

Appendix 1

STUDENT'S ACHIEVEMENT

By conducting the research entitled "An Analysis of Teacher's Strategy in Teaching Speaking Skill at Eleventh Grade of Immersion Class in MA. Hasyim Asy'ari Bangsri" the researcher has big aim that students at Eleventh Grade of Immersion Class in MA. Hasyim Asy'ari Bangsri are able to reach some achievement because the strategies that used by the teacher as follow:

No	Indicators	Yes	No
1.	Students have good participation during the process of teaching speaking.	√	
2.	Students are interested in the strategy used by the teacher in teaching speaking.	√	
3.	Students are able to understand the material well (related to the topic)	√	
4.	Students are able to improve their speaking skill by using strategy that used in teaching speaking.	√	
5	Students are able to speak English with good pronunciation by using strategy that used in teaching speaking.	√	
6.	All of Students are able to speak English with good grammar by using strategy that used in teaching speaking.		√
7.	Students are able to speak English fluency by using strategy that used in teaching speaking.	√	

8.	Students are more confident to speak English in teaching speaking by using strategy that applied by the teacher.	√	
9.	Students are more active in teaching speaking skill by using strategy that applied by the teacher	√	
10.	Students are able to communicate with the others in teaching speaking skill by using strategy that applied by the teacher	√	

Appendix 2

OBSERVATION SHEET FOR TEACHING LEARNING PROCESS AT ELEVENTH GRADE OF IMMERSION CLASS IN MA. HASYIM ASY'ARI BANGSRI JEPARA

Direction: observe the teacher's strategy in teaching speaking and write any information that you need.

Indicator	Result
	Teacher
Material	
Strategy	
Media	
Opening Activities	
While Activities	

Closing Activities	
Supporting Factors	
Obstructing Factors	

Appendix 3

INTERVIEW SHEET FOR TEACHER IN MA. HASYIM ASY'ARI BANGSRI JEPARA

Interview for the teacher is to get the information about the teacher's strategy in teaching speaking. The followings are the strategy.

1. What are the strategies that you use in teaching speaking?
2. What is the media that you use in teaching speaking?
3. Do you have some difficulties in teaching speaking by applying the strategy that you accuse?
4. How the respond's of the students when you teach speaking skill by applying the strategy that you accuse?
5. What are supporting factors in teaching speaking by applying the strategy that you accuse?
6. What are obstructing factors in teaching speaking by applying the strategy that you accuse?
7. Do the students master in aspect of speaking in implementation of strategies that you accuse?
8. How about the student's outcomes in the end of each semester by implementation of strategies in teaching speaking?

Appendix 4

**TRANSCRIPT OF AN INTERVIEW BETWEEN THE RESEARCHER
AND THE TEACHER AT ELEVENTH GRADE OF SCIENCE
IMMERSION CLASS IN MA. HASYIM ASY'ARI BANGSRI JEPARA**

The researcher : What are the strategies that you use in teaching speaking?

The teacher : Emm for me, there is no specific strategy in teaching speaking, but I try to find an idea that encourage the students to talk a lot to ask them to produce the language as must as possible. So, I apply the strategy based on the condition and situation on that time and based on the material. I ever apply some strategies in teaching speaking. They are morning chatting, debate, discussion, communication game, role play, and sometime I apply drilling. But, drilling is not specific strategy, I will apply drilling as strategy in specific condition and when I need it. It's like an interlude in learning process. I implement the strategies for teaching speaking in formal class and tutorial class.

The researcher : What is the media that you use in teaching speaking?

The teacher : emmm, sometime I use power point, card, pictures, sometime I just explain, not use media because I ask the students to make media for one topic, for example when I teach spoof (one of genre in English) there is a twist in the end of text so, I use the strategy like that, I divide the students to be some group. Every group consists of three students. Then, every group must compose a story by discussion, after that the groups retell the story in front of the

class, the audiences can guess the end of the story, if the answer is true, and they will get a present.

The researcher : I think, this is a group discussion strategy, right?

The teacher : emmm, yeah, but it can improve the critical thinking of the students. Because, they guess what is the ending of the story.

The researcher : Do you have some difficulties in teaching speaking by applying the strategy that you accuse?

The teacher : Yeah of course, because I'm sure that every strategy that must be positive and negative, that must be weakness and strength, so generally the difficulties that I find emm, the students usually feel, they have many things in their mind to speak up but they feel doubt how to speak them, sometime they are afraid to make a mistake in saying something. Then, especially in immersion, there is an English area, the students have to speak English, but, sometime they speak Indonesia or bahasa if there is no teacher. So, we have to encourage more to them to speak English. So, it is my difficulties, actually they are confident, but they are confused to express in their mind and they are afraid to make a mistake.

The researcher : How the respond's of the students when you teach speaking skill by applying the strategy that you accuse?

The teacher : emm okay, the respond is good, they try to speak even tough sometime it feel difficulty to them for speaking, ahh in immersion I apply strategy depend on the situation and material but the thing that I usually do for

speaking is morning chatting, but it is not always I do every time because I have to finish the material, so I don't have time for morning chatting. I give theme, and then I give some times to find a partner and have a chat based on the theme. So, the class is noisy because the students try to speak up even though the grammatical ignored by them, as we know that grammatical is important but grammatical is not really important in speaking. After that, I ask them to find other partner, so they will get new information from the others.

The researcher : so, morning chatting makes the students more interactive and active in teaching speaking.

The teacher : yeah, they move to the other chair and they just go around and accuse the partner that they want.

The researcher : How about the implementation the other strategies, because there are many strategies in teaching speaking at eleventh grade of science immersion students?

The teacher : for discussion, I use this strategy in tutorial class. I use power point to explain the material. The material is about how to make argument in debate. I give a motion but I forget what the motion of debate is at the time. Actually, the motion is about something that is update, viral, and happening at the time. After that, I ask the students to make a group, every group have to discuss it. Next, every group must present their discussion based on the motion in front of the class and submit it. For communication game, I give the students a theme or topic for example: " how far you know your chair mate". After that, I

ask to the students to make a pair and give a time to find the information from her/his partner. Every student has to prepare a paper and a pen. Then, every student asks a question to the partner based on the theme or topic that given by me and then every student writes the information from the partner on the paper. And then, in this class I implement role play in teaching speaking. I ask to the students to make a group, every group consists of four students. Then, I asks to the students to make story based on the expression that given by me. After that, I ask to the groups to practice their story in front of the class. Every group has to write the story on the assignment book and then submit the book to the teacher. Next, the teacher makes a correction and gives point and signature on their book. That is the steps when I apply the strategy. Actually, in opening activities and closing activities I do the same activities in every strategy. For example say salam, great students, check attendance list until close the learning activities, the activities is same like when you look in classroom observation last day. Then, the students who are at twelfth grade, when they are in eleventh grade I ask them to make a song, and they have to enter some expressions in a song. But, at eleventh grade now I just ask them to make a story based on the expression that I give to them.

The researcher : okay, when you use drilling as strategy in teaching speaking?

The teacher : drilling applies in teaching speaking when I need to drill the material like a dialog, conversation, etc. So, it is not specific strategy in teaching speaking at eleventh grade of science immersion class. If I need it, I just

say “please repeat after me” to the students. This strategy is simple to implement in teaching speaking. I divide the students to be two groups. First group is speaker one and second group is speaker two. So, the group repeats what I said based on their turn. Then, I read the conversation based on dialog in the English book for eleventh grade. Next, the students repeat what I said together.

The researcher : What are supporting factors in teaching speaking by applying the strategy that you accuse?

The teacher : the willing of the students, then the encouragement for us, “us” I mean, not only my but all of teacher in immersion, especially the English teacher, because they also teach them in the afternoon in tutorial class. Because we talk about immersion students, so there will be aaaa additional class in the afternoon. We called tutorial class. so, the supporting factor is the student’s willing, they want to speak English, they try to speak English, they want to improve their speaking skill.

The researcher : What are obstructing factors in teaching speaking by applying the strategy that you accuse?

The teacher : not all students are brave enough to speak English, and their vocabularies are still limit, so they need to practice a lot to enrich their vocabularies, then, we know that English will be effective especially speaking will be better if we try to implement continuously. But actually, it is difficult to do like that. For the students, it is easier to speak Indonesia or bahasa than speak

English when there is no teacher. The student's awareness is not too high. They haven't felt I should speak English every time when there is a teacher or not.

The researcher : Do the students master in aspect of speaking in implementation the strategies that you accuse?

The teacher : emmm okay, in immersion class, they have intensive English and we encourage them to speak English, especially in daily activities. I use English 90%-100% or totally English, so they always listen and speak English. So, when we compare with the other class in the other departments in this school, the students of immersion class have more vocabularies, they have better pronunciation and the aspect of speaking, and knowledge in English. But, if we talk about the personally, They need more practice and learn English, because you know that, years by years the willingness and the awareness of the students going true, aaa little bit decrease, there are different situation. So immersion now is different with immersion few years ago, because the situation and the students are different, they have different think to face, different treatment, and different encouragement to be able to speak English. Because our goals is make them be able to speak English

The researcher : How about the student's an outcome in the end of each semester by implementation of strategies in teaching speaking?

The teacher : of course, the student's outcomes are good; the student's score are good. I can't say this year because we have one semester again to know the progression. But, actually the students progress their English, not only in

speaking, but in listening, reading, and writing too. And for this class in six month, the students have a progression in English in the first time I met them until know. Emm oh ya, the last strategy but I have done that, for speaking also, I collaborate between speaking and reading so, I called interpreting. So, I ask them to read the text and then interpret the text directly. I have this inspiration from my collage.

The researcher : okay mom, that's all for me, thank you for your time.

The teacher : okay, you are welcome.

Appendix 5

QUESTIONNAIRE SHEET FOR STUDENTS IN IMPLEMENTING THE STRATEGY IN TEACHING SPEAKING IN MA. HASYIM ASY'ARI BANGSRI JEPARA

Read the questions, then give the checklist sign (√) in one of columns (strongly agree (SA), agree (A), disagree (D), strongly disagree (SD)) that had prepared bellow!

No	Statement	SA	A	D	SD
1.	English is interesting subject				
2.	I like the English teacher in immersion class				
3.	I am interested in speaking				
4.	Before using the new strategy I get some difficulties in improving my speaking skill				
5.	I like the strategies that used by the teacher in teaching speaking				
6.	I can improve my speaking skill by using the strategy that applied by the teacher				
7.	I understand easily the material in learning speaking by using strategy that applied by the teacher				
8.	I am always active in learning speaking by using strategy that applied by the teacher				

9.	I always ask question when I haven't understood the material				
10.	My speaking skill is better by using strategy that applied by the teacher in teaching speaking.				