

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Strategies that used by teacher in teaching speaking at Global Islamic Boarding School

To describe strategies that used by teacher for teaching speaking, the writer used observation techniques. This observation was carried out in 5 times. The observation has done on November 2019. First observation on Tuesday, 26 November 2019 at XI Social Boy. Second observation on Wednesday, 27 November 2019 at XI Science Girls 2. Third observation on Thursday, 28 November 2019 at XI Science Boy 2. Fourth observation on Friday, 29 November at XI Social Girls and the last observation on Saturday 30 November 2019 at XI Science Boy 2.

Based on the observation, reseacher found that the activity of teaching strategies used by the teacher in teaching learning process consists of the introduction activity, the main activity, and the closing activity. It can be seen on the teacher strategies in teaching process of teaching speaking skill.

a. First Meeting

First meeting done on Tuesday, 26 November 2019

Table 4.1 The Similarities or Differences between Observation and Lesson Plan in Teaching Speaking Meeting 1.

No.	Activity	Observation	Lesson plan
1.	Opening	<input type="checkbox"/> The teacher opened the meeting with Assalamual aikum. <input type="checkbox"/> Checked the student's attendance list. <input type="checkbox"/> The teacher gave information about the material in this meeting.	<input type="checkbox"/> The teacher gives greeting. <input type="checkbox"/> Checked the students attendance list <input type="checkbox"/> Give information the aim of teaching learning. <input type="checkbox"/> Give information about the material in this meeting.
2.	Observing	<input type="checkbox"/> The teacher showing the video conversation about present Vs Continous Tenses. <input type="checkbox"/> The teacher and the students find the example of tenses on the conversation video.	<input type="checkbox"/> The teacher showing the video conversation about present Vs Continous Tenses. <input type="checkbox"/> Students find the example of tenses on the conversation video .
3.	Questioning	<input type="checkbox"/> The teacher give time for the students to delivers questions.	<input type="checkbox"/> The teacher give time for the students to delivers questions.
4.	Experimenting/ Collecting information	<input type="checkbox"/> The teacher explaining to students about simple present vs continuos tenses and how to use it.	<input type="checkbox"/> Explaining to students about simple present vs continuos tenses and how to use it.

5.	Associating	<input type="checkbox"/> The teacher asks to the student to make the dialog about present vs continous tenses.	<input type="checkbox"/> The teacher asks to the student to make the dialog about present vs countinus tense.
6.	Communicating	<input type="checkbox"/> The students present the dialog in front of class and read the dialog in pair.	<input type="checkbox"/> The students present the dialog in from the class and read the dialog in pair.
7.	Closing	<input type="checkbox"/> Teacher and students conclude the result of learning process. <input type="checkbox"/> Teacher give a task related with the material that have been learn.	<input type="checkbox"/> Students reflecting on the learning activities that they have been carried out <input type="checkbox"/> Teacher and students conclude the result of learning process.

The result of observation for class XI Social Boy that hold on November 26th 2019, can be explained as bellow. At the time, Teacher was teaching the material of simple present vs present continous tenses. Based on that table researcher did not find the differences about lesson plan and the classroom process. Teacher do all of activity that written on the lesson plan. There are three part of activity. Namely opening, main activity that consists five parts (questioning, observing, exprimenting, and associating) and closing.

Table 4.2 Summary of the Finding in Teaching Strategies used by the Teacher in Teaching Speaking Meeting 1.

Teaching Learning Process		
No	Activities	Strategy

1.	Opening	-
2.	Observing	The teacher used give some interactions or training in disscussion skill. The teachershow the video and disscuss the example of the sentences..
3.	Questioning	Base the activities on easy language. The teacher used the video. Then, the students give some question about the video.
4.	Experimenting/ collecting information	The teacher used keep students to speak the target language. Students pay attention to the material that explain by teacher.
5.	Associating	The teacher used group work. Teacher ask students make a dialog about simple present vc present continouos tenses.
6.	Communicating	The teacher used the group work. The teacher asks students to practice the dialog in front of class with their task's partner.
7.	Closing	-

Based on the opening, main activity, and closing can be conclude that: On this activity, the teacher used the group work, base the activities on easy language , give some interaction or training in disscussion skill and keep students to speak the target language. The method of this learning process is pair small group tasks. The technique of that learning is simulation. In the teaching learning process, the

students can enjoys and understand with the materials when the teacher used the method, the strategy and the technique.

b. Second Meeting

Second meeting done on Wednesday, 27 November 2019

Table 4.3 The Similarities or Differences between Observation and Lesson Plan in Teaching Speaking Meeting 2.

No.	Activity	Observation	Lesson plan
1.	Opening	<input type="checkbox"/> The teacher opened the meeting with Assalamual aikum. <input type="checkbox"/> Cheeked the student's attendance list. <input type="checkbox"/> The teacher gave information about the material in this meeting.	<input type="checkbox"/> The teacher gives greeting. <input type="checkbox"/> Cheeked the students attendance list <input type="checkbox"/> Give information the aim of teaching learning. <input type="checkbox"/> Give information about the material in this meeting.
2.	Observing	<input type="checkbox"/> The teacher showing the video conversation about present Vs Continous Tenses. <input type="checkbox"/> The teacher and the students find the example of tenses on the conversation video.	<input type="checkbox"/> The teacher showing the video conversation about present Vs Continous Tenses. <input type="checkbox"/> Students find the example of tenses on the conversation video .
3.	Questioning	<input type="checkbox"/> The teacher give time for the students to delivers	<input type="checkbox"/> The teacher give time for the students to delivers

		questions.	questions.
4.	Experimenting/ Collecting information	<input type="checkbox"/> The teacher explaining to students about simple present vs continuous tenses and how to use it.	<input type="checkbox"/> Explaining to students about simple present vs continuous tenses and how to use it.
5.	Associating	<input type="checkbox"/> The teacher asks to the student to make the dialog about present vs continuous tenses.	<input type="checkbox"/> The teacher asks to the student to make the dialog about present vs continuous tense.
6.	Communicating	<input type="checkbox"/> The students present the dialog in front of class and read the dialog in pair.	<input type="checkbox"/> The students present the dialog in front of the class and read the dialog in pair.
7.	Closing	<input type="checkbox"/> Teacher and students conclude the result of learning process. <input type="checkbox"/> Teacher give a task related with the material that have been learnt.	<input type="checkbox"/> Students reflecting on the learning activities that they have been carried out <input type="checkbox"/> Teacher and students conclude the result of learning process.

The result of observation for class XI Science Girls 2 that hold on November 27th 2019, can be explained as bellow. At the time, Teacher was teaching the material of present vs continuous tenses. Based on that table researcher did not find the differences about lesson plan and the classroom process. Teacher do all of activity that written on the lesson plan. There are three part of activity. Namely opening, main activity that consists five parts (questioning, observing, experimenting, and associating) and closing.

Table 4.2 Summary of the Finding in Teaching Strategies used by the Teacher in Teaching Speaking Meeting 2.

Teaching Learning Process		
No	Activities	Strategy
1.	Opening	-
2.	Observing	The teacher used give some interactions or training in disscussion skill. The teachershow the video and disscuss the example of the sentences..
3.	Questioning	Base the activities on easy language. The teacher used the video. Then, the students give some question about the video.
4.	Experimenting/ collecting information	The teacher used keep students to speak the target language. Students pay attention to the material that explain by teacher.
5.	Associating	The teacher used group work. Teacher ask students make a dialog about simple present vc present continouos tenses.
6.	Communicating	The teacher used the group work. The teacher asks students to practice the dialog in front of class with their task's partner.
7.	Closing	-

Based on the opening, main activity, and closing can be conclude that: On this activity, the teacher used the group work, base the activities on easy language

, give some interaction or training in discussion skill and keep students to speak the target language. The method of this learning process is pair small group tasks. The technique of that learning is simulation. In the teaching learning process, the students can enjoys and understand with the materials when the teacher used the method, the strategy and the technique.

c. Third Meeting

Third meeting done on Thursday, 28 November 2019

Table 4.5 The Similarities or Differences between Observation and Lesson Plan in Teaching Speaking Meeting 3.

No.	Activity	Observation	Lesson plan
1.	Opening	<input type="checkbox"/> The teacher opened the meeting with Assalamual aikum. <input type="checkbox"/> Cheeked the student's attendance list. <input type="checkbox"/> The teacher gave information about the material in this meeting.	<input type="checkbox"/> The teacher gives greeting. <input type="checkbox"/> cheeked the students attendance list <input type="checkbox"/> Give information the aim of teaching learning. <input type="checkbox"/> Give information about the material in this meeting.
2.	Communicating	<input type="checkbox"/> Students divide in pair, playing game Runner and writter. <input type="checkbox"/> Students divide in pair, playing game Runner and writter.	<input type="checkbox"/> The students present the result in from the class, writing report, publish their writing wall magazine or social media.

		A runner run into behind the wall and read the text and remember it. Then run into the writer. Writer will write what the sentences from the runner that remebered.	
3.	Closing	<input type="checkbox"/> Teacher and students conclude the result of learning process. <input type="checkbox"/> Teacher give a task related with the material that have been learnt.	<input type="checkbox"/> Students reflecting on the learning activities that they have been carried out <input type="checkbox"/> Teacher and students conclude the result of learning process.

The result of observation for class XI Science Boys 2 that hold on November 28th 2019, can be explained as bellow. At the time, teacher was teaching the material of analytical text.

Based on the table the researcher found that in opening activity the teacher did in teaching the material greeting is a some as with the lesson plan. In observation activity the researcher found on observation there is some differences with the lesson plan. Start in the opening, main activity and closing. Based on the activities by the teacher above the are some similarities that have done by the teacher in the real activities of teaching in the lesson plan.

Table 4.6 Summary of the Finding in Teaching Strategies used by The Teacher in Teaching Speaking Meeting 3.

Teaching Learning Process

No	Activities	Strategy
1.	Opening	-
2.	Communicating	The teacher gives some instructions or training in discussion skills. The teacher asks students to make a group and playing a game "Writer and Runner".
3.	Closing	-

Based on the opening, main activity, and closing can be concluded that: on this activity. The teacher used keep students to speak the target language strategy, and give some instructions or training In discussion skills. Teacher used memoize method. Then, the teacher used reporting technique. When, the teacher used the strategy and the technique, the students have actives and understand with the materials.

d. Fourth Meeting

Fourth meeting done on Friday, 29 November 2019

Table 4.7 The Similarities or Differences between Observation and Lesson Plan in Teaching Speaking Meeting 4.

No.	Activity	Observation	Lesson plan
1.	Opening	<input type="checkbox"/> The teacher opened the meeting with Assalamual aikum. <input type="checkbox"/> Checked the student's attendance list. <input type="checkbox"/> The teacher gave	<input type="checkbox"/> The teacher gives greeting. <input type="checkbox"/> checked the students attendance list <input type="checkbox"/> Give information the aim of teaching learning.

		information about the material in this meeting.	<input type="checkbox"/> Give information about the material in this meeting.
2.	Observing	<input type="checkbox"/> The teacher explain about analytical text. <input type="checkbox"/> The teacher give example of analytical text. Teacher asks students to find out the difficult sentences of the text.	<input type="checkbox"/> The teacher explain about analytical text. <input type="checkbox"/> The teacher give example of analytical text.
3.	Questioning	<input type="checkbox"/> The teacher give time for the students to delivers questions.	<input type="checkbox"/> The teacher give time for the students to delivers questions.
4.	Experimenting/ Collecting information	<input type="checkbox"/> The teacher guiding students in learning the way of function, and generic structure in analytical text.	<input type="checkbox"/> Guiding students in learning the way of function, and generic structure in analytical text.
5.	Associating	<input type="checkbox"/> The teacher asks to the student to read and find the meaning and specify generic structure of the text.	<input type="checkbox"/> The teacher asks to the student to read and find the meaning of the text.
6.	Communicating	<input type="checkbox"/> Students divide in pair, playing game Runner and writer. <input type="checkbox"/> Students divide in pair, playing game Runner and	<input type="checkbox"/> The students present the result in from the class, writing report, publish their writing wall magazine or social media.

		writer. A runner run into behind the wall and read the text and remember it. Then run into the writer. Writer will write what the sentences from the runner that remembered.	
7.	Closing	<input type="checkbox"/> Teacher and students conclude the result of learning process. <input type="checkbox"/> Teacher give a task related with the material that have been learnt.	<input type="checkbox"/> Students reflecting on the learning activities that they have been carried out <input type="checkbox"/> Teacher and students conclude the result of learning process.

The result of observation for class XI Social Girls that hold on November 29th 2019, can be explained as bellow. At the time, teacher was teaching the material of analytical text. The teacher used give some interaction or training discussion skill and keep students to speak the target language. The process of teaching strategies used by the teacher in speaking class at the eleventh grade at Global Islamic Boarding School. The teacher also use memorization method and reporting technique on that learning process.

Based on the table the researcher found that in opening activity the teacher did in teaching the material greeting is a some as with the lesson plan. In

observation activity the researcher found on observation there is some differences with the lesson plan. Start in the opening, main activity and closing. Based on the activities by the teacher above there are some similarities that have been done by the teacher in the real activities of teaching in the lesson plan.

Table 4.8 Summary of the Finding in Teaching Strategies used by The Teacher in Teaching Speaking Meeting 4

Teaching Learning Process		
No	Activities	Strategy
1.	Opening	-
2.	Questioning	Give some interactions or training in discussion skills. Teacher give the text and ask students to find the difficult sentences.
3.	Observing	The teacher used keep students to speak the target language, students can ask question about the text.
4.	Experimenting/ collecting information	The teacher used keep students to speak the target language. The teacher gave the information about the material.
5.	Associating	The teacher gives some instructions or training in discussion skills. The teacher asks students to find the meaning and generic structure of the text.
6.	Communicating	The teacher gives some instructions or training in discussion skills. The teacher asks students to make a group and playing a game "Writer and Runner".
7.	Closing	-

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Based on the opening, main activity, and closing can be concluded that: on this activity. The teacher used keep students to speak the target language strategy, and give some instructions or training In discussion skills. Teacher used memorize method. Then, the teacher used reporting technique. When, the teacher used the strategy and the technique, the students have actives and understand with the materials.

e. Fifth Meeting

Fifth meeting done on Saturday, 30 November 2019

Table 4.9 The Similarities or Differences between Observation and Lesson Plan in Teaching Speaking Meeting 5.

No.	Activity	Observation	Lesson plan
1.	Opening	<input type="checkbox"/> The teacher opened the meeting with Assalamual aikum. <input type="checkbox"/> Checked the student's attendance list. <input type="checkbox"/> The teacher gave information about the material in this meeting.	<input type="checkbox"/> The teacher gives greeting. <input type="checkbox"/> checked the students attendance list <input type="checkbox"/> Give information the aim of teaching learning. <input type="checkbox"/> Give information about the material in this meeting.
2.	Observing	<input type="checkbox"/> The teacher explain about analythical text. <input type="checkbox"/> The teacher give example	<input type="checkbox"/> The teacher explain about analythical text. <input type="checkbox"/> The teacher give example

		of analytical text. Teacher asks students to find out the difficult sentences of the text.	of analytical text.
3.	Questioning	<input type="checkbox"/> The teacher give time for the students to delivers questions.	<input type="checkbox"/> The teacher give time for the students to delivers questions.
4.	Experimenting/ Collecting information	<input type="checkbox"/> The teacher guiding students in learning the way of function, and generic structure in analytical text.	<input type="checkbox"/> Guiding students in learning the way of function, and generic structure in analytical text.
5.	Associating	<input type="checkbox"/> The teacher asks to the student to read and fnd the meaning and specify generic structure of the text.	<input type="checkbox"/> The teacher asks to the student to read and find the meaning of the text.
6.	Closing	<input type="checkbox"/> Teacher and students conclude the result of learning process. <input type="checkbox"/> Teacher give a task related with the material that have been learnt.	<input type="checkbox"/> Students reflecting on the learning activities that they have been carried out <input type="checkbox"/> Teacher and students conclude the result of learning process.

The result of observation for class XI Science Boys 2 that hold on November 30th 2019, can be explained as bellow. At the time, teacher was teaching the material of present vs continuos tenses.

Based on the table the researcher found that in opening activity the teacher did in teaching the material is a some as with the lesson plan. In observation activity the researcher found on observation there is some differences with the lesson plan. Start in the opening, main activity and closing. Based on the activities by the teacher above the are some similarities that have done by the teacher in the real activities of teaching in the lesson plan.

Table 4.10 Summary of the Finding in Teaching Strategies used by The Teacher in Teaching Speaking Meeting 5

Teaching Learning Process		
No	Activities	Strategy
1.	Opening	-
2.	Questioning	Give some interactions or training in discussion skills. Teacher give the text and ask students to find the difficult sentences.
3.	Observing	The teacher used keep students to speak the target language, students can ask question about the text.
4.	Experimenting/ collecting information	The teacher used keep students to speak the target language. The teacher gave the information about the material.
5.	Associating	The teacher gives some instructions or training in discussion skills. The teacher asks students to find the meaning and generic structure of the text.
6.	Closing	-

Based on the opening, main activity, and closing can be concluded that: on this activity. The teacher used keep students to speak the target language strategy, and give some instructions or training In discussion skills. Teacher used memoize method. Then, the teacher used reporting technique. When, the teacher used the strategy and the technique, the students have actives and understand with the materials.

2. Applied the strategies in teaching speaking

a. First Meeting

The result of observation for class XI Social Boy that hold on November 26th 2019, at 11.50-13.10 can be explained as bellow. At the time, teacher was teaching the material of simple present vs present continuos tenses.

1) Opening

In the researcher do the research, the class was started from the students entering the class after the electric sound was ringing, the waiting the teacher coming. The teacher came at 11.55. After the entered, teacher open the lesson with said “Assalamu’alaikum Wr.Wb, good morning, student” followed by asking the students conditional. While the conditional students, teacher checked the students present. Finishing checking, the teacher asked to all of students to pray together before the lessons begin. Then the teacher gives motivation about their fluency of respond in speaking ability.

2) Main Activities

a) Observing

In the step observing, the teacher give some interaction or training in discussion skill. Played the video that related the material. In the video, the teacher invite to the students find the tenses together. The student listens and read carefully and after completing exemplifies the video. The teacher and students read the sentences together repeatedly. The students look cheerful and enjoy the video. Then the teacher gave the questions for the students about the mean of the video.

b) Questioning

In this step questioning, the teacher used keep students to speak the target language. Teacher gave question to the students about what the meaning of the materials. Then the students responded the the teacher question. The teacher speaks and says about the meaning of tenses. The teacher read one by one of the example of the tenses. Then, the student repeat after the teacher asked about the tenses.

c) Collecting information

In the step collecting information, the teacher used keep students to speak the target language. The teacher explain about the tenses. The teacher also gave the conversation about tenses the teacher reads the conversation the students are asked to listen and repeat each conversation read by the teacher. When students repeat the conversation read by the teacher, the teacher also corrects the tenses in the dialogue by discussing it.

d) Associating

In the step associating, the teacher used group work. The teacher ask students to make dialog in pair about simple present tenses vs present continuous tenses.

e) Communicating

In the communicating, the teacher used the group work. The teacher asks for students to make a group of each group there are two students to make the conversation about the tenses. In the process of working the assignment, there were students that discussed with their group. Then, the teacher given ten minutes to the students learns and makes the dialogue and then practice the conversation in front of the class. After ten minutes, students with each group practiced a dialogue in front of the class. The students with and their group read the conversation one by one. The teacher assesses each group that practices forward and the other students listen.

3) Closing activities

Before the teacher left the class, the teacher gave a summary about the material today, and teacher also told the next material same for today. And then teacher also gave motivation for students to learn more about speaking at home. After this teacher closed the meeting by saying hamdalah together with the students. Then, teacher left the class and say wassalamu'alaikum Wr.Wb. then the student answer wa'alaikumsalam Wr.Wb.

b. Second Meeting

The result of observation for class XI Social Boy that hold on November 27th 2019, at 10.15-11.35 can be explained as bellow. At the time, teacher was teaching the material of simple present vs present continuos tenses.

1) Opening

In the researcher do the research, the class was started from the students entering the class after the electric sound was ringing, the waiting the teacher coming. The teacher came at 10.18. After the entered, teacher open the lesson with said “Assalamu’alaikum Wr.Wb, good morning, student” followed by asking the students conditional. While the conditional students, teacher checked the students present. Finishing checking, the teacher asked to all of students to pray together before the lessons begin. Then the teacher gives motivation about their fluency of respond in speaking ability.

2) Main Activities

a) Observing

In the step observing, the teacher give some interaction or training in discussion skill. Played the video that related the material. In the video, the teacher invite to the students find the tenses together. The student listens and read carefully and after completing exemplifies the video. The teacher and students read the sentences together repeatedly. The students look cheerful and enjoy the video. Then the teacher gave the questions for the students about the mean of the video.

b) Questioning

In this step questioning, the teacher used keep students to speak the target language. Teacher gave question to the students about what the meaning of the materials. Then the students responded the the teacher question. The teacher speaks and says about the meaning of tenses. The teacher read one by one of the example of the tenses. Then, the student repeat after the teacher asked about the tenses.

c) Collecting information

In the step collecting information, the teacher used keep students to speak the target language. The teacher explain about the tenses. The teacher also gave the conversation about tenses the teacher reads the conversation the students are asked to listen and repeat each conversation read by the teacher. When students repeat the conversation read by the teacher, the teacher also corrects the tenses in the dialogue by discussing it.

d) Associating

In the step associating, the teacher used group work. The teacher ask students to make dialog in pair about simple present tenses vs present continuous tenses.

e) Communicating

In the communicating, the teacher used the group work. The teacher asks for students to make a group of each group there are two students to make the conversation about the tenses. In the process of working the assignment, there were students that discussed with their group. Then, the teacher given ten minutes to the students learns and makes the dialogue and then practice the conversation in

front of the class. After ten minutes, students with each group practiced a dialogue in front of the class. The students with and their group read the conversation one by one. The teacher assesses each group that practices forward and the other students listen.

3) Closing activities

Before the teacher left the class, the teacher gave a summary about the material today, and teacher also told the next material same for today. And then teacher also gave motivation for students to learn more about speaking at home. After this teacher closed the meeting by saying hamdalah together with the students. Then, teacher left the class and say wassalamu'alaikum Wr.Wb. then the student answer wa'alaikumsalam Wr.Wb.

c. Third Meeting

For the next result observation for class IX Science Boy 2 on November 28th 2019, at 09.05-09.45 can be explained as bellow. At the time, teacher was teaching analytical text.

1) Opening

The teacher came to the class and asked to the students to sit. The teacher greeted the students with Asslamu'alaikum Wr.Wb. Then the students answered wa'alaikumsalam Wr.Wb. the teacher asked the students to prayer together before started the lesson. Then, the teacher checked the student's presence. Then the teacher reminds the material to the students. The teacher gave apperception and introduces students to the material to be learned and an armful the material.

2) Main Activity

a) Communicating

In the step of communicating, the teacher gives some instructions or training in discussion skills. Teachers ask students to play a game "Writer and Runner".

This game do in pair. One as a writer one as a runner. A runner run into behind the wall and read the text and remember it. Then run into the writer. Writer will write what the sentences from the runner that remembered.

3) Closing Activities

Before the teacher closing the lesson today, Teacher gave some motivation to the students to study hard. Before the teacher left the class, teacher closed the teaching activities by saying hamdalah together and the students said alhmdulillah together. Teacher left the class and say Assamualaikum Wr.Wb. and the students answers Wa'alaikumsalam Wr.Wb.

a. Fourth Meeting

For the next result observation for class IX Social Girls on November 29th 2019, at 10.15-11.35 can be explained as bellow. At the time, teacher was teaching analytical text.

1) Opening

The teacher came to the class and asked to the students to sit. The teacher greeted the students with Asslamu'alaikum Wr.Wb. Then the students answered wa'alaikumsalam Wr.Wb. the teacher asked the students to prayer together before started the lesson. Then, the teacher checked the student's presence. Then the teacher reminds the material to the students. The teacher gave apperception and introduces students to the material to be learned and an armful the material.

2) Main Activity

a) Communicating

In the step of communicating, the teacher gives some instructions or training in discussion skills. Teachers ask students to play a game "Writer and Runner". This game do in pair. One as a writer one as a runner. A runner run into behind the wall and read the text and remember it. Then run into the writer. Writer will write what the sentences from the runner that remembered.

b) Observing

On the step observing, the teacher used give some interaction or taining in disscussion skill. The review essential vocabulary before the activity starts. Then, the teacher and the student's together find out the difficult vocabulary. Then, teacher explained about analythical text and gives the function of analythical text.

c) Questioning

On the step questioning, the teacher used keep students to speak the target language. Teacher invite students to ask question about the text.

d) Experimenting

In the step of experimenting, the teacher used keep students to speak the target language. Teacher explain the analythical text. Teacher explain the function and the generic structure.

e) Associating

In the step associating, the teacher gives some instructions or training in discussion skills. Teacher ask students to find the meaning of the text and clasify the generic structure.

3) Closing Activities

Before the teacher closing the lesson today, Teacher gave some motivation to the students to study hard. Before the teacher left the class, teacher closed the teaching activities by saying hamdalah together and the students said alhmdulillah together. Teacher left the class and say Assamualaikum Wr.Wb. and the students answers Wa'alaikumsalam Wr.Wb.

d. Fifth Observation

For the next result observation for class IX Science Boy 2 on November 30th 2019, at 09.05-09.45 can be explained as bellow. At the time, teacher was teaching analytical text.

1) Opening

The teacher came to the class and asked to the students to sit. The teacher greeted the students with Asslamu'alaikum Wr.Wb. Then the students answered wa'alaikumsalam Wr.Wb. the teacher asked the students to prayer together before started the lesson. Then, the teacher checked the student's presence. Then the teacher reminds the material to the students. The teacher gave apperception and introduces students to the material to be learned and an armful the material.

2) Main Activity

a) Observing

On the step observing, the teacher used give some interaction or taining in discussion skill. The review essential vocabulary before the activity starts. Then, the teacher and the student's together find out the difficult vocabulary. Then, teacher explained about analytical text and gives the function of analytical text.

b) Questioning

On the step questioning, the teacher used keep students to speak the target language. Teacher invite students to ask question about the text.

c) Experimenting

In the step of experimenting, the teacher used keep students to speak the target language. Teacher explain the analytical text. Teacher explain the function and the generic structure.

d) Associating

In the step associating, the teacher gives some instructions or training in discussion skills. Teacher ask students to find the meaning of the text and clasify the generic structure.

3) Closing Activities

Before the teacher closing the lesson today, Teacher gave some motivation to the students to study hard. Before the teacher left the class, teacher closed the teaching activities by saying hamdalah together and the students said alhmdulillah together. Teacher left the class and say Assamualaikum Wr.Wb. and the students answers Wa'alaikumsalam Wr.Wb.

B. Discussion

The section presents the discussion of the research findings. There is problem statements proposed in this study and in the discussion only focused on the problem. As mentioned in the previous chapter, this aims of study are known strategies used by the teacher in teaching speaking in GIBS and how to apply that strategies.

Based on Fiveth observations on November 2019, the researcher found the strategies were used by the teacher in teaching speaking of eleventh grade of GIBS. The strategies were base used the group work, the activity on an easy language, give some interactions or training in disscussion skill and keep the students target language. It line with Ur (1996, p.121) theories. The improvisation of good and effective strategies will give positive effect to the quality of teaching and learning process. The teacher as the person who takes responsible in teaching leaning process has significant role in the classroom to make teaching strategies successful delivered in the classroom. It was related to the teacher's statement on observation in class that the teacher used the group work, the activity on easy language, give some instructions or training in discussion skills and keep students to speak the target language to teach in the class. By was using this this strategies, the teaching learning process become more interested.

In teaching speaking, the teacher always reviewed the material has been given. It purposed to make the students remember the material that given before it also can make the students more active to speak during teaching and learning process.

Based on observation above, teacher in teaching speaking start in opening, main activity and the last closing. In opening, teacher always gives greetings and motivation to students. Before entering the material review main activity teacher that was already held yesterday and linking with the lessons that will be learned today. Then the teacher explained the material in two

languages, namely from English and then translated into Indonesian. After finishing explaining the material, the teacher read the example then he asked the students to imitate the example of the greeting read by the teacher. In these activities the teacher can control the students 'speaking and directly justify the students' intonation and pronunciation.

The teacher asks student about the material. When students understand the teacher gives assignment in pair. Then practice the result in front of class.

In the process of analyzing the teacher supervising students and occasionally helping students in carrying out the task. At the end of the lesson the teacher concludes the material that has been learned today and is closed by giving motivation again.

In the teaching speaking, the teacher need to choose appropriate strategies includes teaching method and technique that is interesting to students, so students will be active in teaching learning process. The methods used the teacher learning processes that are pair small group tasks and memorization.