

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING
SPEAKING AT ELEVENTH GRADE OF IMMERSION CLASS IN**

MA. HASYIM ASY'ARI BANGSRI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana

Pendidikan Bahasa Inggris (S.Pd)

A THESIS



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2018

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I declare that all material in this thesis is my own work and does not involve plagiarism.

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This thesis has been approved by the advisor on 09 April 2018 to be examined by the board of examiners.

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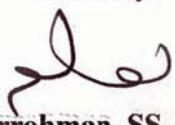
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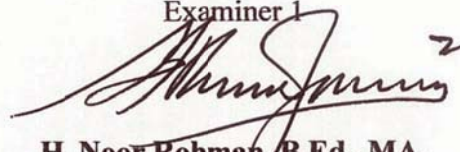
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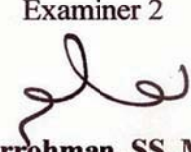
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MOTTO

*“ always be useful for each other to reach a real happiness here and in
hereafter”*

DEDICATION

From the deepest of my heart, this thesis is dedicated to:

- Allah SWT who is the source of wisdom, blessing and mercy
- My prophet Muhammad SAW whose blessing I always wait
- My beloved parents (Aris priyanto & Sri Titik) who always guide and pray for my future
- My beloved sisters (Helma & Alicia) and brother (Bassam Muhammad)
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Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this I welcome any suggestions and criticisms.

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ASBTRACT

Lailun Nida. 2018. AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING SPEAKING AT ELEVENTH GRADE OF IMMERSION CLASS IN MA. HASYIM ASY'ARI BANGSRI. English Study Program, Islamic University of Nahdlatul Ulama' Jepara. Advisor: Drs. H. Mahali, M.Pd.

Keywords: teaching strategies, teaching speaking, Immersion class.

This research was conducted to investigate teacher's strategy in teaching speaking to eleventh grade of immersion class in MA. Hasyim Asy'ari Bangsri. The subjects of this research are the teacher and eleventh graders of science immersion class. The researcher uses descriptive research as a method in conducting this research. In collecting data, classroom observation and interview to identify the strategies of teaching speaking, and questionnaire was administered to the students to know the student's perception toward the strategies in teaching speaking. The result revealed that the strategies used by the teacher were morning chatting, debate, discussion, games, simulation, interpreting and drilling. The result shows that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. The factors that influence the implementation of the strategies are supporting factor and obstructing factor. The supporting factor that influence while the teacher was implementing the strategies was the student's willing. Then the obstructing factors while the teacher was implementing the strategies were not all students had a brave enough to speak English and there were some students who had little vocabularies. And then, there were some students who had low awareness in improving their speaking.