



**TEACHERS' STRATEGIES IN TEACHING SPEAKING SKILL : A CASE
STUDY AT P.D MONFORT NATIONAL SCIENCE HIGH SCHOOL IN
THE PHILIPPINES IN ACADEMIC YEAR 2023/2024**

Skripsi

Disusun untuk Memperoleh Gelar Sarjana Pendidikan

By

Diah Permatasari

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2024



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: A CASE STUDY AT P.D MONFORT NATIONAL SCIENCE HIGH
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfilment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

By

Diah Permatasari

202032019

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2024

MOTTO AND DEDICATION

Motto: "Think big and act now "

DEDICATED

This research is dedicated to:

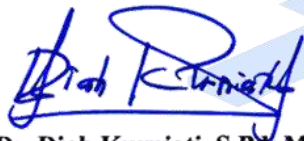
- My parents, who give me support
- My self who try my best
- All beloved lecturers who always give me knowledge
- All people who always support this research

ADVISORS' APPROVAL

This is to certify that the Skripsi of Diah Permatasari (202032019) has been approved by the Skripsi advisors for further approval by the Examining Committee.

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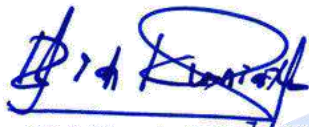
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EXAMINERS' APPROVAL

This is to certify that the Skripsi of Diah Permatasari (202032019) has been approved by the Examining Committee as a requirement for the Sarjana Degree in English Education.

Kudus, January 22, 2024

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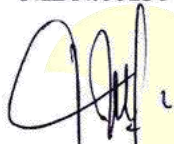
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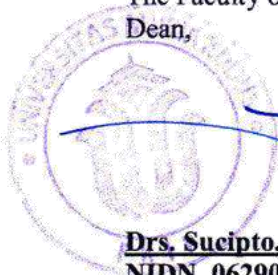


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Kudus, January 20, 2024
The Researcher

Diah Permatasari



ABSTRAK

Permatasari, Diah. 2024. *Strategi Guru dalam Mengajar Keterampilan Berbicara Siswa: Studi Kasus di P.D Monfort National Science High School Phillipines pada tahun ajaran 2023/2024*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing : (1) Dr. Diah Kurniati, S.Pd, M.Pd. (2) Dr. Drs. Muh Syafei, M.Pd.

Kata Kunci : Strategi guru, keterampilan berbicara, bahasa inggris

Guru mempunyai peran penting dalam mengajarkan keterampilan berbicara kepada siswa, strategi pembelajaran sangat penting dalam menciptakan pembelajaran yang lebih efektif agar siswa lebih aktif. Ketika mengajarkan keterampilan berbicara kepada siswa, semua guru Bahasa Inggris harus menerapkan strategi. Berdasarkan pengamatan peneliti saat melakukan magang mengajar disekolah tersebut, hampir semua siswa kelas tujuh masih rendah dalam berbicara Bahasa Inggris.

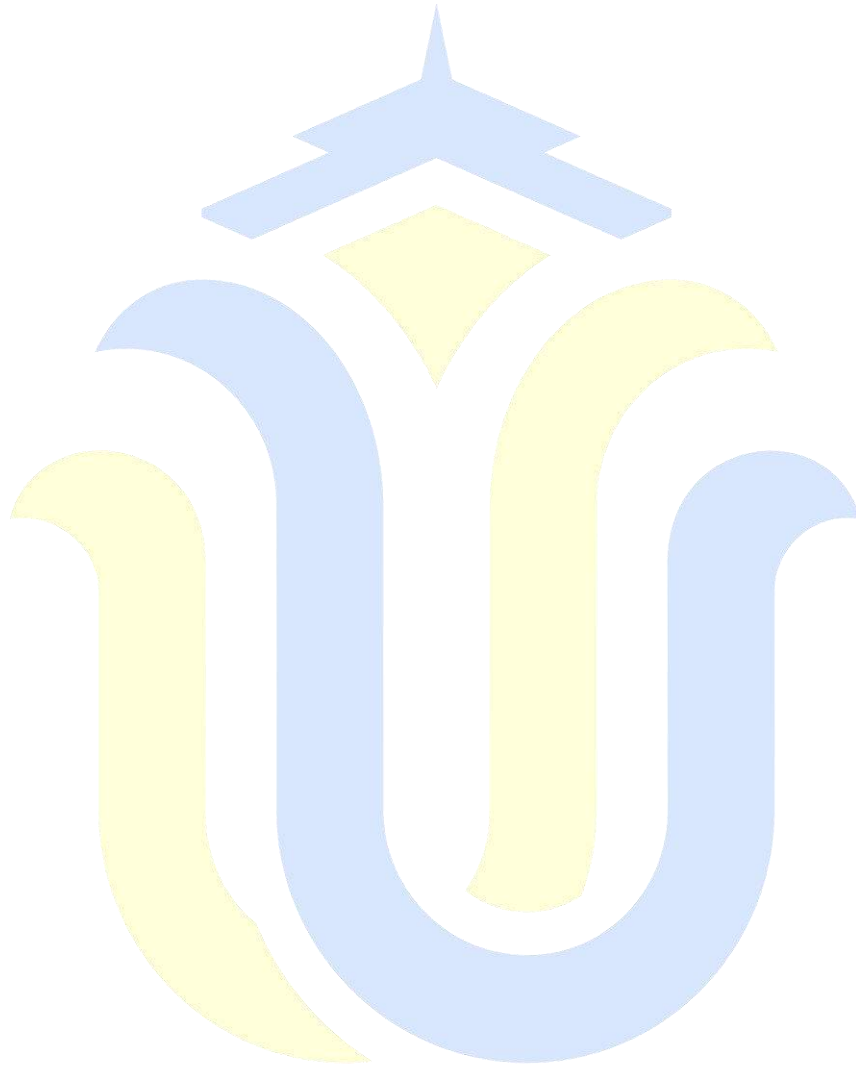
Penelitian ini bertujuan untuk mengetahui strategi yang di gunakan oleh guru untuk mengajar keterampilan berbicara siswa. Disisi lain, penelitian ini juga bertujuan untuk mengetahui bagaimana pengaplikasian guru dalam mengajar keterampilan berbicara siswa di dalam kelas. Penelitian ini menggunakan teori dari (Harmer, 2001).

Penelitian ini menggunakan desain kualitatif studi kasus dengan instrument interview, dan dokumen. Dalam penelitian ini, peneliti memilih dua guru Bahasa Inggris di P.D Monfort National Science High School Phillipines sebagai partisipan.

Berdasarkan hasil temuan, kedua guru bahasa Inggris menggunakan strategi yang berbeda yang cocok dengan teori Harmer. Guru 1 menggunakan enam strategi yaitu, akting dari naskah, permainan komunikasi, diskusi, pembicaraan yang dipersiapkan, kuesioner, bermain peran. Sementara itu, guru 2 menggunakan empat strategi yaitu, akting dari naskah, diskusi, permainan komunikasi, dan bermain peran. Peneliti juga menemukan bahwa, guru menerapkan strategi tersebut dengan menetapkan tujuan pembelajaran yang jelas untuk memastikan bahwa siswa akan memahami materi yang menjadi tujuan pembelajaran, guru percaya bahwa strategi-strategi tersebut membantu siswa memperoleh pengetahuan dan keterampilan berbicara dalam waktu yang relatif singkat, sehingga mereka dapat memperoleh penguasaan dan keterampilan yang diharapkan, karena siswa menjadi lebih terlatih untuk berinisiatif dan berkreasi dalam belajar berbicara, siswa bebas untuk mengekspresikan ide-ide mereka melalui strategi tersebut.

Peneliti menyimpulkan bahwa guru menggunakan beberapa strategi dalam mengajar berbicara yaitu, akting dari naskah, permainan komunikasi, diskusi, pembicaraan yang dipersiapkan, kuesioner, bermain peran. Sementara itu, dalam mengimplementasikan

strategi tersebut guru menetapkan tujuan pembelajaran yang jelas untuk memastikan bahwa siswa akan memahami materi yang menjadi tujuan pembelajaran. Dengan menggunakan naskah, permainan komunikasi, diskusi, percakapan yang telah dipersiapkan, kuesioner, bermain peran akan membantu siswa untuk lebih mudah memahami materi karena mereka dapat melihat contohnya. Ketika mengajar berbicara kepada siswa, para guru berbicara dalam bahasa Inggris agar siswa terbiasa dengan penggunaan bahasa Inggris, dan siswa juga memperhatikan dan aktif di kelas.



ABSTRACT

Permatasari, Diah. 2024 Teachers' Strategies in Teaching Speaking Skills: A Case Study at P.D Monfort National Science High School in the Philippines in Academic Year 2023/2024. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor : (1) Dr. Diah Kurniati, S.Pd, M.Pd (2) Dr. Drs. Muh Syafei, M.Pd

Keywords: *Teacher Strategy, Speaking skill, English*

Teachers have an important role in teaching speaking to the students, and learning strategies are essential in creating more effective learning to make students more active. When teaching speaking to students, all English teachers should apply strategies. Based on the researcher observation when doing a teaching internship at P.D Monfort National Science High School, almost all seventh graders are still low in speaking English.

This research aims to find out the strategies teachers use to teach students speaking skills and also to find out how teachers apply the strategies in teaching speaking skills. This research uses the theory from (Harmer, 2001).

This study uses a qualitative design a case study with the instruments of interview and documents. In this study, the researcher chose two English Teachers at P.D Monfort National Science High School in the Philippines as the participants.

Based on the findings, the two English teachers used different strategies that matched Harmer's theory. Teacher 1 used six strategies, namely, acting from script, communication game, discussion, prepared talks, questionnaires, and role play. Meanwhile, teacher 2 used four strategies such as acting from script, discussion, communication game, and role play. The researcher also found that the teacher implemented those strategies by setting clear lesson goals to make sure that students would understand the material as the purpose of the lesson, the teachers believed that those strategies help students acquire knowledge and speaking skills in a relatively short time, so that they can obtain the expected mastery and skills. because students become more trained to take the initiative and be creative in learning speaking, students are free to express their ideas through these strategies.

The researcher concluded the teachers used some strategies to teaching speaking namely, acting from script, communication game, discussion, prepared talks, questionnaires, role play. Meanwhile, in implementing the strategies the teachers setting clear lesson goals to make sure that students will understand the material as the purpose of the lesson. The acting from script, communication game, discussion, prepared talks,

questionnaires, role play will help the students to be easy understanding the material because they can see the example. When teaching speaking to the students, the teachers speak English to make students familiar with the use of English, also the students also paid attention and be active in class.



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