

**A THESIS**  
**ANALYZING ENGLISH TEACHER'S STRATEGIES IN TEACHING**  
**SPEAKING AT SMAN 7 PINRANG**



**By**

**MUH. AKSAN**  
**Reg. Num. 16.1300.019**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2021**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

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**To**

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### ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Skripsi : Analyzing English Teacher's Strategies in Teaching Speaking at Sman 7 Pinrang

Name of the Student : MUH.AKSAN

Student Reg. Number : 16.1300.019

Department : Tarbiyah

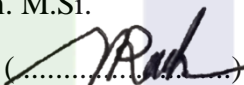
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By virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate


Num : 437.23/In.39.5/PP.00.9/02/2020

#### Approved by Examiner Commission

Consultant : Drs. Abd. Rauf Ibrahim. M.Si.



NIP : 195812121994031002 (.....)

CO-Consultan : Drs. Amzah Selle, M.Pd.

NIP : 19671231 200312 011 (.....)

#### Approved by

#### The Dean of Tarbiyah

  
  
**Dr. H. Saepudin, S.Ag., M.Pd**  
**Nip 197212161999031001**

## A THESIS

### ANALYZING ENGLISH TEACHER'S STRATEGIES IN TEACHING SPEAKING AT SMAN 7 PINRANG

Submitted by

MUH.AKSAN  
Reg. Num. 16.1300.019

Had been examined on August, 23<sup>rd</sup>, 2021 and had been declared  
that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant  
NIP

: Drs. Abdul. Rauf Ibrahim, M.Si.  
: 19750308 200604 1 001

(..........)

Co-Consultant  
NIP

: Drs. Amzah Selle, M.Pd.  
: 19671231 200312 1 011

(..........)

Approved by

The Dean of Tarbiyah

  
  
**Dr. H. Saepudin, S.Ag., M.Pd**  
**Nipa 197212161999031001**

## ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : Analyzing English Teacher's Strategies in  
Teaching Speaking at Sman 7 Pinrang

Name of the Student : MUH. AKSAN

Student Reg. Number : 16.1300.019

Faculty : Tarbiyah

Study Program : English Program

By virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate

Num : 437.23/In.39.5/PP.00.9/02/2020

Date of Graduation : August, 23<sup>rd</sup>, 2021

Approved by  
Examiner Commissions

Drs. Abd.Rauf Ibrahim, M.Si.	(Chairman)	(.....)
Drs. Amzah Selle, M.Pd.	(Secretary)	(.....)
Dr. Abd. Haris Sunubi, S.S., M.Pd.	(Member)	(.....)
Mujahidah, M.Pd.	(Member)	(.....)

**Approved by**

**The Dean of Tarbiyah**

  
**Dr. H. Saepudin, S.Ag., M.Pd**  
**Nipa 197212161999031001**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

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Parepare February 24<sup>th</sup> 2021

The writer



MUH. AKSAN

Reg Num. 16.1300.019



## DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : MUH. AKSAN

NIM : 16.1300.019

Birthday date and place :Cora, 23 November 1998

Study program : English

Faculty : Tarbiyah Faculty

Skripsi Title : Analyzing English Teacher's Strategies in Teaching Speaking at Sman 7 Pinrang.

Stated thatshe conducted ther skripsi, if it can be proved that is copied, duplicated or complied by other people, ther skripsi and degree that has been gotten would be postponed.

Parepare, August 24<sup>th</sup>, 2021

The writer



MUH.AKSAN

Reg Num. 16.1300.019

## ABSTRACT

**MUH.AKSAN.** *Analyzing English Teacher's Strategies in Teaching Speaking at Sman 7 Pinrang*, (Supervised by Abdul Rauf Ibrahim and Amzah)

This study aims to describe the learning strategies used by English teachers at SMAN 7 Pinrang in teaching in second grade. The question to be answered from this research is what strategies are used by the teacher in teaching speaking speaking at SMAN 7 Pinrang?

The research used qualitative methods, the informants of this study were second grade teachers. Data collection was carried out through observation, interviews, and documentation. Data analysis techniques used with Data Collection, Data Reduction, Displaying Data, Conclusion and Verification.

The result of the research found strategy for teachers in teaching speaking skills that were used by the teachers at SMAN 7 Pinrang. it is namely Teacher's strategies in teaching English e-learning classes used Discussion Method ,and Drilling technique. And also there are several factors that become supporting factors and become an inhibiting factor in carrying out the learning process, among others Lack of guidance ,Internet access is not smooth and has no gadget the teacher finds some problems students in following the learning process the teacher takes action to give instructions to students to call directly to him via chat on WhatsApp and open the opportunity to come to the village directly for consultation on problems faced during the learning process and SMAN 7 Pinrang has also provided learning classes for students who have problems such as not having gadget, internet and network quotas during learning.

Keywords: Teacher Strategies, Teaching Speaking Skill

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## CHAPTER I

### INTRODUCTION

#### A. Background

Language is one of the most important for human life, because as we know that the function of language is a tool of communication. The people use the language to understand one another. By using the language we can express our feeling, opinion and ideas. We cannot imagine that without the language the people cannot to fit into his life because it is hard to interact one another, cannot express their feeling, ideas and opinion, and also can make problem in their life because misunderstanding. The language cannot escape human ability.

In this era of Globalization, one of the most popular languages is English language, almost all the people in this world use the English language, because the English language is as International language. In Indonesia English language is very familiar because the student of Junior High School, Senior High school and university compulsory learn English their school. In learning language there are four skills will be mastery, such us listening, reading, writing, and speaking. When the people can mastery four skills, they will get many advantages in their environment such us in internet, literature books, products and they will get many information and relation one another.

One of the important skills in English language is speaking skill, because Speaking is a productive skill. The people can produce the language by speaking and also speaking is very important for the student in language learning process. The student can express their feeling, idea and their opinion through the speaking, but speaking also is one of them difficult skill, sometimes the student afraid to begin to



Speaks English language or use English language to speak because they think about their mistakes when they use English language, how to mention and how to use the vocabulary and grammar in their communication with the other.

In this case the teachers should create a good situation in class and the student must study hard to master about speaking skill , there are many strategies that teachers can use when they teach Speaking skill in their class the first is use the group work, when the teacher use the group work in teaching speaking, the student will be some small group to work task from the teacher. The second is base the activities on easy language to make language easily produce by the student. The third is giving some instructions for the student or training in discussion skill so that students should be give contribution in their activities learning in the class and last is keep students to speak the target of language, the best way to keep the student target language is try to be model for the student to always using target language or remind the student to use target language and always monitoring the student's activities.

Basically, at school it seems that many teachers do not know how to teach English, especially in teaching speaking skill. Teachers always asked the student to read and mention dialogue in students' book, and then the teachers sometimes give the students' task in their book to answer the question, and also sometimes the students just imitate their student what their teachers say.

Base on the problem above, the researcher interest to choose the topic about "An Analysis of Teachers' Strategies in Teaching speaking skill at SMAN 7 Pinrang .

To analyze is English teachers' strategies the researcher what to know what English teacher strategies use and how to the teacher implement the strategies in teaching speaking skill.

#### **B. Research Question**

An analysis English teachers strategies in teaching Speaking skill. Is the main point of this is research. Therefore, the research question of this research is What do strategies of English teachers use in teaching English speaking?

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

Based on the problem statement above, the objective of the research is To find out the strategies of English teachers in teaching speaking skill.

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

The significance of the research is expected to be useful for:

1. For the students, the finding of the research can be use as a new reference to learn English, especially is Speaking skill. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend English speaking.
2. For English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching English speaking for comprehend to their students. Based on the statement above, teacher has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process.
3. For the next researchers, this researcher will give some contribution and information for next researchers about strategies in teaching Speaking skill.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

Dea Gamara conducted a research with title ‘‘An analysis of teachers’ strategy in Teaching English speaking at SMP Islam al-Hamidiyah Nw Kediri in the academic year of 2018/2019’’. Based on the result of this journal, then analyzed them based on the related studies, the researcher took a conclusion as follows: The strategies used by the English teachers in teaching English speaking were: Improving students discussion, forming role play, creating story-telling, and Training interview. Also the mostly strategy used by the teachers in teaching English speaking was forming role play strategy because the teachers concluded that by applying the forming role play strategy, students became more confident and active in playing the role based on the materials which were given by the teachers in the class. Forming role play strategy also made the students become so enthusiastic in learning and became more active to talk with their seatmates or group.<sup>1</sup>

Nurmadia Sarjan conducted a research with title ‘‘An analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second grade Students of Junior High School 1 of Wonomulyo’’. The researcher found that there were two strategies that the teacher used ‘‘scaffolding, and QARs (Question Answer relationship). The teacher used that strategy because the student could know the meaning of the text and could understand of the text. The first strategies that the

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<sup>1</sup> Dea Gamara ‘‘an Analysis of Teachers’ Strategy in Teaching English Speaking at Junior High School Islam Al-Hamidiyah Nw Kediri in the Academic Year of 2018/2019’’, Journal Approval. [Http://Eprints.Unram.Ac.Id/11147/1/JOURNALDEA](http://Eprints.Unram.Ac.Id/11147/1/JOURNALDEA).( 14 November2018).

teacher used scaffolding, scaffolding strategies were used by teachers when students got difficulties, teachers need to provide tailored help to the needs of the students, like the teacher doing the classroom, the teacher gave help to the students to know how to correctly read the text. The second strategy was *question answer relationship*. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gave some questions to student as much 1 until 2 at each learning final so the students answer that the questions.<sup>2</sup>

Erik Yuda Pratama & Yani Awaliyah, in their research "Teacher's Strategies in Teaching Speaking to Young Learners" show that: This section provides the conclusion of the present research. These conclusions are directly appointed to research problems formulated earlier in the previous section, i.e. 1).What is the teacher's strategies in enhancing young learners' speaking proficiency? 2).What is the barriers faced by the teacher in teaching speaking? 3).How does the teacher overcome the barriers? This research has found several strategies promoted by the lecturer when teaching speaking to young learners. In 30 the classroom activities, the lecturer used several strategies such as, role play, watching videos, jazz chant, digital storytelling, games, and repetition. The teachers might face several barriers in the classroom such as reluctant students, missing pronunciation and lack of vocabularies. But he can overcome those barriers by using various techniques of teaching speaking to young

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<sup>2</sup>Nurmadia Sarjan, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo" (Thesis: UIN Alauddin, 2017), p.53.

learners, such as implementing media and designing the lesson using topical-based syllabus.<sup>3</sup>

The three researches above focused Teacher's Strategies but they have different subject. The First researcher used by the English teachers in teaching English speaking we: Improving students discussion, forming role play, creating story-telling, and Training interview. The second researcher used "scaffolding, and QARs (Question Answer relationship), this research focused on Teaching Reading Comprehension. and The Third researcher used several strategies such as, role play, watching videos, jazz chant, digital storytelling, games, and repetition.

The three researchers above had a similarity with this research because all of them had some objective to teacher strategies. In this research focus on teacher strategies, the researcher will analysis which one of the strategies above will used by the English teacher in teaching English speaking and the differentiation is this research only focuses in one of component in speaking skill is Vocabulary.

## **B. Some Pertinent Ideas**

### **1. Speaking skill**

#### **a. Definition Speaking Skill**

Speaking Skill is very important for the human daily life. The people can express their felling, idea and their opinion through the speaking and also they can

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<sup>3</sup> Erik Yuda Pratama & Yani Awaliyah, in Their Research " Teacher's Strategies in Teaching Speaking to Young Learners".ejournal.uika-bogor.ac.id ( diakses pada 01 September 2020, pukul 20.30).

interact with each other as social creatures. There are several definitions and perspectives of speaking put forward by linguistic as a follows:

1. Speaking is to say something from feeling and mind expressed through the sequence of sounds, vocabulary, grammar, pronunciation and fluency have a very clear role in forming the speaking skills.<sup>4</sup>
2. Speaking is not only a matter of saying something correctly according to the grammar, vocabulary and pronunciation, but is also a matter of producing language according to the functional and the social conversation in the foreign language.<sup>5</sup>
3. Oral skill is what people say, how to say it and where the speaker and the listener just keep listening and understand in order to give response.<sup>6</sup>

According Burns & Joyce, are of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information<sup>7</sup>. Speaking is very important for their human daily life to help them to get information in their environment.

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<sup>4</sup> Kaharuddin Bahar, *Speaking Skill For Better Oral Communication* (Yogyakarta: TrustMedia, 2013), p.1.

<sup>5</sup> Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta : trustMedia, 2013). P.15.

<sup>6</sup> Nur Asia. "The Effectiveness The Using of Mingling Game to Improve Students' Speaking Englis Ability at the Eighth Grade Students of Smpn 1 Duanpanua Pinrang". (Skripsi: Stain Pare Pare Alauddin, 2016), p.4.

<sup>7</sup> A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.3.

## b. Elements of Speaking

According to Harri there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency<sup>8</sup>.

### 1. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.<sup>9</sup>

### 2. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well and grammar may defined as the way a language manipulates and combines words (or bits of words) in order to form longer unit of meaning.<sup>10</sup>

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<sup>8</sup> Azlina Kurniati, Eliwanti, Novitri, in Their Research "A Study on the Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru", P.5. <https://media.neliti.com> (diakses 02 november 2020 pukul 07.00).

<sup>9</sup> Nining Hidayanti, "Using Role Play to Improve Students' Speaking Ability," (Thesis; Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education, Institute of Islamic Education and Teacher Training Faculty Walisongo State Islamic University: Semarang, 2015, p.11.

<sup>10</sup> Penny Ur, *Grammar Practice Activities a Practical Guide for Teacher* (New York: Cambridge University Press, 2003), p.4.

### 3. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>11</sup>

### 4. Pronunciation

In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand, Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to components of a grammar made of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.<sup>12</sup>

### 5. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context<sup>13</sup>. When speaking

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<sup>11</sup>Willid, *The Lexical Syllabus*, (London and Glasgow; 1990), p.9.

<sup>12</sup>Gerald, *How to Teach Pronunciation*, (New York:Longman, 2000), p.11

<sup>13</sup> Azlina Kurniati, Eliwarti, Novitri, in Their Research "A Study on the Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru", P.6. <https://media.neliti.com> (diakses 02 november 2020 pukul 07.20).



fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

### c. The Function Speaking

As human society, they need interaction each other. In social interaction such as communicate and get along to each other, speaking skill is one of important component of a language usage which enables people.

Richards assumed in humans' daily life, people use speaking to employ three major functions i.e. speaking as transaction, as well as speaking as performance<sup>14</sup>

#### 1. Speaking as interaction

In general, interpersonal dialogues or conversations are speaking as interaction who find in our real social daily life. Richards explained about the nature of interactional speaking that the main skills involved in interactional speaking can be illustrated that the participants know how to<sup>15</sup>:

- a. Open and close conversation
- b. Choose topics
- c. Make small-talk
- d. Joke
- e. Recount personal incident and experiences
- f. Employ turn-taking

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<sup>14</sup> A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.2.

<sup>15</sup> A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.3.

## 2. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood early what is said or achieved in order to make people understood early and accurately. In speaking as transaction, the focus activity is group discussion. According to Killen that” discussion is an orderly process of face to face group interaction in solving problem, answering the question, enhancing their knowledge or understanding, or making decisions.<sup>16</sup>

## 3. Speaking as performance

The third type of speaking which refers to public speaking, that is a speaking type that transmits information in front of an audience called speaking as performance. Usually, performance speaking is often found in a form of monolog rather than dialog for example classroom presentations, public announcements, lecture as well as speeches.

Based on explanation above, there are three functions of speaking skills such as speaking as interaction, speaking as transaction and speaking as performance. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach each kind of the function of speaking.

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<sup>16</sup>Siti Nurbaya, Urai Salam, Zainal Arifin, “Improving Students’Speaking Ability through Role Play,” Teachers’ Training and Education Faculty Tanjungpura University, Vol. 3 no. 3 (2015), p.7.

## 2. Strategy

### a. Definition Strategy

The term strategy was originally used in the world military. Strategy comes from the greek word *stratogos* which means “ General “ or “ Commander”, so that strategy is considered a science general or clerical science. Strategy in a sence military this means the use of military force for achieve war goals. Understanding the strategy then applied in education, which can be interpreted as an art an science to built class such that the goals set can be achieved effective and efficient.<sup>17</sup>

The term technique has been borrowed from military science. Agreeing Encyclopedia strategy is the science of craftsmanship of arranging and coordinating expansive military developments and operations. It alludes to the design of acts that serve to accomplish a certain result. . Strategy is that skill full planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing situation. Teaching strategy is the means to achieve learning objectives<sup>18</sup>

Teaching-learning strategies are one important aspect of the promotion of self-regulated learning. In today's constantly changing world with its requirements of lifelong learning, it is of high relevance to be capable to learn in a self-regulated way.<sup>19</sup>

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<sup>17</sup> <sup>1</sup>Nanik Kusuma Watidan Endang Sri Maruti, Strategy Belajar Mengajar Di Sekolah Dasar. (Magetan: CV AE MEDIA GRAFIKA, 2019), hal.7

<sup>2</sup>Arvind Kr. Gill<sup>1</sup> , Ph. D. & Kusum<sup>2</sup> , Ph. D., “*Teaching, approaches, methods and strategy* “ p. 6694.

<sup>18</sup> Arvind Kr. Gill<sup>1</sup> , Ph. D. & Kusum<sup>2</sup> , Ph. D., “*Teaching, approaches, methods and strategy* “ p. 6694.

<sup>19</sup> Kistner, Saskia; Rakoczy, Katrin; Otto, Barbara; Klieme, Eckhard; Büttner, Gerhard , "Teaching-learning strategies. The role of instructional context and teacher beliefs" p.177

"Strategy is an attempt to obtain success and success in achieving goals". Strategies are different ways of achieving the results of planting under different conditions<sup>20</sup>

Speaking is the productive skill. When the students speak they will communication each other and also they will give and receive some information, so speaking skill is one of the English skill will mastery by the student at school.

The teachers must know the condition and situation for the students in their class to learn effectively and reach the goals of the lesson.

#### b. Strategies in Teaching speaking

Speaking is the productive skill. When the students speak they will communication each other and also they will give and receive some information, so speaking skill is one of the English skill will mastery by the student at school.

The teachers must know the condition and situation for the students in their class to learn effectively and reach the goals of the lesson.

The teachers have to use some strategies to solve some problems in speaking. According Ur stated that there some manners in of teacher to solve some the problems in the speaking class. The strategies are explained in the following terms<sup>21</sup> :

#### 1. Use the group work

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<sup>20</sup> Wena, "*Strategi Pembelajaran Inovatif*", ( Jakarta: Bumi Aksara, 2012), hal. 4-5

<sup>21</sup> Wijayanti, "Strategies Used by the Teacher in Teaching Speaking Skill at the Seventh Grade Students of Full Day Class in Mtsn 6 Boyolali Academic Year 2018/2019". (Surakarta: IAIN Surakarta, 2016). P.23.

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more that in the full class set up.

The example of the strategy first the teacher assigns the task to the student then the teacher makes a small group, in the group consists of 2-4 people depending on the need in achieving the learning. In groups of students discussing about the material given by the teacher afterwards presented in front of the class from the results of the group's work.

2. Base the activities on easy language

Language will be easily produced by participants, so that they can speak fluency with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluency with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts. Example, the teacher used dialog about the student's daily activity and repetition task related to the words of greeting.

3. Give some instructions or training in discussion skills

The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. If the task is based on group discussion then include 25 instructions about participation when introducing it.

4. Keep students to speak the target language

The best ways to keep students in speaking the target language are: try to be the model for them by using the target language and remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.

From the explanation in above, it can be concluded that there are four strategies can teaches use in teaching speaking such us use the group work, base the activities on easy language, give some interactions or training in discussion skills, and keep students to speak the target language.

Besides that, there are several strategies used in teaching English language learning, especially speaking skills, among others Cooperative Activities, Role Play and Simulations, Creative Tasks, Drilling, Discussions, Brainstorming, and Storytelling.

1. Cooperative Activities

According to Brown, cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material with what has been learned and experienced by students<sup>22</sup>. Hence, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English.

2. Role Play and Simulations

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<sup>22</sup> Novita Indah Purwaningsih, Agus Wijayanto, dan Ngadiso, “ Strategies of Teaching Speaking in English to Desa Bahasa Sragent’s Students”, Jurnal of Teaching & Learning English in Multicultural Contexts (TLEMC) Vol.3,no.2,2019, P.82

One of strategies can to increase the students' self confidence is the simulation and role-play because the students are asked to speak with others. In applying role play strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Role playing method can make students more interested and involved not only in learning about a concept but also integrating knowledge of behavior through classification problems explore alternatives and seek solutions creative ones. Through this method students must be able to do negotiations to solve joint problems at hand and finally reached a mutual decision.

Role Play and Simulations is based on three The reasons are, First, made on the assumption that it is possible creating an authentic analogy into a situation of life's problems real. Second, that role playing can encourage students to express her feelings and even let go. Third, that the psychological process engages our attitudes, values, and beliefs and leads to awareness through spontaneous engagement accompanied by analysis.<sup>23</sup>

### 3. Creative Tasks

According to Solcova , creative tasks assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency.<sup>24</sup>

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<sup>23</sup> Khoirul Huda, Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Metode Role Playing, (Jawa Tengah Didaktikum: Jurnal PTK, 2015), vol. 16 no. 3

<sup>24</sup> Novita Indah Purwaningsih, Agus Wijayanto, dan Ngadiso, " Strategies of Teaching Speaking in English to Desa Bahasa Sragent's Students", Jurnal of Teaching & Learning English in Multicultural Contexts (TLEMC) Vol.3,no.2,2019, P.82

Creative task is the creation of knowledge, or in creative behavior work situations, where the focus is to generate innovation, adds value, explore, and create new, better knowledge rather than continually using existing sources of knowledge been around for a long time, and presents a new way of solving problems, briefing, and discovery.

#### 4. Drilling

Drill is a way of learning that emphasizes training activities that are carried out repeatedly continuously to master certain abilities or skills, Thornbury assumed that drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulator control over language<sup>25</sup>

#### 5. Discussions

Discussion. Group discussions are effective for speaking skills in large classrooms. Sometimes, students are divided by the teacher into group work. Armai Arief is wrong an alternative method / method that can be used by a teacher at class with the aim of being able to solve a problem based on student opinion.

The discussion method is meant to stimulate thinking as well different types of views. There are 3 main steps in the discussion method:

1. Presentation, namely an introduction to the problem or topic that is requested opinions, evaluations and solutions from students.

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<sup>25</sup> Novita Indah Purwaningsih, Agus Wijayanto, dan Ngadiso, "Strategies of Teaching Speaking in English to Desa Bahasa Sragent's Students", Jurnal of Teaching & Learning English in Multicultural Contexts (TLEMC) Vol.3,no.2,2019, P.82



2. Guidance, namely direction continuously and purposefully given by the teacher during the discussion process. This briefing is expected can unite the thoughts that have been expressed.

3. Pioneer, namely recapitulation of important points in discussion<sup>26</sup>

#### 6. Brainstorming

Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far “out there” they may seem. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. According to Armstrong, brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience. Therefore, brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.<sup>27</sup>

#### 7. Storytelling

Storytelling is an interactive way of using words and actions when someone tells stories to encourage the listener’s imagination. Based on the Oxford dictionary, storytelling means telling or writing of stories. It means that storytelling

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<sup>26</sup> <http://digilib.uinsby.ac.id/398/5/Bab%202.pdf> accessed on 31 January 2021

<sup>27</sup> Novita Indah Purwaningsih, Agus Wijayanto, dan Ngadiso, “ Strategies of Teaching Speaking in English to Desa Bahasa Sragent’s Students”, Jurnal of Teaching & Learning English in Multicultural Contexts (TLEMC) Vol.3,no.2,2019, P.82

is not just about folktales or history. It can also be students' experiences that they want to share. Then, based on National Storytelling Association, storytelling has three meanings; the first is by design and a co-creative process. The second, storytelling is looked at by nature, personal, interpretive, and uniquely human. And the last is storytelling is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience.

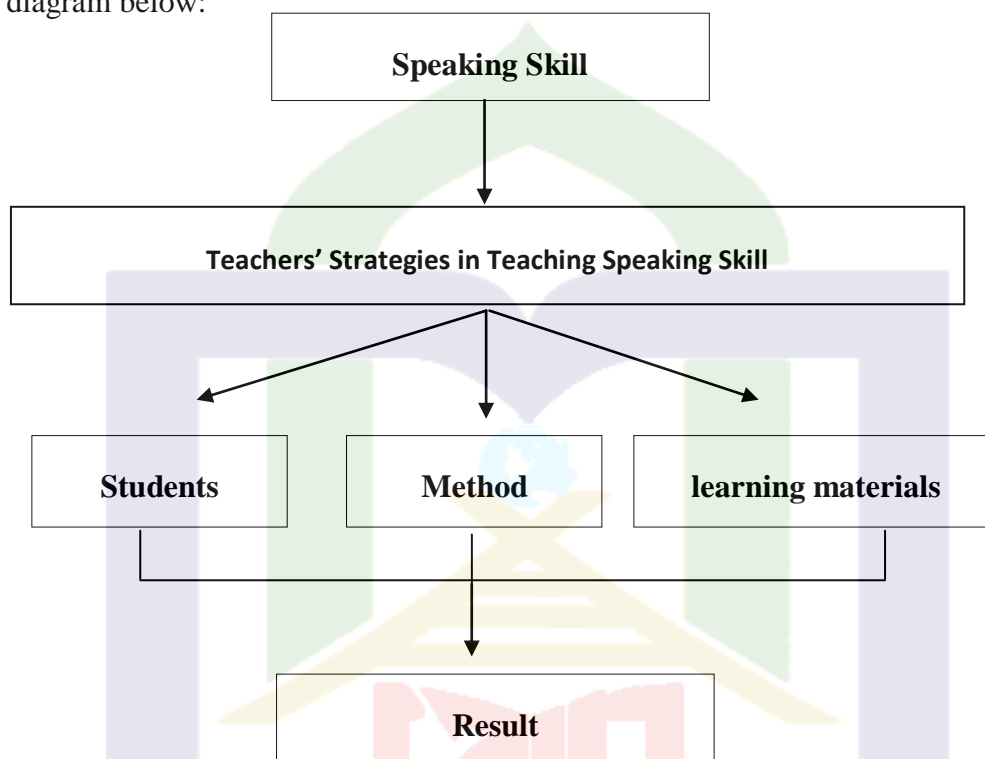
Storytelling becomes a tool or a technique that the researcher used to increase students' motivation in speaking class. Based on the researcher, storytelling is one of a way that can help someone deliver and understand a story, also express the feeling that may appear in that story. The story can be the students' life experiences or an old style storytelling uses folktales, fairytales, or maybe national history.<sup>28</sup>

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<sup>28</sup> Subekti Arum Krismawati, Storytelling Learning Activity to Increase Students' Motivation in Speaking In *Sma Budi Utama Yogyakarta*, Sanata Dharma University, 2018, Unpublished.

### C. Conceptual Framework

The main focus of this research is teacher's strategies in teaching speaking skill. The researcher is design the conceptual framework of this research by showing diagram below:



Based on the conceptual framework, the researcher will do the research that teacher's Strategies teaching speaking skill in teaching English. In the process teaching English, the researcher will do the research Teacher's Strategies: speaking skill that used by the teacher in teaching English Learning.

#### **D. Variable and Operational Definition of Variable**

##### **1. Variable**

###### **a. Independent Variable**

Independent Variable of this research is strategy in teaching speaking skill.

###### **b. Dependent Variable**

Independent Variable of this research is speaking skill at SMA Negeri 7 Pinrang.

##### **2. Operational Definition of Variable**

This research aims to determine on English teacher's teaching Strategies in teaching Speaking skill especially the component vocabulary of speaking skill, namely strategy should be plan by teachers to achieve the objectives of teaching that has been set. Teaching strategies will look at the dimensions of the planning and the implementation of the teaching.

### **CHAPTER III**

#### **METHODOLOGY OF THE RESEARCH**

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

The researcher used qualitative research by using descriptive design in this research. Because this research focused to know about teacher's strategies in teaching speaking skill and need a description so researcher decide to use this method. It is also aimed to describe the findings of the teacher using strategy in teaching English at SMAN 7 Pinrang.

Qualitative research is procedure research that produces descriptive data of written words or utterances from people and actions that can be observed holistically. Therefore, the research is done by using leather method to get the data scientifically according to background and the data obtained there is no engineering element therein.<sup>29</sup>

##### **B. Location and Duration of Research**

The location of this research took a place at SMAN 7 Pinrang. This research needed 2 months to collect the data and analyze the data

##### **C. Object and Subject of the Research**

The location of this research took a place at SMAN 7 Pinrang. This research needed 2 months to collect the data and analyze the data.

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<sup>29</sup> Gunawan,I Metode Penelitian Kualitatif Teori dan Praktis. (jakarta:Bumi Aksara 2013)

## 1. Object and Subject of Research

This research is qualitative research which the researcher took a descriptive as a way of research. So, this research call Descriptive Qualitative research. The object of this research is the strategies of teaching used by teacher in teaching speaking skill at the eighth grade in SMAN 7 Pinrang and the subject of this research is the English teacher at the eighth grade in SMAN 7 Pinrang.

### **Instrument of the Research**

#### 1. Interview Guide

The instrument was used to get more information to find out the aim of this research. Interview is also one of the techniques in collecting data for qualitative research. The researcher did interview to the teachers to get the further information about teacher's strategies in improving the student's speaking skill.

### **D. Procedure of Collecting Data**

#### 1. Observation

In this observation, the subjects of observation are teacher and student's activities on English Speaking class. It focused on the teacher's strategies in teaching English.

The researcher oserved the teachers while they were teaching English Speaking watching. The observation aimed to find out how are the implementations of strategies that are used by teachers and to get data on teaching learning process of teaching English.

The researcher knew teacher's strategies in the setting. The researcher was collected the data on teacher's strategies in teaching English speaking skill by using note and record. The note was used to write down the important information and the event in the classroom.

## 2. Interview

Interview is data collecting technique which used open from questions and it can use to get more information about teacher's Strategies in teaching speaking skill. The researcher interviewed the teachers and the teachers answered the questions. The researcher interviewed the teachers via online by using Whatsapp to avoid spreading Covid-19.

## 3. Recording and Transcribing

The researcher interviewed the teacher and collecting the data by using recorder. It had function to make the researcher become easier then write down all of the conversation about teachers' technique in speaking. Audio-recordings are the significant element of a qualitative research.

## E. Technique of Data Analysis

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display and conclusion or verification.<sup>2</sup> The researcher presented the data after all interview was conducted and followed this steps:

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<sup>2</sup> Setiyadi, Ag, B, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

### 1. Data Collection

The activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these four steps continually in order to grasp all of the information needed in the next steps of data analysis. In the other words, it is the stage where the researcher tries to find out the data were reduced, display, and concluded. In this research, the writer collects the data of the teachers' strategies in speaking.

### 2. Data Reduction

Reducing data means to summarize, focus on the important substances, and this pose the unnecessary. There are many data were collectied from the interview in this research, the researcher limited only to the description teachers' technique in improving speaking skill at SMAN 7 Pinrang.. This research, the researcher found the data which were related with the research objectives and finding the pattern of it. Here the data related with the research is the data from interview.

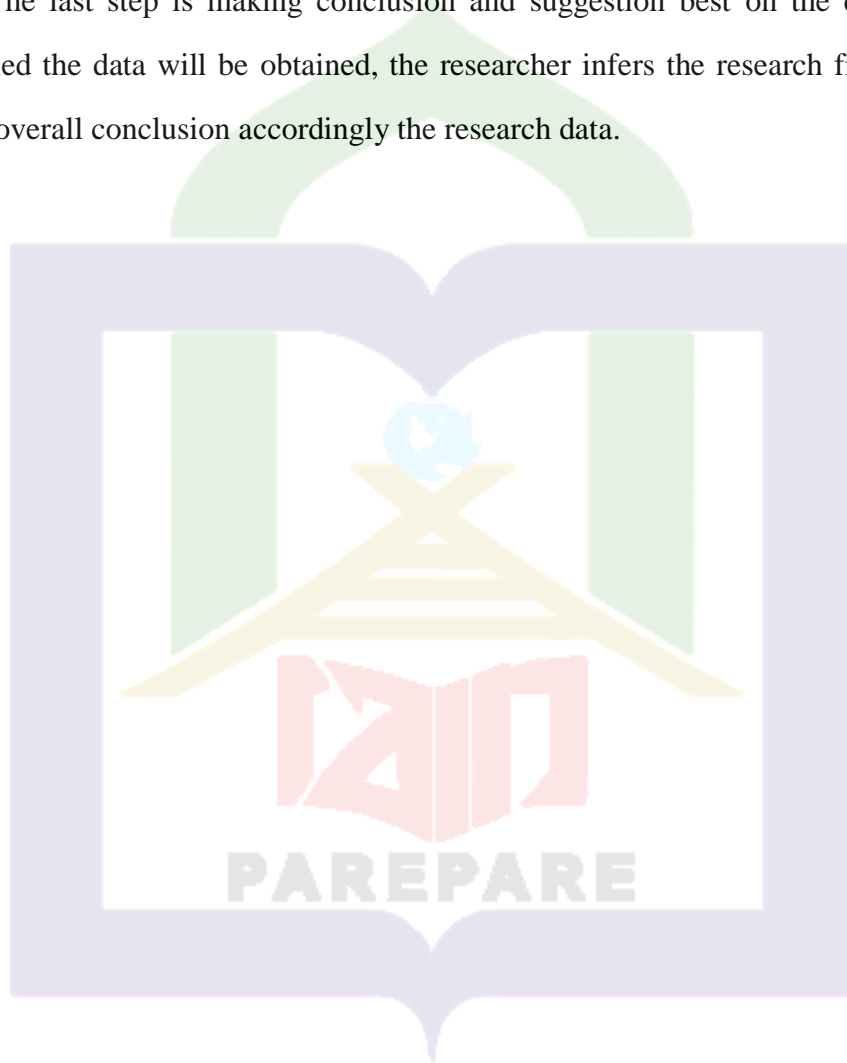
### 3. Displaying Data

The next step is presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. The researcher displayed the data then describe it. cribing the data, the researcher made analysis about the data. The researcher presented the data from the interaction between teachers in the English Class of SMAN 7 Pinrang.



#### 4. Conclusion and Verification

This stages show the final result of the research. It consists of conclusion and verification. The researcher drew the conclusion and interpretation relating to the data. The last step is making conclusion and suggestion best on the data analysis classified the data will be obtained, the researcher infers the research finding into a single overall conclusion accordingly the research data.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

It presents the findings and discussion of the research. The research findings include an analysis of the teacher's strategy in teaching speaking skills as well as the results of observations and interviews regarding strategies in teaching speaking skills.

##### **1. Teacher's Strategy in Teaching Speaking Skills During the Covid-19 Pandemic**

Based on government instructions because to the Covid-19 Pandemic situation. The teacher gives lessons to students online by using several applications and social media. The data will relate to the teacher's strategy in teaching speaking according to what is the problem statement in this research.

In presenting this data, the researcher presents a data base from observations and interviews. To answer the problem in this study, on February 22<sup>nd</sup> 2020 researchers conducted observations in class 11 IPA 1 that using online media that Google applications Meet the time of learning the English language and the researchers conducted interviews with an English teacher with interviewed directly in the teacher Room SMAN 7 Pinrang with several question items that have been prepared.

## 2. Result of Observation

Researchers observed activities in online classes, namely identifying teacher and student activities during classroom learning. These results become supporting data or a measure of the teacher's strategy. Observations are made for accurate evaluation in observing a problem, observations measure an object clearly for accuracy in research.

In this case, the observation was made when the English class took place in class 11 science 1 who was doing online learning, this was because the effective English learning meeting of the Covid-19 pandemic was very effective using online media. and researchers obtained some data from the results of observations, namely, In carrying out the learning process the teacher and students in this case experience several interactions such as the teacher providing opportunities for students to discuss with each other and the teacher after the teacher conveys the learning objectives and provides material to students.

By using media such as share screens when delivering material and text books as reference material for students and several methods and techniques in the learning process, the learning objectives carried out by teachers in grade 11 science 2 can be achieved.

At this observation stage the researcher assumes that the strategy used is the teacher's strategy in teaching English e-learning based on the teacher and students learning online and at home with the Discussion method because during the learning process students are given the opportunity to ask questions. regarding the material that has been explained and other students

have the right to express opinions regarding the matter asked by the theme, and use repetition techniques when the teacher gives instructions to students to do the exercises in their text book.

### 3. Result of Interview

The researcher interviewed an English teacher who teaches class II at SMAN 7 Pinrang. The interview was conducted live on February 22, 2020 and is supported by a smartphone feature, namely an audio recorder. Data from interviews that have been processed through data display and coding are representative responses which are below:

#### Informan

Dari : Bpk Muh. Ali Anwar S.Pd

*“ Menurut Bpk Muh.Ali Anwar S.Pd sebagai guru bahasa inggris di SMAN 7 Pinrang kepemimpinan berbicara yang baik adalah ketika siswa mampu menggunakan bahasa inggris dalam kehidupan sehari-harinya sesuai dengan pola kalimat grammatical yang baik dan benar yang terpenting dapat dipahami maknanya dan artinya oleh lawan bicara. Berbicara sangat penting diajarkan di dalam pembelajaran bahasa inggris karna siswa dapat menggunakannya saat berkomunikasi dengan baik dan benar , di masa pandemi saat ini sesuai dengan himbauan pemerintah Dinas pendidikan provinsi selawesi selatan yang menghimbau bahwa proses pembelajaran harus dilakukan secara Daring (Dalam Jaringan). Startegi yang digunakan Bpk Muh.Ali Anwar S.Pd adalah pembelajaran menggunakan media pembelajaran berbasis virtual dengan aplikasi Google meet dan aplikasi Whatsapp,Drilling dan tetap mencoba untuk mengabungkan bahasa Indonesia dan bahasa target dalam proses pembelajaran. Dalam menggunakan strategi*

*tersebut ada beberapa faktor yang dapat proses pembelajaran seperti waktu atau durasi pembelajaran karena dalam pembelajaran yang berani biasanya waktu pembelajaran berlangsung selama 45 menit hanya 20 menit, penggunaan media elektronik gawai serta sangat berpengaruh terhadap jaringan dan kuota para peserta didik dan bimbingan guru yang terbatas , adapun cara mengatasi bila peserta didik mengalami kesulitan dalam proses pembelajaran Bpk Muh.Ali Anwar S.Pd*

From the results of the interview, it was shown that in the process of learning English which was carried out at SMAN 7 Pinrang, it was identified that they used a virtual learning method with several treatments and found several obstacles when carrying out the learning process during a pandemic such as problems using cellphones, networks and lack of direct guidance, in this case the teacher has found a way to minimize the problem.

## **B. Discussion**

From the results of interviews with English teachers, researchers obtained some information from teachers related to research questions that could answer the formulation of this research problem. Researchers found teacher strategies in teaching speaking skills used by teachers at SMAN 7 Pinrang. That is the teacher's strategy in teaching English e-learning classes. Based on the results of interviews, the researchers found the following findings:

- a. Teacher's strategies in teaching speaking skill
  1. Teacher strategy in teaching English e-learning classes ( using Google Meet and Whatsapp applications )

Based on the results of observations and interviews about learning English, especially speaking skills at SMAN 7 Pinrang during the current pandemic, Covid-19 explained that English teachers, especially those who teach in class II, have implemented online learning or learning activities from home as a form of preventing the spread of the virus. the corona virus as evidenced by the results of interviews as follows:

*“di masa pandemi saat ini sesuai dengan himbauan pemerintah Dinas pendidikan provinsi selawesi selatan yang menghimbau bahwa proses pembelajaran dilakukan secara Daring ( Dalam Jaringan ). Startegi yang digunakan dalam pembelajaran menggunakan media pembelajaran berbasis virtual dengan aplikasi Google meet dan aplikasi Whatsapp) “.<sup>30</sup>*

The statement above explains that the first strategy used by teachers in teaching speaking is online learning which is carried out using the Google Meet application to deliver material to students and daily assignments are also sent via the WhatsApp application.

The use of Google Meet and WhatsApp applications is the right choice to use during the Covid-19 pandemic to prevent the spread of the virus and to carry out the online learning process. In a virtual-based learning process that uses an application that aims to attract students' interest in learning, the teacher uses features in the application such as sharing screens on Google Meet to present and deliver material in the form of PowerPoint slides so that students can easily listen and understand the lessons that have been taught. given by the teacher. In the learning process students also have the opportunity to ask questions by asking directly with the teacher because

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<sup>30</sup> Muh.Ali Anwar, teacher in Sma Negeri 7 Pinrang , Interviewed, Pinrang, February 22<sup>th</sup> 2020

the teacher also reviews the lesson. It is intended that students remember the material that has been given previously so that students are more active in speaking during the teaching and learning process and achieve learning objectives.

According to Brown there are six type of speaking activities<sup>31</sup> as follow:

- a. Imitative: the teacher when explained the material like imitated to understanding the students
- b. Intensive: intensive speaking goes one steps beyond imitative to include any speaking performance
- c. Responsive: the teacher gives question or comments.
- d. Transactional (dialogue): the teacher give information is an extended form of responsive language.
- e. Interpersonal (dialogue): form conversation mentioned in the previous chapter was interpersonal dialogue.
- f. Extensive (monologue): students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches.
- g. After learn about the lesson, the students get an understanding about the lesson by practice.

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<sup>31</sup> Wijayanti, "Strategies Used by the Teacher in Teaching Speaking Skill at the Seventh Grade Students of Full Day Class in Mtsn 6 Boyolali Academic Year 2018/2019". (Surakarta: IAIN Surakarta, 2016). P.91

Based on the theory and research observations carried out by researchers in the learning process at SMAN 7 Pinrang in terms of teaching speaking such as offline learning starting from the opening, core activities and closing. . In the learning process, the opening begins when the teacher greets and motivates students. Before entering the main activity review material, the teacher informs students about the subject objectives to be achieved and relates them to the lessons they have learned. Then the teacher explained the cause and effect material in two languages, namely from English and then translated into Indonesian. After finishing explaining the material, the teacher gives an example of cause and effect then asks students to give examples of cause and effect, in this case students are expected to focus more on paying attention to the slides that have been displayed by the teacher on the share screen feature so that the learning objectives can be achieved.

In the learning process carried out in this online class, students are given the opportunity by the teacher after presenting the material that day by using the Google Meet application, students have the opportunity to ask questions about the material they have not yet had, so there is a discussion between students and teachers.

Effective discussions to improve students' speaking skills in the English learning process conducted at SMAN 7 Pinrang. The teacher uses this method in teaching English in the classroom to measure and determine the level of students' understanding of the material that has been conveyed by the teacher. In this case, students are more active than teachers because when students ask questions, other students are given the opportunity to answer difficulties before being directed by the teacher.



Drill Techniques and Keep Students Talking Target Languages are also used during the learning process. This is a method of learning that emphasizes repetitive practice activities to master certain abilities or skills, Thornbury believes that drilling produces several benefits, allowing students to paying attention to new material presented by the teacher, emphasizing words, phrases, or utterances in students' minds, transferring new items from working memory to long-term memory, and providing a means of gaining articulators control over language.

Activities carried out during the learning process by the teacher are drill by giving several examples repeatedly to students and giving instructions to students to try to make examples and mention them in class then the teacher helps students to correct the wrong things done by students and also the teacher give practice questions in the textbooks that students have and discuss them after students work on the task

Based on the results of the explanation above, the teacher at SMAN 7 Pinrang uses the teacher's strategy in teaching English e-learning classes, in the process of learning English, especially learning to speak in applying the strategy, there are several factors that are supporting factors and inhibiting factors in carrying out the learning process. , among others:

1. Lack of guidance

The condition occurs because communication with the teacher is very minimal during online learning, the processing time also changes the schedule from 2 hours of lessons with a duration of 90 minutes to 45 minutes. Learning using the Google meet and learning application is generally followed by many students with one teacher, so the teacher cannot answer and provide opportunities for all students to ask questions, let alone convey obstacles clearly.

## 2. Internet access is not smooth and there are no gadgets

Complaints that many students and teachers encounter when carrying out the online learning process are networks and gadgets owned by students, because some students do not have gadgets personally, only borrow gadgets belonging to their parents and really need a stable network to run smoothly. in the learning process and the quota they have is limited so that it becomes an obstacle in carrying out the online learning process during this pandemic, as evidenced by the results of the interview the teacher said at SMAN 7 Pinrang:

*Dalam penggunaan strategi tersebut ada beberapa faktor yang dapat mempengaruhi proses pembelajaran seperti penggunaan media elektronik seperti gawai serta sangat berpengaruh terhadap jaringan serta kuota para peserta didik dan bimbingan guru yang terbatas, adapun cara mengatasi apabila peserta didik mengalami kesulitan dalam proses pembelajaran Bpk Muh.Ali Anwar S.Pd memeberikan kesempatan kepada siswa secara langsung melalui chat dan memberikan kesempatan kepada siswa untuk bertatap muka dengan mematuhi protokol kesehatan”<sup>4</sup>*

some of these factors can be supporting factors or inhibiting factors depending on the situation and condition of students and teachers, during the learning process when the teacher finds some student problems in following the learning process the teacher takes action to give instructions to students to call directly to him via chat on whatsapp and open the opportunity to come to the village directly to consult the problems encountered during the learning process and SMAN 7 Pinrang has also provided learning classes for students who have problems such as not having a gadget quota, internet and network.

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<sup>4</sup> Muh.Ali Anwar, guru di Sma Negeri 7 Pinrang, Diwawancarai, Pinrang, 22 Februari 2020

## **CHAPTER V**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Conclusion**

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

The researcher found out strategi for teachers in teaching speaking skills that were used by the teachers at SMAN 7 Pinrang. it is namely Teacher's strategies in teaching English e-learning classes used Discussion Method ,and Drilling technique. There are several factors that become supporting factors and become an inhibiting factor in carrying out the learning process, among others Lack of guidance ,Internet access is not smooth and has no gadget. The teacher finds some problems students in following the learning process the teacher takes action to give instructions to students to call directly to him via chat on WhatsApp and open the opportunity to come to the village directly for consultation on problems faced during the learning process and SMAN 7 Pinrang has also provided learning classes for students who have problems such as not having gadget, internet and network quotas during learning.

#### **B. Suggestion**

The suggestions that I can convey from the results of research on the use of kahoot media as an evaluation tool are as follows:

1. The teacher is a person who can influence the students in speaking skill ,  
so the teacher should be provide the best strategies in teaching, speaking

skill should be better than previous semester by considering the best strategies.

2. The result of the research can be used for the researcher to identify the strategies in teaching speaking and also for the next researcher who wants to do an experimental class, by reading and understanding the result of this research, they can do better research than this research.



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## Appendices 1: Observation

### Appendices 1: Observation

Day/Date : Senin / 22 February 2021  
 Time : 08.00 - 08.45  
 Material : Cause & Effect  
 Teacher : Muh. Ali Anwar, S.pd  
 Researcher : Muh. Akshun

### Observation Checklist

No	Activity	Indikator	Option		Description
1.	Opening	Teachers Open the lesson by greeting the student	Yes	No	Guru memulai kelas dengan mengucapkan salam kepada siswa, dan guru tersebut menanyakan kabar siswa yang ada di dalam kelas.
		Teacher checks the students attendance list	✓		Kegiatan ini tidak dilakukan di awal pembelajaran akan tetapi dilakukan di akhir kelas dengan melihat nama siswa yang masuk di kelas.
		Teachers tells the aim of the subject that will be reached	✓		Guru menjelaskan tujuan dari mempelajari cause and effect sehingga siswa mudah mengikuti output dan kegunaan dari materi cause and effect.
2.	Main Activity	Teacher explain the material	✓		Guru menjelaskan materi dengan menggunakan fitur Google Meet yakni share screen dan menampilkan slide di PPT sambil menjelaskannya.

		The Teacher begin a lesson with a discussion	✓		Guru memulai pelajaran dengan diskusi dengan siswa, bertanya mengenai apa saja siswa ketahui mengenai materi Cause and Effect dan melakukan diskusi kecil agar jawaban yang ada di dalam kelas.
		The teachers use a guide book	✓		Guru memberikan buku ke siswa untuk membaca teks / modul untuk memahami beberapa penjelasan dan contoh mengenai materi.
		The teacher divides students into several groups		✓	Guru tidak membagi siswa ke beberapa grup, karena mengingat waktu yang digunakan dalam proses pembelajaran hanya 40 menit dalam kelas online.
		The teacher use active learning	✓		Disaat guru menjelaskan, ketika siswa tidak memahami materi tersebut, guru membuka tanya-jawab untuk memudahkan siswa.
		The Teachers use media	✓		Guru menggunakan Google Meet dan menampilkan fitur share screen untuk menampilkan slide Powerpoint.
		Make the students thinking about the meaning of the lesson	✓		Guru selalu memberikan pemahaman mengenai pembelajaran mengenai Cause and Effect, agar siswa dapat dengan mudah mengerti.
3.	Closing	Teacher give an opportunity for student to ask their difficulties	✓		Ketika siswa mengalami kesulitan dalam belajar atau tidak mengerti materi Cause and Effect, guru bertanya langsung atau siswa langsung bertanya ke guru.

## Appendices 2 : Interview of the Instrument

### Interview Guide

Day/Date : \_\_\_\_\_

Time : \_\_\_\_\_

Place : \_\_\_\_\_

Teacher : \_\_\_\_\_

Researcher : \_\_\_\_\_

1. Sejak kapan anda diterima mengajar di SMAN 7 Pinrang ?
2. Kurikulum apa yang digunakan di SMAN 7 Pinrang ?
3. Berapa jumlah kelas yang anda ajar saat ini ?
4. Menurut bapak mengajar speaking yang baik itu seperti apa ?
5. Strategi apa yang anda sering gunakan dalam proses pembelajarann speaking?
6. Apakah strategi tersebut efektif digunakan didalam kelas atau tidak?
7. Apakah faktor pendukung dalam menerapkan strategi yang anda gunakan dalam proses pembelajaran ?
8. Apakah faktor penghambat dalam menerapkan strategi yang anda gunakan dalam proses pembelajaran ?
9. Bagaimana anda menyikapi siswa yang agak sulit memahami pelajaran ?

### Interview Guide

**Day/Date** : Senin, 22 Februari, 2021

**Time** : 12.30

**Place** : Teacher's Room at SMAN 7 Pinrang

**Teacher** : Muh.Ali Anwar, S.Pd

**Researcher** : Muh. Aksan

No	Pertanyaan	Jawaban
1	Sejak kapan anda diterima mengajar di SMAN 7 Pinrang ?	Saya mulai mengajar di SMAN 7 Pinrang sejak tahun 2013 sampai sekarang , kira-kira saya sudah mengajar di sekolah ini 8 tahun.
2	Kurikulum apa yang digunakan di SMAN 7 Pinrang ?	Sesuai dengan himbauan pemerintah pusat provinsi untuk menggunakan kurikulum K13, jadi di SMAN 7 Pinrang juga menggunakan kurikulum tersebut.
3	Berapa jumlah kelas yang anda ajar saat ini ?	Saya mengajar di SMAN 7 Pinrang sebanyak 8 kelas yang terdiri dari 5 kelas dari jurusan IPA dan 3 kelas dari jurusan IPS.
4	Menurut bapak mengajar speaking yang baik itu seperti apa ?	Menurut saya speaking yang baik adalah ketika siswa telah mampu menggunakan bahasa inggris di kehidupan sehari-harinya sesuai dengan pola kalimat grammatical yang baik dan benar dan yang terpenting dapat di mengerti makna dan artinya oleh lawan bicara. Speaking sangat penting diajarkan di dalam pembelajaran bahasa inggris karna siswa dapat menggunakannya saat

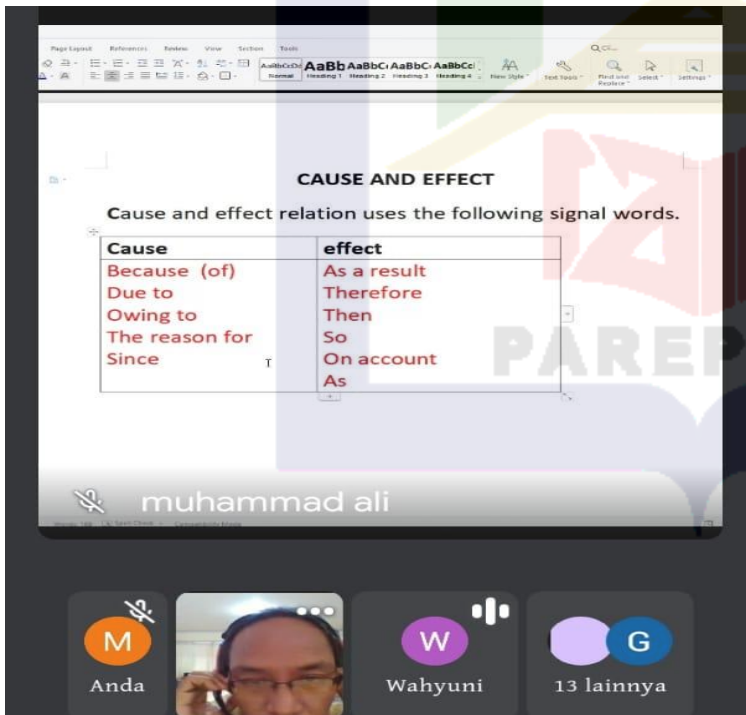
		berkomunikasi dengan baik dan benar.
5	Strategi apa yang anda sering gunakan dalam proses pembelajarann speaking ?	Di masa pandemi saat ini sesuai dengan himbauan pemerintah Dinas pendidikan provinsi selawesi selatan yang menhimbau bahwa proses pembelajaran seharusnya dilakukan secara Daring ( Dalam Jaringan) melalui IT, Startegi yang digunakan yang biasa saya gunakan adalah pembelajaran menggunakan media pembelajaran berbasis virtual dengan aplikasi Google meet dan aplikasi Whatsapp
6	Apakah strategi tersebut efektif digunakan didalam kelas atau tidak?	Menggunakan startegi ini tidak menjadi masalah saat proses pembelajaran karna bisa juga pake power point dengan memanfaatkan fitur share screen de menampilkan di layar.
7	Apakah faktor pendukung dalam menerapkan strategi yang anda gunakan dalam proses pembelajaran ?	Yang menjadi faktor pendukung saat ini adalah jaringan dan pememfaatn media yang berbasi IT.
8	Apakah faktor penghambat dalam menerapkan strategi yang anda gunakan dalam proses pembelajaran ?	Yang menjadi faktor pendukung adalah jaringan , kuota biasa juga siswa tidak punya hp android biasa hanya meminjam hp milik orang tuanya jadi banyak kendala yang sering muncul

9	Bagaimana anda menyikapi siswa yang agak sulit memahami pelajaran ?	Saya menyuruh siswa untuk chat pribadi saya tapi jarang na lakukan mungkin sudh mengerti , kadang juga saya suruh siswa untuk datang kesekolah untuk belajar tetap saya lakukan pemantauan mengenai hasil belajar.
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### Appendices 3 :Documentation

#### Foto screen Shoot proses pembelajaran






## Foto Interview dengan Guru



## Appendices 4 : Research Allowance

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIYAH**  
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

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Nomor : B./45/In.39.5/PP.00.9/09/2019 03 September 2019  
Lamp. : -  
Hal : Penetapan Pembimbing Skripsi

Kepada Yth.  
1. Drs. Abdul Rauf Ibrahim, M.Si.  
2. Drs. Amzah, M.Pd.


di-  
Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan Hasil Keputusan Sidang Judul Penelitian Pada tanggal 09 Agustus 2019, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing pada mahasiswa:

Nama : Muh. Aksan  
Nim : 16.1300.019  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Judul : Analyzing English Teacher's Strategies in Teaching Speaking at SMAN 7 Pinrang

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

  
Dekan  
H. Saifuddin





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.312/In.39.5.1/PP.00.9/02/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X  
Propinsi Sulawesi Selatan  
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Aksan  
Tempat/Tgl. Lahir : Pinrang, 23 November 1998  
NIM : 16.1300.019  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Cora, Kec. Mattirobulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"Analyzing English Teacher's Strategies In Teaching Speaking At SMAN 7 Pinrang "**

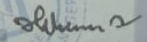
Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 04 Februari 2021

Wakil Dekan I,

  
/Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL**  
**DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
Nomor : 503/0051/PENELITIAN/DPMPTSP/02/2021

Tentang

**REKOMENDASI PENELITIAN**

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 10-02-2021 atas nama MUH. AKSAN, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
  2. Undang - Undang Nomor 18 Tahun 2002;
  3. Undang - Undang Nomor 25 Tahun 2007;
  4. Undang - Undang Nomor 25 Tahun 2009;
  5. Undang - Undang Nomor 23 Tahun 2014;
  6. Peraturan Presiden RI Nomor 97 Tahun 2014;
  7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
  8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
  9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0069/R/T.Teknis/DPMPTSP/02/2021, Tanggal : 10-02-2021
  2. Berita Acara Pemeriksaan (BAP) Nomor : 0050/BAP/PENELITIAN/DPMPTSP/02/2021, Tanggal : 10-02-2021

**MEMUTUSKAN**

- Menetapkan :
- KESATU : Memberikan Rekomendasi Penelitian kepada :
- |                              |   |
|------------------------------|---|
| 1. Nama Lembaga              | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE                                   |
| 2. Alamat Lembaga            | : JL. AMAL BAKTI NO. 8 SOREANG  |
| 3. Nama Peneliti             | : MUH. AKSAN  |
| 4. Judul Penelitian          | : ANALYZING ENGLISH TEACHER'S STRATEGIES IN TEACHING SPEAKING AT SMAN 7 PINRANG |
| 5. Jangka waktu Penelitian   | : 2 Bulan   |
| 6. Sasaran/target Penelitian | : GURU DAN SISWA  |
| 7. Lokasi Penelitian         | : Kecamatan Mattiro Bulu  |
- KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 10-08-2021.
- KETIGA : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 15 Februari 2021



Biaya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP., M.Si**  
NIP. 197406031993112001  
**Kepala Dinas Penanaman Modal dan PTSP**  
Selaku Kepala Unit PTSP Kabupaten Pinrang



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Sertifikasi  
Elektronik



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HIJAU



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**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN**

**CABANG DINAS PENDIDIKAN WILAYAH X**

**UPT SMAN 7 PINRANG**

Jalan Poros Pinrang Pare KM.8 Kec. Mattirobulu Kab.PinrangTelp.3910355 Kode  
Pos 91271 Email:sman7pinrang@gmail.com/sman7pinrang@yahoo.com

**SURAT KETERANGAN PENELITIAN**

No : 421.3 / 020 - UPT SMA.7/PRG/DISDIK

Yang bertandatangan di bawah ini Kepala SMA Negeri 7 Pinrang menerangkan bahwa :

**N a m a** : MUH. AKSAN  
**Nomor Pokok** : 16.1300.019  
**Pekerjaan / Lembaga** : Mahasiswa  
**Program Study** : Pendidikan Bahasa Inggris  
**Alamat** : JL. Amal Bakti No.8 Soreang

Benar telah melakukan penelitian dengan judul : “ *ANALYZING ENGLISH TEACHER'S STARATEGIES IN TEACHING SPEAKING AT SMAN 7 PINRANG* ” mulai tanggal 16 Februari 2021 hingga tanggal 01Maret 2021.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.



Pinrang, 01 Maret 2021  
Kepala Sekolah

**Des. Ikhwani Matu, M.Pd.**  
NIP. 19671231 199602 1 002

## CURRICULUM VITAE



Muh. Aksan, the writer was born on November 23<sup>rd</sup> 1998 in Cora . He is the first Children in his family. His father name is Samsul and His mother name is Hasmili. He is a student of English Educational Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. His educational background, He began his study on 2004-2010 in 210 Cora Barat, and graduated on 2010, while at the same year, he study in SMP Negeri 2 Mattiro Bulu and finish on 2013, the continued his study in SMA Negeri 7 Pinrang and graduated on 2016, the continued his study at tarbiyah Faculty of IAIN Parepare and completed his study with the title “ Analyzing English Teacher’s Strategies in Teaching Speaking at Sman 7 Pinrang “