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ANALYSIS ON TEACHING ONLINE STRATEGY IN SPEAKING SKILL USED A TEACHER OF SMP HANGTUAH 5 CANDI

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Abstract. Putri (2020): Analysis on teaching online strategy in speaking skill used a teachers of SMP Hangtuhah 5 Candi Academic Year 2019/2020. Thesis English Education. Psychology and Education Faculty. Universitas Muhammadiyah Sidoarjo.

Teaching online strategy is a of activities that the kinds of strategies and the strategies mostly used by the teachers in teaching English speaking. Speaking has the important role in our life. By having good speaking skill, the students will be able to communicate each other and develop them to be wise speakers both in the video. There are many kinds of strategies that can be applied by teacher in teaching speaking. But the teacher should select the strategy that appropriate with the students need and material. The strategy or teaching greatly affects the students' understanding in a process of learning. The main purposes of the strategy mostly used by the teachers in teaching English speaking was forming online strategy. The teachers concluded that by applying the forming online strategy, students became more active in video based on the materials which were given by the teachers and became more confident. Forming online strategy also made the students became so enthusiastic in learning English speaking and became more active with video and teaching online strategy

Key Words : *Teaching online Strategies, Speaking Skill, video*

I.Introduction

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal. Speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. When someone speaks, they interact and use the language to express their ideas, feeling and thought. Speaking is one of important parts in teaching language also because it includes one of four basic language skills. Spoken language is speaking ability which enables the speaker to transfer the information directly and spontaneously, while by written language people share information through writings or transcriptions. One of the most popular languages in the world is English. Almost all people in the world used English to communicate to one and another, whether spoken or written. Therefore, English is very important to be learned especially the spoken language. Spoken language is one of important skill in English because through speaking learners could be opportunity to practice grammar, to develop oral fluency, accuracy and used sophisticated features of language into speech. Actually, students have different ability and also have some difficulties in using English. Therefore, the teachers may know the appropriate strategy to improve students' interest in learning English. Actually, students have different ability and also have some difficulties in using English. Therefore, the teachers may know the appropriate strategy to improve students' interest in learning English. The strategy of teachers is important here in improving students' speaking ability. The teachers' strategy determined the students' result in the following lesson. In addition, the teachers need to have various strategies in teaching and learning process. Thus, a good strategy will make the learning process more interesting and helping the students to understand the materials more easily. Based on the situation above, the researcher is interested to conduct a study entitled **Analysis on teaching online strategy in speaking skill used a teacher of SMP Hangtuah 5 candi**

3 II. REVIEW OF THE RELATED LITERATURE

Speaking

2.1 Definition of Speaking

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. Speaking is only an oral trail of abilities that it got from structure and vocabulary, speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

2.2 Elements of Speaking

According to David P.Haris (2010) Speaking is a complex skill is requiring the simultaneous use of the number of different abilities, which often develop at the different rates. Either four or five components are generally recognized and analyzing the speech processes are pronunciation, grammar, fluency, comprehension and vocabulary.

(i) Pronunciation (including the segmental features: vowels and consonants and the stress and the intonation pattern). As stated by hammer, if the students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. At the level of word pronunciation, second language learners regularly have problems distinguishing between sound in the new language that do not exist in language they are ready know.

(ii) Grammar is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar because grammar is a system of language to make a new sentences. Therefore grammar is very important in speaking because if the speaker does not master grammar structure he can not speak English well.

(iii) Vocabulary is a basic element in language. Vocabulary is single word, set phrases, variable phrases, phrasal verbs and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

(iv) Fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, fluency in speaking can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other. The last speaking element is comprehension.

(v) Comprehension is discuss mistakes by both speakers because comprehension can make people getting information they want. Comprehension is defined as the ability to understand something to a reasonable comprehension of the subject or as knowledge of what a situation is really like.

2.3 Type of Speaking

Today, teachers need to be active. They need to be creative in teaching, such as in preparing the materials, making lesson plan and choosing the right technique an activity will be used in teaching. Teacher need to know how to use a variety of activities in the classroom, of course, but teacher also need to be constantly finding out about new ways of doing things. According to Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance. Those are imitatives, intensive and responsive.

(i) Imitative speaking means that at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

(ii) Intensive Speaking means that a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship. Its means speaker must know the meaning of what the other speaker said to him/her so he/she can respond well and there is nothing miscommunication between them. The example of intensive speaking is directed respond task, reading aloud, sentences and dialogue completion.

(iii) Responsive Speaking means that responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

III. RESEARCH METHOD

Research Design

The research design in this study is descriptive qualitative research. For qualitative researcher, the purpose of phenomena can be understood carefully if conducted through interaction with the subject by deep interview. Besides, it can do through observation to the location of phenomena. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. In this research, the data was collected naturally by observing the English teachers' strategies in teaching speaking to the seventh grade students of SMP Hangtuh 5 Candi and by conducting an interview with English teachers of the school. In this research the researcher as an observation an interviewer. The result of this research can be known if the researcher was done the research. The reason why the researcher interested with this teacher was because this teacher used the strategy that could make the students more active in speaking and the teacher has good quality and various strategies in speaking skill. In this research explains the English teachers' strategies in teaching speaking to increase good outcomes in teaching English especially in teaching speaking.

Technique of Data Collection

Collecting data in this research use observation interview and documentation.

1. Observation

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structure way (using some prior questions that the inquirer wants to know), activities at the research site. In this research, observation was conducted to observe the real teaching in teaching speaking to the seventh grade students of SMP Hangtuh 5 Candi.

2. Interview

In qualitative interviews, the researcher conducts face-to-face interviews with participants, make with video . These interviews involve unstructured and generally open-ended questions that a few in number and intended to elicit views and opinions from the participants. Interview is the investigate or follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. The researcher prepared some questions for interview that was answered by Mrs. auliyah, S.Pd as the English teacher of SMP Hangtuh 5. The interview was held on November 14th 2019. In other time, the researcher made the some interviews again with Mrs. Auliyah to complete some questions needed by the researcher.

3. Documentation

The researcher used documentation to help support the data collection from the observation and interview. These things applied in teaching and learning process of seventh grade. In this case, by using instrument that was document where could be seen in the teachers' lesson plan and teachers' material to teach speaking.

Technique of Analyzing Data

This research deals with the purpose of knowing the students'skill in speaking descriptive text.in analyzing the students'speak work,the researcher was helped by the raters who will determine the students'speaking score,the researcher used the guidance from the following scoring rubric for descriptive text speaking

IV. FINDING AND DISCUSSIONS

The researcher tries to find information, data, and fact as much as possible from those research instruments. Then, she wants to describe the problem and analyze it in order to interpret the concept of teaching speaking at SMP Hangtuh 5 Candi. Athira describes cat ⁴ **The cat is a pet animal. It has a lovely round face. It has four legs, two ears, two eyes and a tail. Its body is covered with soft fur. Cats are different colours. It has sharp teeth and sharp claws. It walks without making sound. It can climb up a tree and can jump from one roof to another. It is found all over the world. It is found of milk and fish. It also eats meat, rice and curry. The cat kills rats. It is very useful to us. It makes a sound "Mew" When it sounds Mew.** Ruben describes cat Cat is a cute animal. I have a five cat it since a six grade elementary school, but sadly there were not at here anymore. Three of my cat put away by my mom in traditional market in the Larangan because they were not a media we are family, but hopefully the other two cats were very clever. Turn out after one year they just never came home. From my experience cat have a four legs outly they legs very unique because they can be flexible doing walking to the hole, and it easily **jump high**. Also its type different eyes colour such as black and brown. Here advise to me if you want to have cat as you pet they have a pet shop rather than begin up. Lintang describes cat Then haven't cat and **certain** type usually he goes as pets many people likes cat because of there **adorable be haver** cat usually eat cat fish but must home. Cat is special food from petshop be careful because cats have love for protection

V.CONCLUSION AND SUGGESTIONS

A. Conclusion

In the teaching process conducted on speaking at the seventh grade in SMP Hangtuh 5 Candi. In the implementation Mrs. Auliyah usually to used three strategies, namely, base the activity on easy language, keep the students target language, use discussion or training activities language and use a individual work. All of those speaking teaching strategies are easier, faster, more enjoyable and more effective ways to employ. So those speaking teaching strategies are much needed for the students to learn speak English. In short, the strategies in teaching speaking give support to the students speak up. So, it is very important for the teacher to have various speaking teaching strategies.

B. Suggestions

Based the result the researcher would like to give some suggestions for the follow people:

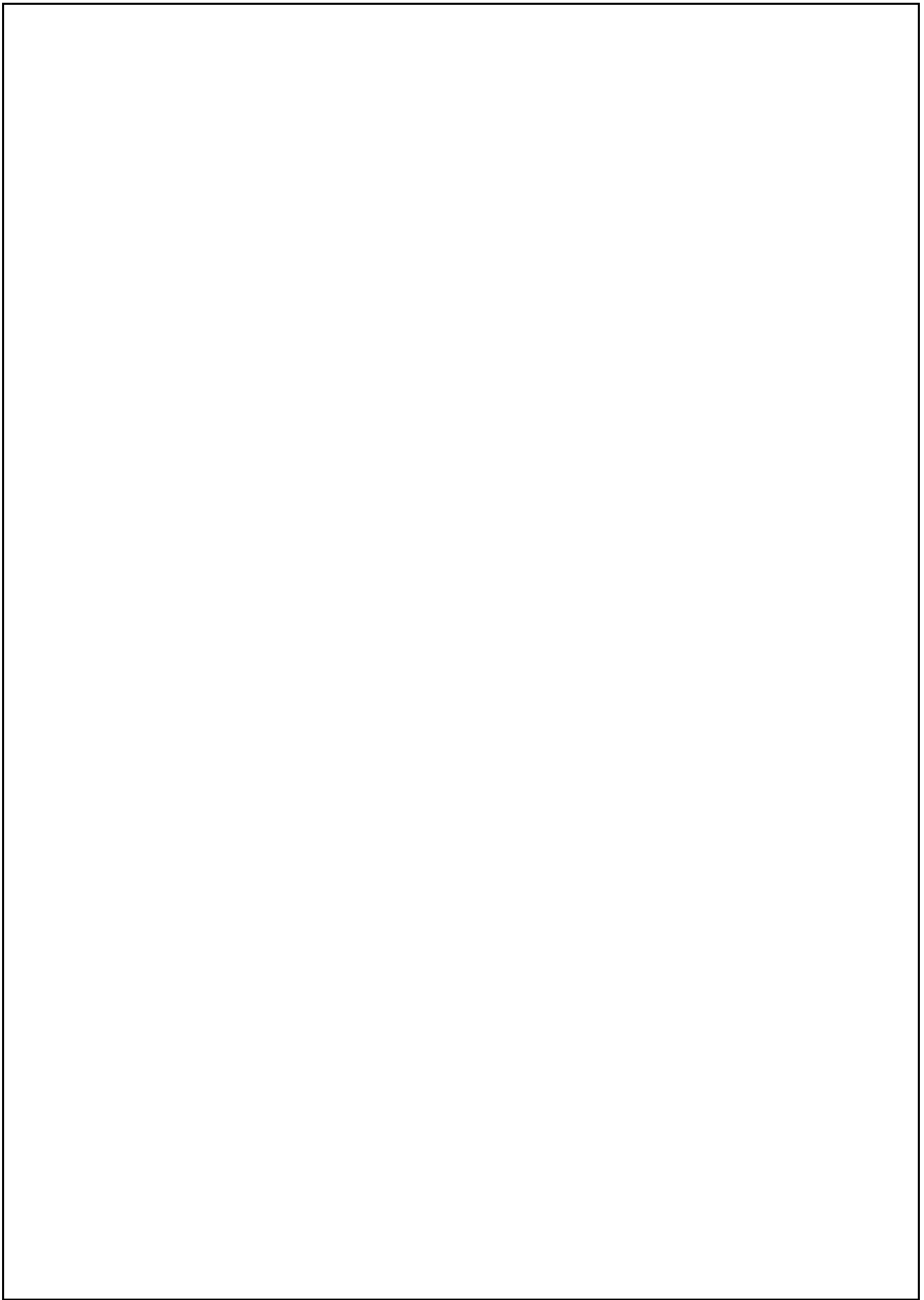
1. For the English teachers The teacher much use suitable strategies in teaching them to help her students to support their student' learning in order to become successful language learners.
2. For the students The students are hoped to be more active, and creative in learning English, especially in learning speaking. They can try to some strategies that teacher has been taught in their learning speaking.

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