaking skill.
   c. The result of the study can be used as the reference for those who want to conduct a research in Strategy in teaching speaking.

2. **Practically**
   a. For the teachers

The result of this research can be used as references or reflection for the teachers about their understanding of the strategy in overcoming students' difficulties in speaking, so that the teachers can increase the teachers' ways during English learning process.

b. For the students

The result of this research can motivate the students to improve their speaking skill in the next future.

c. For the researcher

This research can develop the researcher knowledge about the teachers' strategies in overcoming students' difficulties in speaking at English intensive program.

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1.6 Theoritical Foundation

1.6.1 Strategy

1.6.1.1 The Definition of Strategy

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Oxford, (1990: 7) states that "the term 'strategy' comes from the ancient Greek word *strategia* meaning 'generalship' or 'the art of war'. Then Silver, et al, (2007: 1) states that "The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal".

Strategies are not new to most educators. Then, Silver, et al, (2007: 4) states several reasons of strategies become an important part in education as follows:

1. Strategies are tools for designing thoughtful lessons and units
2. Strategies make the work of differentiating instruction manageable for teachers and motivating for students
3. Strategies provide the tools needed to bring thoughtful programs alive in the classroom
4. Strategies build the skills needed for success on state tests
5. Frequent use of strategies leads to consistent and significant gains in student achievement
6. Strategies build different kinds of knowledge

1.6.1.2 Types of Strategy

a. Prepared talks

Prepared talks represent defined and useful speaking genre, and properly organized, can be extremely interesting for both speaker and listener (Harmer, 1989: 271). A popular kind of activity the prepared talks where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation;

because they are prepared, and however if possible, students should speak from notes rather than a script.

b. Role-play

Many students derive great benefit from simulation and role play (Harmer, 1989: 271). One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role play activities are also pertinent way of integrating skills in the language classroom.

c. Brainstorming

Brainstorming is one of the activities which can be done in pre – teaching stage. In general, the teachers activated their students' knowledge by asking questions of related words within text or the title given which were called brainstorming activities. Crawford et al, (2005:29) state that brainstorming as one of very popular tasks in learning activities that can help students to elicit background knowledge and to activate necessary schemata. In addition, Brown (2001:184) defines that brainstorming is a technique whose purpose is to initiate some of sort of thinking process.

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student’s imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly.
- Designate one person in the group as the recorder of ideas.
- Accept and record all ideas or suggestions.
- Build on other people’s ideas.
- Do not criticize anyone else’s ideas.
- Remember that, initially, quantity of ideas is more important than quality.

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d. Oral Interview

According to Kayi, (2006: 53) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no preparation on the part of the students. In a classroom setting, interview can take the form discussions or conversations with the teacher and with other students.

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

e. Debate

Debate can be present opportunities for students to engage in using extended chunks of language for a purpose. A debate is type of role-pay where the students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

According to Simon (2005 : 3) there are two teams in every debate. One team is required to argue that the topic is *true*. This team is called the ‘affirmative’, or sometimes the ‘proposition’. The other team is required to argue that the topic is *not true*. This team is called the ‘negative’, or sometimes the ‘opposition’. Each team uses two basic types of argument to support for its side of the topic. First, there are *substantive arguments*.

These are prepared arguments in favour of a team's side of the topic. Second, there is *rebuttal*.

f. Games

According to Wright et al (2006 : 1) the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to *experience* language rather than merely *study* it.

g. Telling Story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends, (Harmer, 2007 : 129).

h. Discussion

According to Auner (1947: 287), In our everyday talk the term discussion is both widely and loosely used. We apply it to chance conversations, where the theme is subsidiary to the desire to get acquainted, where the talk passes from on topic to another and only by chance lingers long enough anywhere for the through consideration of a subject.

Discussion should have the following characteristics:

1) General participation. Discussion aims to make it possible for each individual to speak as well as to listen. Intelligent listening followed by informed action is participation.

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2) Informality. Discussion aims at an organized informality.
3) Purpose. Discussion is talk with a purpose. The member of the group have come together because they have information or ideas to exchange about some specific problem, or because they want to hear what their fellows have to say about it.
4) Planning, except for the occasional spontaneous discussion that happen when a and interested minds meet, discussion requires a leader and a plain. The leader should direct the progress but not the out come of the discussion.

1.6.2 The Nature of Speaking

Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. Speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed, (Brown (2004: 140). Speaking is a skill and such as needs to be developed and practiced independently of the grammar curriculum (Thornburry, 2005: 4).

Speaking is a productive skill, because the people produce language by speaking. Speaking is one of an observable skills in language skills, (Nashruddin, 2012: 77). Then Brown (2004: 140) states that “Speaking skill can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production tests”

Speaking defines as reciprocal and physically situated face-to-face interaction (Carter and Nunan, 2001: 16). Reciprocal means that speakers can give simultaneous contribution to the discourse and respond to each contribution as soon as possible. Whereas, physically situated face-to-face interaction means that speakers can see each other thus they can understand some physical context and physical signal to show their attention to the interaction and their intention for responding the utterances. Furthermore, speaking also defines as physically situated face-to face interaction which means that both of speaker and interlocutor can see each other. They can use physical context and physical signal for indicating their attention or intention to the

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interaction and for making some contribution or for responding the topic being discussed.

On the other hand, McDonough and Shaw (2003: 133) see that speaking is not an oral form of written language because it requires learners' ability to use its sub skills to form a complete competency of spoken language. With this argumentation can be concluded that speaking differs from oral form of written language because to achieve speaking competency learners are not only required to be able to speak but they also need to be able to master speaking sub-skill such as pronunciation, stress, intonation, turn-taking ability, and so on. When the speakers involve in speaking activity, speaking sub-skills will give some important contributions for maintaining or managing speakers' relation with the other speakers in speaking activity. This relation is useful for delivering their message clearly and for communicating successfully.

Speaking is active uses of language that makes on learners of language in term of sharing meaning (Cameron, 2001: 41). In other words, speaking is the active use of language to express meanings so that other people can make sense of them. The label productive uses of language can be applied to speaking receptively. To construct understanding in a foreign language, learners will use their existing language resources, built up from previous experience of language use. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and a correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listener will understand. Speaking activities, because they are so demanding, require careful and plentiful support of various types, not just support for understanding, but also support for production.

The mastery of speaking skill in English is a priority for many second-language or foreign language learners (Richards, 2008: 19). Learners often measure their success in learning foreign language through how much they feel their speaking skill has improved. Therefore, the teachers try to get the best method, approach or technique that is good to improve the students' speaking skill since there are varieties of methods, approaches, and techniques appear from direct approaches where the teacher focuses on specific features of oral interaction to indirect approaches where the teacher focuses in creating a condition for oral interaction which is appropriate for students.

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1.6.3 Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of number of different abilities, which often develop at the different rates. Harmer (2001), when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects – knowledge of 'language features', and the ability to process information on the spot, it means 'mental/social processing'.

The first aspect, language features, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

- connected speech – conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning – weakened sounds);
- expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (supersegmental features);
- lexis and grammar – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- negotiation language – in order to seek clarification and to show the structure of what we are saying. (Harmer 2001, 269-270)

1.6.4 Types of Speaking Performance

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a.Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b.Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in

pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c.Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d.Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e.Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

1.6.5 Micro and Macro Skills of Speaking

According to Brown, (2004: 142-143) speaking consist of microskills and macroskills. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speakers focus on the larger elements : fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro- and macroskills total roughly 16 different objectives to assess in speaking.

a. Microskills

1. Produce differences among English phinemes and allophonic variants
2. Produce chunks of language of different lengths
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours
4. Produce reduced forms of words and phrases

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5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes
6. Produce fluent speech at different rates of delivery
7. Monitor one's own oral production and use various strategic devices
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents : in appropriate phrases, pause groups, breath groups, and sentence constituents
10. Express a particular meaning in different grammatical forms
11. Use cohesive devices in spoken discourse

b. Macroskills

1. Appropriately accomplish communicative functions according to situations, participants and goals.
2. Use appropriate styles, registers, implicatures, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-toface conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

1.6.6 Teaching Speaking

The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue

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hesitation, (Ur, 1996: 56). Nunan (1998: 39) sees “mastering the art of speaking” as the most important aspect of learning a language.

According to Hughes (2003: 113), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003, p. 48) who has clarified it as to teach English language learners to

- produce the English speech sounds and sound patterns;
- use words and sentence stress, intonation patterns and the rhythm of the second language;
- select appropriate words and sentences according to the proper social settings situation and subject matter;
- organize their thoughts in a meaningful and logical sequence;
- use language as a means of expressing values and judgments, and
- use the language quickly and confidently.

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

From the basic of teaching English, speaking is one of English skill which must be taught to the learners. Language is identical with the skill in communicating with other using spoken form. So, teaching speaking one more become very significant to be taught. In this part, teaching speaking will be explored into the reason for teaching speaking, kinds of speaking activities, and teachers’ role in speaking activities. Here are some descriptions about those theories;

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1.6.6.1 Objectives of Teaching Speaking

In teaching speaking the students are asked to bo more active in speaking activities. Also in the curriculum, speaking becomes an important competence that should be mastered by the students. Finally, speaking skill is very important to be taught by in the school, especially. “There are three main reasons for getting students to speak in the classroom” (Harmer, 2007:123). Firstly, speaking activities provide *rehearsal* opportunities, chances to practice real life, speaking in the safety of the classroom. Secondly, speaking tasks in which the students try to use any or all of the languages they know provide feedback for both teacher and students. Then thirdly, the more students have opportunities to activate the various elements of language they have stored in their brains. As a result, the students will be able to use words and phrases fluently without very much conscious thought.

Teaching speaking depends on there being a classroom culture of speaking, and that classrooms need to become very crowded classroom because of speaking. In other words, students will be much more confident speakers and their speaking ability will improve if the teaching process in the classroom is attractive. The teachers their selves who need to arrange the speaking activities to be applied in the classroom. So, the quality of teaching speaking will be very influenced by the speaking activities applied by the teacher in the classroom.

1.6.6.2 Principles for Designing Speaking Activities

There are many kinds of activities that can be applied when the teacher teaches speaking. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teachers also should consider about the activities will be applied to the students. It should be appropriate to be applied to the students’ level, and it should be beneficial to improve speaking skills. “Good speaking activities can and should be extremely engaging for the students” (Harmer, 2007:123).

There are seven principles for designing speaking techniques (Brown, 2001:275);

1. Use techniques that cover the spectrum of learners need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful context
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

1.6.6.3 Teachers' Role in Speaking Activities

Teachers have a significant role in teaching speaking class in the classroom. They do not only prepare the activities of speaking applied in the classroom, but they also sometimes involved in the students activity. Some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves. There is nothing wrong with teachers getting involved, of course, provided they do not start to dominate. Although it is probably better to stand back so that you can watch and listen to what's going on.

Sometimes, however, teachers will have to intervene in some way if the activity is not going smoothly. If someone in a role play can't think of what to say, or if the discussion begins to dry up, the teacher will have to decide if the activity should be stopped because the topic has run out of the steam, or if careful prompting can get it going again.

There are 3 roles of the teachers in speaking activities (Harmer, 2007:275);

a. *Prompter***:** students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. Teachers can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, teachers may be able to help them and the activity to progress to offering discrete suggestions.
b. *Participant***:** teachers should be good animators when asking students to produce language. At other times, however, teachers may want to

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participate in discussion and role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

c. *Feedback provider*: when students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. When students have completed an activity it is vital that we allow them to asess what they have done and that we tell them what, in our opinion, went well.

1.6.6.4 Developing Speaking Activities

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages. Three elementary stages have been suggested: pre-activity stage, during-activity stage, and conclusion stage. For the purpose of this thesis, the researcher adopted these three stages. Primarily, the lessons plan in the current study will be based on Harmer's (2001) theoretical inputs related to organizing pairwork and groupwork, which originally and as suggested, each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources. Harmer (2001: 122-124), when considering organizing groupwork and pairwork in relation to various communicative and pre-communicative speaking activities, proposes three stages – before, during, and after. The three stages explained as follows :

a. Pre-Activity Stage

The first stage, pre-activity stage, includes two focus areas - 'engage-instruct-initiate sequence', of which the name has been borrowed from Harmer (2001: 58-59), and 'grouping students', it means dealing with the ways that can be initiated in order to divide learners into groups or pairs in case of including groupwork and pairwork activities.

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b. During-Activity Stage

During-activity stage focuses on ‘the roles of the teacher’ that he or she can take on during activities, and, what can be suggested concerning the roles of the teacher. Another focus area concentrates on ‘providing feedback during activities’; and, finally, ‘the mother tongue use’, which discusses attitudes towards mother tongue use in the classroom, and actions that can be taken to promote the use of English will be included in this stage.

c. Conclusion Stage

Conclusion stage includes the areas which focus on the process of ‘stopping the activity’, it means the appropriate time and method selection; and, ‘providing feedback’ after the activity.

1.6.7 Learning Speaking

All around the world, students of all ages are learning to speak English. They realize that they need to master in speaking skills as a target for learning language. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. This sub chapter covers four pints about learning speaking, those are purpose for practicing speaking, criteria of successful learners, learners’ strategies in learning speaking, and learners’ role in speaking activities. The explanation of each literature is as follows;

1.6.7.1 Purpose for Practicing Speaking

The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more practices and more use that language. Also in learning speaking English, the students need to have more practice in speaking English. The ability of speaking needs to have a routine conversation. By practicing speaking the students will build some language features (Harmer, 2007:269) as follows;

a. *Connected speech***:** effective speakers of English need to be able to produce the individual phonemes of English (as in saying *I would have gone*) but also to

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use fluent connected speech (as in *I'd I've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.

b. *Expressive devices*: native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

c. *Lexis and grammar*: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. *Negotiation language*: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more writing-like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

Besides building the language features that we have discussed above, practicing speaking also will build mental/social processing. If part of speaker's productive ability involves the knowledge of language skills such as those discussed

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above, success is also dependent upon the rapid processing skills that that talking necessitates. The mental/social processing included (Harmer, 2007:271);

a. *Language processing:* effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit or rapid language processing in English.
b. *Interacting with others:* most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
c. *(On-the-spot) information processing:* quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instants response is very culture-specific, and is not prized by speakers in many other language communities.

1.6.7.2 Criteria of Successful Learners

Characteristics of successful speaking activity are (Ur, 1991:120):

a. *Learners talk a lot***.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
b. *Participation is even.* Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.
c. *Motivated is high.* Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

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

1.6.7.3 Students' Problem in Learning Speaking

The students often face some difficulties in doing speaking activities. Some students may be successful in doing speaking activities, but most students also get many problems with speaking activities. Here are some problems with speaking activities (Ur, 1996: 121):

a. *Inhibition*. Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.
b. *Nothing to say*. Even they are not inhibited, you often hear learners complain that they cannot think anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
c. *Low or uneven participation*. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
d. *Mother tongue use*. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some classes-particular, the less disciplined or motivated ones to keep to the target language.

In other references there some aspects that makes speaking difficult. While the problems have been explained above are the problems of the learners in speaking activity, here are some problem that comes from the language target itself. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult (Brown, 2001: 270).

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a. *Clustering***.** Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering
b. *Redundancy***.** The speaker has an opportunity to make meaning clearer through the redundancy of language
c. *Reduced forms*. Contractions, reduced vowels, etc. all are special problems in teaching spoken English
d. *Performance variable.* One of the advantages of spoken languages is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections
e. *Colloquial language.* Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms
f. *Rate of delivery.* One of your task as teacher in teaching spoken English is to have learners achieve an acceptable speed along with other attributes of fluency
g. *Stress, rhythm, and intonation.* The stress-times rhythm of spoken English and its intonation patterns convey important messages
h. *Interaction.* Learning is to produce wave in language in vacuum-without interlocutors-would rob speaking skills of its richest component: the creativity of conversational negotiation

Next is Linguistic Factor that become the students difficult in speaking

1. Lack of Vocabullary

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English, Smith (2011). Vocabulary, as Smith further argues, is the basic for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written, in English. The importance of vocabularies for students has also been argued by some theorists like Huyen and Nga, (2003). They say that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This

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means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabularies given.

Causes of Lack of Vocabulary

Based on his research to the Vietnamese students, Huyen (2003) says that there are two factors causing students' lack of vocabulary. First, students consider that the teacher's explanation is simply for meaning or definition, pronunciation, spelling and grammatical functions. The students in this context consider that those things mentioned are nothing to do in vocabulary learning.

2. Lack of Understanding of Grammatical Patterns

It is argued so far that learning grammar cannot be separated from learning a foreign language. Further Dykes (2007: 5) defines that grammar is a language to talk about language. It is impossible, for example, to offer a meaningful explanation for why we say 'did it well' rather than 'did it good' if there is no shared understanding of the language for talking about language – to explain that 'good' being an adjective qualifies a noun, e.g. 'He did a good job,' but 'well' , an adverb, is used for adding meaning to a verb, e.g. 'he did it well'. In fact, learning foreign language becomes difficult since the target language has different system from the native language (Haryanto, 2007). Further Haryanto adds that when someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language. As it is known, efficient communication cannot take place without correct grammar (Savage et al, 2010). This idea is similar to Foppoli's statement (2009). He says that grammar provides students with the structure they need in order to organize and put their messages and ideas across. In this sense, they will not be able to convey their ideas to their full extension without a good command of the underlying grammar patterns and structures of the language. Therefore, teaching grammar explicitly is also helpful for students to speak English better.

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Causes of Lack of Understanding of Grammatical Pattern

In terms of the cause of lack of understanding of grammatical pattern, Dykes (2007: 192) argues that students' inability to use grammar correctly is also caused by: confusion between words, Past tense and past participle, Double negatives, Double comparatives, and Redundant Adverbs.

3. Incorrect Pronunciation

It is stated that correct and clear pronunciations are important in language learning because good pronunciation makes the communication easier to understand (Dan, 2006 cited in Varasarin, 2007). Being unable to pronounce well can cause the students to be poorly perceived and understood by others. This indicates that paying attention to this linguistic aspect is also important because students' low ability in pronunciation can also become obstacle for the students to speak (Liu, 2007). In many cases, especially in EFL class, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. They are also afraid of being an object of their peers' evaluation. This condition becomes an obstacle for them to speak in English class (Gilbert, 2009). Further Gilbert states that it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. They find that they "sound foreign" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved clearness in the second language. All these show that allowing students to practice pronouncing words more in the class is also worth considering.

Causes of Incorrect Pronunciation

The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language. In this situation, students wish that they could speak English fluently but most of them think that English is too challenging for them to master (Varasarin, 2007 and Solihin, 2009). Regarding this, some experts view incorrect pronunciation has been caused by instruction goal and the teacher himself and the teaching and learning in this area which is still inappropriate (Varasarin, 2007). In her further note, Varasarin says that pronunciation is an area that some teachers avoid or are reluctant to teach because

the teachers find it difficult to teach due to their low ability in pronunciation area. This means that a good command in English pronunciation should also be the focus of the teachers' professional development so that they can become a good model for their students The fact that pronunciation has not been the teachers' concern has been proven by studies conducted by Claire (1993), Fraser (2000) and Yates (2001); in Varasarin (2007), among other. In this case, they find that many teachers tend to avoid dealing with pronunciation because they lack of confidence, skills and knowledge. All these show that focus on improving both teachers and students' pronunciation is urgent to be conducted.

Then, what the teacher can do to help to solve some or the problems above. This is the duty of the teachers to help the students solve their problems. Here are some ways to solve it (Ur, 1996: 121):

a. Use group work
b. Base the activity on easy language
c. Make a careful choice of topic and task to stimulate interest
d. Give some instruction or training in discussion skills
e. Keep students speaking the target language

1.6.8 Asessment of Speaking

Assessment is a process of collecting and analyzing the data to measure the result of students' achievement. The assessment activities is applied to achieve, to analyze, and to interpret data about the result of students' progress in teaching learning process systematically and continuously.

In the end of learning English the students will be measured in order to know their improvement in learning English. It means in learning speaking, the students' ability also will be measured by the teachers. Talking about measuring ability it is known as *testing* or *test.* "A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 2004:3). In the speaking test, means that there will be some aspects like fluency, accuracy, and comprehensibility. The test also should be appropriate to test those aspects or domain.

In other hand, progress or achievement test of speaking ability is designed to measure learners' skill progress in relation to the syllabus they have been following. Achievement test only work if they contain item types which the students are familiar

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with. If students are faced with completely new material, the test will not measure the learning that has been taking place that is learning speaking. Moreover, achievement test at the end of a term should reflect progress of speaking skill, not failure. They should reinforce the learning that has taken place. They can also help us to decide on changes to future teaching programs.

There are two types of test item (Harmer, 2007: 322):

a. Direct test item. It asks candidates to perform the communicative skill which is being tested. Whereas direct test items try to be as much like real-life language use as possible.
b. Indirect test item. It tries to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills. Whereas, it tries to find out about a student's language knowledge trough more controlled items, such as multiple choice question or grammar transformation items.

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability will be measured by speaking measurement adapted from Arthur Hughes collaborated with FSI (foreign service instate). There are five components have ratting range from 1-6 with different weighting point from the lowest to the highest.

The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.

Table 1.1 Speaking Assessment Rubric

Pronunciation	
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	Foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked foreign accent and occasional mispronunciations which do

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	not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of foreign accent.
Grammar	
1	Grammar almost entirely inaccurate expert in stock phrases.
2	Constant error showing control of very few major patterns and fluently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
5	Few errors, with no patterns of failure
6	No more than two errors during interview
Vocabulary	
1	Vocabulary inadequate foe evens the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educates native speakers
Fluency	
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for shot or routine sentences

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3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

1.6.9 Community

1.6.9.1 English Community

Community is group of some people who share and concern a passion for something they do and learn how to do it better as they interact regularly. Community is people forming a smaller social unit within a larger one, and sharing common interest, work, identity, location, etc. a college community, the labor community. According to Redfield (1963:113), community is small settlement of people self-contend and distinct from all other communities.

The community is very important for the learning and maintenance of a language. A learner of the target language who has no contact with a community in which the language is spoken will have more possible failure to learn or maintain his or her target language.

Communicative language teaching and learning require a sense of community, an environmental of trust and mutual confidence where learner may interact without fear or threat of failure. Communication involve not an expression of the segmented self but total openness of the self. Such communication would behave to be present in the authentic community. Good teacher have long recognized the value of community in all learning environment and have found ways to encourage group cohesiveness and responsibility without community there can be no communication. Individuals in foreign language community often demonstrate cognitive development, creative thinking, and attention abilities that surpass their monolingual peers.

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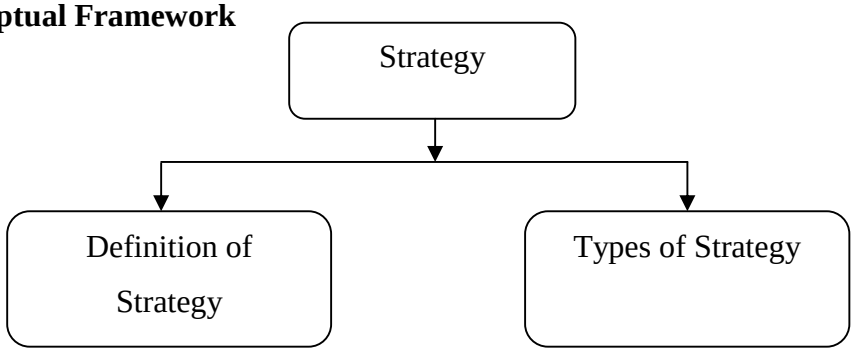
1.6.9.3 English Intensive Program

In response to the educational process by the government through educational institutions: elementary, junior, and high schools, the students in the university level who were the output of those schools were looking for an alternative for them to improve their English ability, especially in speaking. They, then, created a community containing themselves as students, aiming at achieving the goal they didn't get in their previous schools.

The names for the community could be varied. For examples, the names are English Club, English Community, English Debate Community, English Intensive Program, etc. Nevertheless, the goal is all the same: English speaking improvement. In MA An-Nur Cirebon, there were several particular students communities. The headmaster in MA An-Nur Cirebon conducted an informal students' community called "English Intensive Program". Usually, they had the meetings after the reguler class had done.

At the beginning, the club aimed at facilitating the students of MA An-Nur Cirebon to have a place for practicing and improving their English speaking skill outside of the classroom sessions. This organization was established and organized by the headmaster of the school. Based on the preliminary observation, the club consists of debate club, story telling, speech and written practice which usually held on Friday.

1.6.10 Conceptual Framework



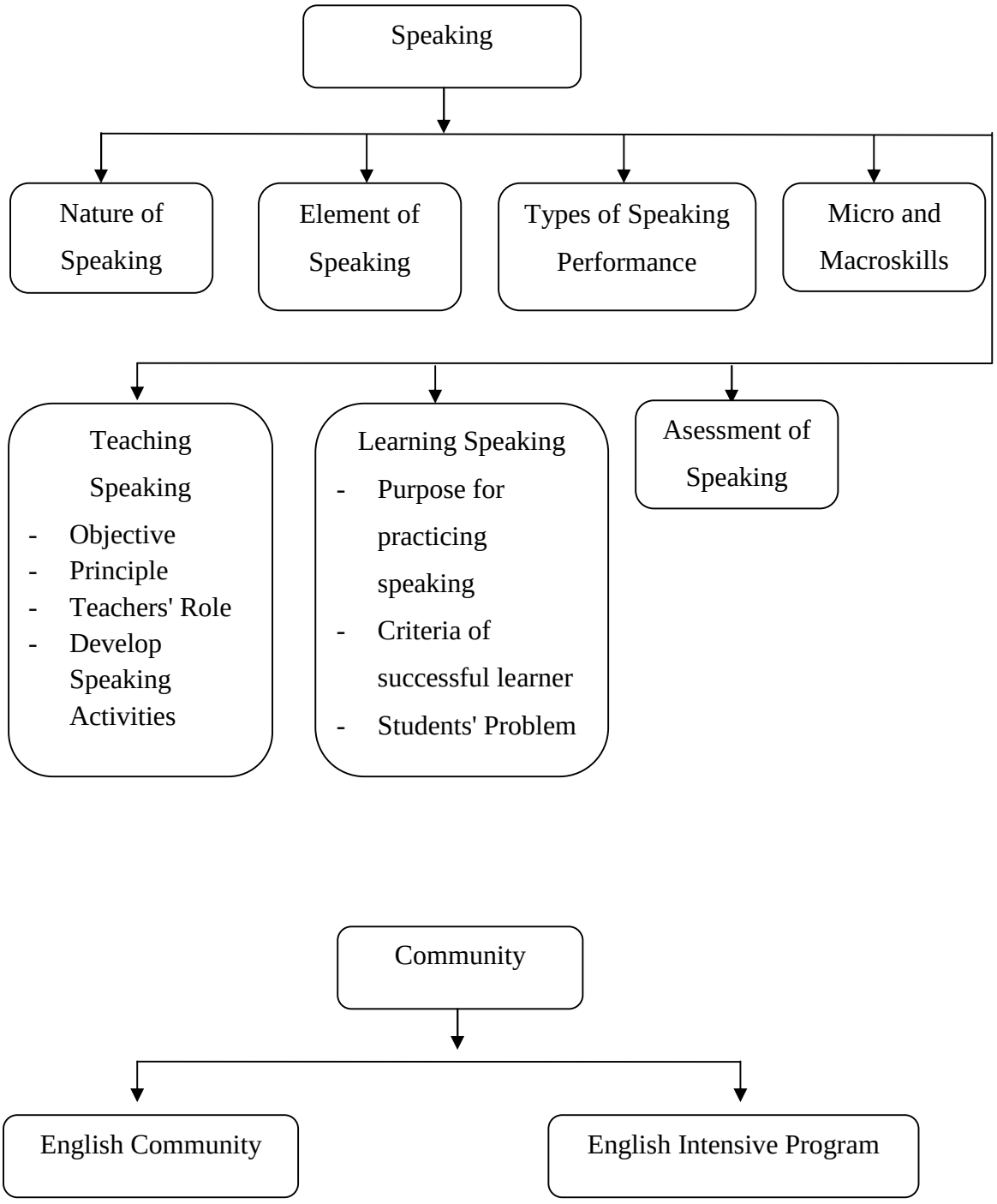


Figure 1.1 Conceptual Framework

1.7 Research Methodology

1.7.1 The Objective of The Research

This research focused and investigated on teachers' strategy in teaching speaking at English Intensive Program of MA An-Nur Cirebon. Thus, this research was set out in

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three phenomenons that relate: first, to observe the teacher strategies in teaching speaking at English Intensive Program of MA An-Nur Cirebon, secondly, to describe the students' difficulties in speaking at English Intensive Program, and also to investigate the strategies that teachers used in overcoming students' difficulties in speaking at English Intensive Program.

1.7.2 Place and Time of The Research

The researcher determined the place of the research at MA An-Nur Cirebon which located at Jl. P. Drajat Karanganyar Jagasatru Selatan, Cirebon. The researcher choose the place because MA An-Nur has one program to improve students' speaking skill, it is *"English Intensive Program"* which usually held on Friday. In that program, the skill will be focused is Speaking skill. It is a great opportunity to observe this phenomenon related to Teachers' strategy. Then, the researcher try to analyse the kinds of strategies are implemented by the teacher and the kinds of strategy to overcome students' difficulties in speaking used by the teacher who teach at English intensive program of MA An-Nur Cirebon. The time of the research can be specified below:

Table 1.2 Research Timeline

NO	TIME	ACTIVITIES
1	10-25 January 2015	Proposal preparation
2	26 January - 4 February 2015	Instrument Preparation
3	5 February 2015	Observe the teacher schedule for teaching Speaking at English Intensive Program
4	6 February 2015	Conducting The Research
5	17 April 2015	Finish The Research
6	18 April - 18 May 2015	Analyzing Data
7	19 - 24 May 2015	Conclusion and Suggestion

1.7.3 Method of The Research

This research applies qualitative method. This method is focus on the study of social phenomena and on giving choice to the feelings and perceptions of the

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participants under study. This is based on belief that knowledge is a legitimate scientific process, (Lodico M,et al, (2010 : 142). And then, the research design being used in this research is a descriptive qualitative research. Research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables (Ary, et al, 2010 : 640).

This research is descriptive qualitative research because the result of the research in utterances or written document from interview transcipt, observation and study of document. The descriptive qualitative method was chosen as method of research because : a). The data presents in words or utterances from interview transcipt and observation taken; b). Results of this research is described through words or uterances from interview transcipt and observation taken ; c). The purpose of this research is to get deep understanding of teacher strategies in teaching speaking at English Intensive Program of MA An-nur Cirebon.

1.7.4 The Source and Type of Data

1.7.4.1 Primary data source

Kothari (2004:95) states “The primary data are those which are collected afresh and for the first time, and thus happen to be original in character". The data of the research was taken from direct observation in teaching and learning process of English Intensive Program at MA An-Nur Cirebon, interview with the students about their difficulties in speaking and with the teacher about her reason based the used of each strategy and questionnaire for students responds on the teacher' strategy. The participants of this study were an English teacher who teach at English Intensive Program of MA An-Nur Cirebon and all the students who join that program which consist of 16 students. The data was verbatim interview transcipt and observation which were describe into written documents, utterances, as description of the descriptive qualitative of this study.

The first analysis concerned with the field notes observation taken of the strategy that the teacher implemented at English Intensive Program. The second analysis concerned with the results of study document of recording sheet and interview transcipt with the students about their difficulties in speaking. The Third analysis concerned with the the field notes obsevation

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taken of the teacher strategy in overcoming students' difficulties in speaking at English Intensive program of MA An-Nur and the results of interview transcipt with the teacher about her reason of using each strategies.

The object of this research was all participants along interview, observation and study of document. They are students of MA An-Nur Cirebon who join English Intensive Program and the English teacher who teach at English Intensive Program. All name are used in this study are pseudonym names. They are :

T : Teacher
S1 : Student 1
S2 : Student 2
S3 : Student 3
S4 : Student 4
S5 : Student 5
S6 : Student 6
S7 : Student 7
S8 : Student 8
S9 : Student 9
S10 : Student 10
S11 : Student 11
S12 : Student 12
S13 : Student 13
S14 : Student 14
S15 : Student 15
S16 : Student 16

1.7.4.1 Secondary data source

The secondary data can be taken from the writing study in the form of journals, appropriate books, and the other source that relevant to support this research. Kothari (2004:95) states “The primary data are those which are collected afresh and for the first time, and thus happen to be original in character".

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The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. Ary, et al, (2010:486) states Primary sources are original documents (correspondence, diaries, reports, etc), relics, remains or artifacts. Secondary sources the mind of a non observer also comes between the event and the user of the record. The secondary data that the researcher takes from many kinds of book that relating to the theoretical view of this research. It uses for additional data. And also the researcher gave questionnaire for additional data to take the data about the students' responses toward teacher strategy in teaching speaking at English Intensive program.

1.7.5 Instrument of The Research

1.7.5.1 Human Instrument

In this research, the researcher herself as human instrument. As Ary, et al, (2010: 453) states "In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data". The human instrument as the oerson who observes (the investigator) and interviews. These instruments are used to get the data of observation valid and real.

1.8 Techniques of Collecting Data

1.8.1 Observation

Observation is the basis method to gather data in qualitative research, (Ary, et al, 2010: 474). The observation technique is committed to acquire the main data of the strategy that used the teachers in teaching and learning process of speaking that located in the class or probably in outside class and gathering data for the way/techniques that the teacher use those strategies. The researcher will record while the teachers explain by using those strategies and using observational protocols in the form of field notes.

To control observer bias, the researcher used both descriptive field notes and reflective field notes. As Lodico, M, et al, (2010: 118) explains “Descriptive field notes summarize what the researcher sees and hears in the setting while reflective field notes include description of the observers’ feelings and thoughts about what he/she is observing”. Field notes will be collecting two data that consists of: how are the

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implementations of the teacher strategies in teaching speaking at English Intensive Program of MA An-Nur Cirebon and what are strategies used the teachers in overcoming students' difficulties in speaking at English Intensive Program of MA An-Nur Cirebon.

1.8.2 Interview

The next technique used to collect the data is interview. The researcher uses this technique in order to collect the data of clarification, verification about what is in their mind regarding in the problem that being investigated. It is a more open minded technique because we directly get information with the respondents. As Ary, et al (2010: 480) explains that Interview are used to gather data on subjects' opinion, beliefs, and feeling about the situation in their own word. In this research, the researcher uses structured interview method.

In this research, the interview is taken to collect the data in the form of information of the students' reasons why they feel difficult to speak English and the teacher's reasons toward the used of each strategy in overcoming students' difficulties. Moreover, the researcher will use audio tape recording while interview.

1.8.3 Questionnaire

Questionnaire is a tool to collect the data in the form of question lists presented to the respondents to be answered in written. A questionnaire is a research tool used to collect information from individuals about themselves. According to Brown (2001:6) states "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."

Compared to an interview, a questionnaire does not take much time. Thus, the researcher used questionnaire in order to get easier data from many students. This questionnaire is committed to acquire students' responses in receiving teachers' strategies.

1.8.4 Study of Document

Arikunto (2006:231) indicated that documentation is used to get the data directly from the place research usually they are relevant books, laws, activities report,

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photos, film documenter, archives, letters, diary, journals and other written text in order to be used to analyze the problem. Documentation is a process of recording data from the document that is collected from non-human source. In this research, the researcher used recorder sheet of the students' speaking to take the data about their difficulties in speaking at English Intensive Program.

1.9 The Techniques of Data Analysis

Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of filed notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what he/she has seen, heard, and read then try to make sense of it in order to create explanations, develop theories, or pose new questions.

In this research, the researcher followed some steps by Milles and Huberman (1994:10) in analyzing the data which is called as *Interactive Analysis Model* that consists of data collection, data reduction, data display and drawing conclusion.Those are will be defined as follows:

1. Data Collection

In this step, the researcher took the data through recorded data during an observation which was collected from the observation sheet/guide and interview with English teacher who teach at English Intensive Program and also the students who taught by the teacher and took the data about the students' difficulties at speaking through study of document. And for additional data, the researcher used questionnaire to take the data about students' response toward the teacher strategies.

2. Data Reduction

The next phase is data reduction. In this data reduction phase, there are *living in process* and *living out process*. It means that the selected data are included in the needed data and it stays in the *living in data* and the unselected data are included in the *living out data*. In this research, data reduction was about the informations those were gained from observation and interview with English tecaher and the students

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of English Intensive Program. Some information was needed in filling the data, but some of them were not necessary. Therefore, unimportant data were reduced by the researcher.

3. Data Display

The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In this research, the data were displayed consist of the informations about the Strategy used by the teacher in teaching speaking at English Intensive Program of MA An-Nur Cirebon, the Students' difficulties in speaking at English Intensive Program of MA An-Nur Cirebon, and the teacher strategy in overcoming students' difficulties in speaking at English Intensive Program of MA An-Nur Cirebon. Then, students' response toward teacher strategies in overcoming students' difficulties in speaking at English Intensive program of MA An-Nur Cirebon as additional data of this research.

4. Drawing Conclusion

Drawing conclusion is the last phase where the researcher summarized the discussion to make the conclusion of this research. It was last procedure of analyzing the data of this research. After the data were displayed, a conclusion were drawn. Here, there are two kinds of conclusions those are temporary drawing conclusion and final drawing conclusion. If the temporary conclusion was valid and could answer the research problem, the researcher could use it as final conclusion. In the other hand, if it was not valid, the researcher should repeat the process starting from the displaying data in order to check whether the data displayed is in the line with the formulation of research problems or not.

1.9.2.1 Trustworthiness of Study

To ensure the trustworthiness of data in this research, the researcher used the triangulation technique of data analysis to hold the dependability or realiability of this research. Moleong (2008:330) clarified that triangulation is a technique to check the validity of data which uses something else to be the comparison toward

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that data. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collections. Based Sugiyono (2009:330), the aim of triangulation data is not to determine the truth about some social phenomenon, rather the purpose of the triangulation technique of data analysis is to increase one's undersatanding of whatever is being investigated.

Triangulation is the way of establishing the dependability of the research by cross-checking the data through more than one method collection. In this research the researcher conducted four methods collecting data those were doing observation and performing the interview. Firstly, she doing observation to take the data about the implementation of the teacher strategy in teaching speaking at English Intensive Program and about the teacher strategy in overcoming students' difficulties in speaking at English Intensive Program. Then, the interview section with the subject of this research by discussing about the students' reasons about their difficulties in speaking, to verify the data from doing interview with the subject of this research who was students who join English Intensive Program, the researcher also carried out the interview section to the teacher about her reasons of applying each strategies in classroom. Afterwards, in order to intepret and to check the validity of data collection from the interview, the researcher observed the subject trough test and questionnaire as additional data for this research.

1.10 Literature Review

The research of the teachers' strategy in speaking area has been studied many times by different researchers with different context, situation, and background. To support this research, the researcher takes four previous studies to know how far the area of teachers' strategy in teaching speaking has been researched and what kinds of gaps are them. Anjaniputra (2013) and Merdekawati (2011) researched about strategy was used by the teacher in teaching speaking, Wijayati (2011) researched about metacognitive strategy in teaching and learning process, and Wahyuni (2013) researched direct and indirect teachers' strategy in teaching speaking. Then, all of the previous research above was conducted at teaching and learning speaking at reguler class. Here are some previous studies with the similar topic about teachers' strategy in teaching speaking:

The first previous study has ever been researched in analysis of strategy in teaching and learning speaking was written by Agung Ginanjar Anjaniputra. He is an English student of

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Indonesia University of Education who was graduated in 2013. His research is about Teachers' Strategies in Teaching Speaking to Students at Secondary Level. In his qualitative study, Agung observes an English teacher and class of 22 students in reguler class. Then he gives a questionnaire for the students and makes interview to some teachers and students. The results revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks and drilling.

The second previous study has ever been researched in analysis of strategy in teaching and learning speaking was written by Indah Merdekawati. She is an English student of State Institute for Islamic Studies Sunan Ampel Surabaya who was graduated in 2011. Her research is about teachers' strategy in teaching English speaking at the second grade of Junior level in regular class. In her qualitative study, Indah takes two observation checklists to find out the method, media, strategy, material, learning purpose and the last the evaluation of study. To support the observation, she used interview as additional instruments in conduct the research. The result of her study showed that the teacher used four methods in teaching English speaking, those are; effective discussion, debate, role playing, and daily conversation.

The third previous study has ever been researched in analysis of strategy in teaching and learning speaking was written by Anik Pratiwi Wijayati. She is an English student of Jember University who was graduated in 2011. Her research is about metacognitive strategy in teaching English at Junior high school level in regular class. In her qualitative study, Anik collect the data of her study with questionnaire, observation, and interview. Observation and interview were conducted to both students and teacher, and questionnaire was conducted to the students. The results is the teacher used a variety of teaching strategies in the teaching process. She used a visual aid to make the students easier comprehend and draw the background knowledge. She used a game to make the situation be relaxed, and so on.

The fourth previous study has ever been researched in analysis of strategy in teaching and learning speaking was written by Sri Wahyuni. She is an English student of Canbera University who was graduated in 2013. Her research is about L2 Speaking Strategies employed by Indonesian EFL teretiary students across proficiency and gender in regular class. In her mixed study (qualitative and quantitative), Sri collect the data of her study with questionnaire, observation and interview. Observation and interview were conducted to both students and teacher, and questionnaire was conducted to the students. The study

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demonstrates that the students used a wide range of strategies that spread over six strategy groups, favouring metacognitive strategies. It also shows that speaking proficiency and gender significantly affected the use of affective strategies only. The study also demonstrates that the students used strategies consciously, confidently, effortfully or persistently because of the usefulness of the strategies or pleasure in using them. Implications for Indonesian EFL teachers, curriculum developers, and students are made.

The fifth previous study has ever been researched in analysis of strategy in teaching and learning speaking was written by Kuni Nailal Maghfiroh. She is an English student of State Islamic Institute Tulungagung who was graduated in 2014. Her research is about teaching strategies in transactional- Speaking class at IAIN Tulungagung. In her qualitative study, Maghfiroh collect the data of her study with observation, interview and documentation. The research findings were: the activity of Speaking English applied in 2B
of IAIN Tulungagung, the teaching strategies used by the lecturer and the students' responses toward the teaching strategies. There was an activity occurred in the classroom. Grouping ability or discussion is the activity in the speaking classroom. There are four strategies used in teaching activity. Those are cooperation strategy, substitution strategy, minimal responses and interactive activity. The students' responses toward the teaching strategies are so respectful. It is going to prove that motivation given by the lecturer is absolutely influential toward the students. The lecturer also uses the acceptable language when conveying material and give example for getting students understandable deeply.

The sixth previous study has ever been researched in analysis of strategy in teaching and learning speaking was written by Tutut Purwatiningsih. She is an English student of State Islamic Institute Tulungagung who was graduated in 2014. Her research is about The Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students at SMAN 1 Ngunut Tulungagung. In her qualitative study, Purwatiningsih collect the data of her study with observation, interview and documentation. The research findings were: the native speaker teacher used two kind of teaching strategy inside of her English classroom, they were *direct teaching strategy* and *cooperative learning teaching strategy*, the implementation of both those teaching strategies are the native speaker teacher combined those two teaching strategies into her every teaching and learning activity in the EFL classroom in a purpose to make both of them can support to each other, so that it can create a classroom environment was having good atmosphere and can reach the learning goal effectively.

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The research about teachers' strategy in teaching speaking was done by the previous researcher in speaking area. The first previous study was done by Agung Ginanjar Anjaniputra (2013) about strategy was used by the teacher in teaching speaking at reguler class. The results revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks and drilling. The second previous study was done by Indah Merdekawati (2011) about strategy was used by the teacher in teaching speaking at reguler class. The results of her study showed that the teacher used four methods in teaching English speaking, those are; effective discussion, debate, role playing, and daily conversation. The third previous study was done by Anik Pratiwi Wijayati (2011) researched about metacognitive strategy in teaching and learning process of speaking at reguler class. The results is the teacher used a variety of teaching strategies in the teaching process. She used a visual aid to make the students easier comprehend and draw the background knowledge. She used a game to make the situation be relaxed, and so on. The fourth previous study was done by Sri Wahyuni (2013) researched about direct and indirect teachers' strategy in teaching speaking at reguler class. The study demonstrates that the students used a wide range of strategies that spread over six strategy groups, favouring metacognitive strategies. It also shows that speaking proficiency and gender significantly affected the use of affective strategies only. The study also demonstrates that the students used strategies consciously, confidently, effortfully or persistently because of the usefulness of the strategies or pleasure in using them. Implications for Indonesian EFL teachers, curriculum developers, and students are made. The fifth previous study was done by Kuni Nailal Maghfiroh (2014) researched about teaching strategies in transactional-Speaking class at IAIN Tulungagung. The research findings of this study : are there are four strategies used in teaching activity. Those are cooperation strategy, substitution strategy, minimal responses and interactive activity. The students' responses toward the teaching strategies are so respectful. It is going to prove that motivation given by the lecturer is absolutely influential toward the students. The lecturer also uses the acceptable language when conveying material and give example for getting students understandable deeply. The sixth previous study was done by Tutut Purwatiningsih (2014) researched about The Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students at SMAN 1 Ngunut Tulungagung. The research findings were: the native speaker teacher used two kind of teaching strategy inside of her English classroom, they were *direct teaching strategy* and *cooperative learning teaching strategy*,

the implementation of both those teaching strategies are the native speaker teacher combined those two teaching strategies into her every teaching and learning activity in the EFL classroom in a purpose to make both of them can support to each other, so that it can create a classroom environment was having good atmosphere and can reach the learning goal effectively.

Then the current research try to analyse the teachers' strategies in overcoming students' difficulties in speaking at English intensive program. This research used qualitative research with descriptive qualitative design. The researcher observes an English teacher and 16 students at English intensive program. The researcher observed the teachers' strategies in teaching speaking at English intensive program with direct observation, then, the researcher took the data about students' difficulties in speaking at English Intensive Program through study of document and interview as additional data, The researcher also made interview with English teacher who teach at English intensive program to know her strategy in teaching speaking at English Intensive Program, then the researcher also observer the teacher strategies in overcoming students' difficulties in speaking at English Intensive Program through direct observation, the researcher also gives questionnaire to the students who join English intensive program to know their response toward the teachers' strategy in teaching speaking at English intensive program as additional data for this research. So that, there is a gap between other research and this research. The previous researches above are conducted about teachers' strategies, but different between object. Other previous research focus on the teachers' strategy in teaching speaking at the students in regular class, meanwhile the current researcher focuses on the teachers' strategies in teaching speaking at the students in English intensive class.

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CHAPTER V
CONCLUSION

This chapter presents the conclusion, suggestion and implication of the research. Conclusion summarizes the result of the discussion based on the research problems. So, it summarizes about the students' difficulties in speaking, type of teaching strategies, and implementation of the teacher strategies. Then, students' response toward the teacher strategies in teaching speaking at English intensive program as additional data for this research. While, the suggestion is the researcher recommendation based on the result of the research for having better result in teaching and learning speaking and implication is based on conclusion and suggestion.

5.1. Conclusion

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

1. Teaching speaking is not easy for the teacher. The teacher has to teach the students to communicate with participant fluently. The commitee of school should create an English community also to give opportunity for the students in improving their speaking ability. Then, the implementation of the teacher strategy in teaching speaking at English Intensive Program consist of review strategy, lecturing, discussion, sharing and telling story.
2. There are some difficulties found at students in speaking at English Intensive Program, there are limited in vocabulary because they still lack of Motivation to enrich English vocabulary, confused in choosing vocabulary because they still lack the necessary vocabulary to get their meaning across, lack of understanding of grammatical patterns because they do not have opportunity to apply the grammar knowledge, problem in their pronunciation because the lack of sound similarity between English and the students' native language, and still inconfidence to speak because Limited Opportunities Outside of class to practice.
3. There are some strategies used by the teacher in overcoming students difficulties in speaking at English Intensive Program, such as prepared talks as strategy to explore their own thinking based on the theme given, debate as strategy to make the students speak English more widely, as strategy to make the students understand more about the topic given, Games as strategy to enrich their English vocabullaries,

Brainstorming as strategy to explore their knowledge, and interview as strategy to know the students' lackness. And The students' response toward teaching strategies in overcoming the students' difficulties at English Intensive Program is good. The positive impacts are they have a high-self confidence, active in speaking activities, enrich the students' knowledge, improve the students' ability in speaking, make the students understand to speak English, able to respond the questions in English. In teaching and learning process, the teacher gives opportunity to students in speaking activities at English Intensive Program and they feel enjoy and relax too.

5.2. Suggestion

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

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

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

3. For future researcher
   a. The researcher expect that the next researcher has to prepare well before and during conducting the research

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b. The next researcher has to know about the discussion on the research deeply especially in teaching speaking English

5.3. Implication

Based on the study results and conclusion, the study can be used as:

1. The theory of the study about teacher strategies in speaking at English Community can be implied in our faculty.
2. There are many speaking strategies that can be used by the teachers
3. May all teachers can solve the students' difficulties in speaking with aproppriate strategies

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