

**ENGLISH TEACHER STRATEGIES IN TEACHING  
SPEAKING AT SLBN PROF. SRI SOEDEWI  
MASJCHUN SOFWAN, SH JAMBI**

A THESIS



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## **MOTTO**

“Work hard until everything become easy for you”

“Do your best then the best will come to you”

## **DEDICATION**

This thesis is dedicated for my beloved parents  
(Pemi, M.Pd and Afan Zuri, S. A. P)

My lovely brother (Dio Gavera Saputra Afan Zuri)

My lovely husband (Kiki Novriadi)

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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. First, the researcher’s deepest appreciation goes to her beloved parents, her mother for the endless love, pray, and support, and her father for his love and support.

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## ABSTRACT

**Zuri, Tella A. N. A. 2020. “English Teacher Strategies in Teaching**

**Speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi**

Thesis, English Educational Study Program Faculty of Teacher Trainin and Education Batanghari University, Jambi. The first advisor, Dra. Hj. Wennyta, M.Pd, and the second advisor, Yanti Ismiyati, M.Pd.

**Keywords :** Teacher strategies, teaching speaking.

This study is aimed to know what are the strategies that are used by the teacher in teaching speaking ability at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. This study was using descriptive qualitative research. The subject of this research were two English teachers that teach students of SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. The instrument of this research for collecting data was interview, which data will be obtained from semi-structured interviews and applied open-ended question. The techniques of analyzing data are reduction the data, data analysis, presenting the data and making conclusion. Based on the interview, the researcher found students was interested to speaking English learning but they need to be teached with various and effective strategy of teaching. Conclusion of this study was about the teacher’s strategies and context of the strategy that are studied and discussed in research. From the data of interview, there are several strategies that are usually used and effective to be applied by the teacher in teaching speaking. They were cooperative activities, role play, simulation strategy, discussion, brainstorming, drilling, and storytelling. Among the strategies that have been implemented by teachers to teach students speaking, role plays and simulation strategy are the best and effective strategies because role plays and simulation strategy was considered successfully applied in teaching speaking to students.

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# . CHAPTER I

## INTRODUCTION

### **1.1 The Background of the Study**

Language is an important aspect and tool of communication. language makes it easy for people to interact socially with others. In this era of advanced globalization, the world needs an international language of instruction which aims to facilitate interactions of country around the world. English is a universal language that is widely used by some big countries all over the world.

In learning English, there are 4 (four) skills that must be mastered or to have basic knowledge to communicate in English by the learner such as Listening, Speaking, Reading, and Writing. Speaking is the ability of human to express their ideas, knowledge, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor.

According to Tillit and Bruder (1999) that speaking naturally gives useful information about the kind of language that is appropriate in different situation Speaking is not only used in conversation for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and our ideas each other. Speaking ability is one of the important aspects for students in learning English. Good at speaking will be the basic for students to be able to master English well. Speaking skills for most people are considered the most difficult skills because they cover many aspects of English language skills including pronunciation, listening, listening to grammar and vocabulary as well. The teacher is expected to be able to motivate students to speaking well. It can be as motivators and must make as

much as possible the students can put out their best abilities through various techniques that can be used to improve student's speaking ability.

In process of teaching speaking, students need a teacher who will help them achieve their goals, such as have a good pronunciation, feel more confident, and ask them to practice every day. It can not be denied in teaching speaking, everything needs to be collaboration between teacher and student effectively. this can affect the speaking skills of students. Based on teacher's perspective, teachers not only need things based on plan itself but also the need for well-structured teaching strategies to improve student's skill in speaking. although we know that many factors can affect students' speaking abilities such as internal factors (motivation of students themselves, self-confidence, anxiety, shyness, etc.) and external factors such as the environment of the student.

Most students can understand and learn English well but cannot speak English well. this is where the teacher's role is needed as a driver for the development of student's speaking abilities. as a teacher, the teacher must have strategies that can motivate students in learning, and make the classroom atmosphere conducive to learning so that students can be enthusiastic in learning speaking.

On the other side, while non-mentally disabled student focus on vocabulary and grammar mastery, the mentally disabled student have tried hard to learn about grammar, vocabulary, and all matery about english but it still does not get maximal result of learning. All of that was caused by their limited absorption of knowledge. The mentally disabled student is student that have a condition of limitation a person's intellectual capacity. They can only understand something simple and basic thing. Mentally disabled student can not understand further are things that are more complex such as lessons that require memorization, complicated



mathematical formulas, even English lessons that require them learning and memorizing vocabulary and grammar mastery.

Although they have some notable shortcomings, they also have some noteworthy advantages. Most of them can learn through practice, they are very talented in terms of creativity such as making crafts, dancing, singing, cooking, and others. It will be very difficult for them in terms of understanding the subject matter. Similarly, in learning to speak English, they have difficulty understanding vocabulary and grammar material, but they are very adaptable and good at imitating in English speaking. Their pronunciation can even be said to be quite good even sometimes they imitate pronunciation better than writing or reading English text.

From researcher's observation at SLBN Prof, Sri Soedewi MS, SH Jambi where mentally disabled student study, the student did not interested in speaking English language. The student more interested in writing, listening and the reading session. this is due to the limited self-confidence of students. However, learning speaking of English lesson did not easy like it seems. In learning speaking, we need to combine writing, listening, and reading at once. The researcher try to find out and analyze some English teacher strategies that affecting student's speaking ability. The strategies could be include part of linguistic knowledge, speaking element, the character and personality student. The student did not communicative in English to each other and teacher in learning process.

As it should, how to teach children of mentally disabled students are not the same as non-mentally disabled student. The mentally disabled student of SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi requires special teaching and special needs in the learning process. This is what the writer wants to analyze furthermore about

the English teacher's strategies in teaching speaking to mentally disabled students. Based on the explanation in the background of the problem above, the researcher had been inspired to make research entitled "*English teacher's strategies in teaching speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi*"

## **1.2 Problems of the Research**

Based on the background stated above, researcher can identify several problems including:

1. Student consider English lesson is difficult to learn
2. Learning strategies undertaken by teachers in teaching speaking is still conventional
3. The students need creative and interesting strategies that can arise student to speak English fluently
4. The difficulties of teacher to choose appropriate strategies in teaching English lesson especially in teaching speaking

## **1.3 The Limitation of the Study**

Problem limitation is needed in research to be achieved the target and in accordance with the objectives of the researcher. This research problem needs to be limited and focused on how the English teacher's strategies in teaching speaking at SLB Sri Soedewi Masjchun Sofwan, SH Jambi.

## **1.4 The Formulation of the Problem**

Based on the background of study, the writer formulated the research question is "What are English teacher's strategies in teaching speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi?"

## **1.5 The Objective of the Study**



## 2. Practical Benefits

### a. For student

- 1) Improve student learning outcomes in particular English in speaking skills.
- 2) Increase student's motivation and interest in following the process learning English especially when studying speaking.

### b. For Teachers

- 1) Helps teacher in developing appropriate learning strategies in teaching speaking skills.
- 2) Add variety in developing English teacher's strategies.
- 3) Improving teacher's skill in teaching speaking

### c. For school principals

As a contribution to the principal in order improved teaching and learning process on English language and teaching speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi

## 1.7. Definition of Key Terms

In this study, there are three key terms which has been stated clearly by the researcher. All the key terms are English teacher, strategies, and teaching speaking.

### 1. English teachers

According to the researcher, English teacher in this study refers to two English teachers who teach at SLBN Prof. Sri Soedewi Masjchun Sofwan Jambi and which in this study the English teacher at SLB Prof. Sri Soedewi Masjchun Sofwan Jambi amounted to two teacher, namely Mrs. Putri Rachmawaty, S.Pd and Mr. Nurkhamid, S. Ag.

## 2. Strategy

According to the researcher, the strategy in this study refers to planning and methods that contain what activities will be applied and all plans and methods are designed in such a way for educational purposes. This strategy contains learning techniques, approaches, methods and models in specific learning. This strategy holds methods that are expected to develop the thinking power of students so that lessons can be absorbed properly by students, besides that the learning strategies for children with special needs in this study cannot be equated with all students in general.

## 3. Teaching speaking.

Teaching speaking in this study refers to the teaching process of the teacher in explaining and defining the speaking material in English. In this case the writer chooses speaking as one of the 4 important aspects of English that must be learned, these 4 aspects are listening, speaking, reading and writing. Researchers took speaking learning because the learning of speaking was related and easily understood by children with special needs at Prof. SLBN. Sri Soedewi Masjchun Sofwan Jambi compared to other material.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The Concept of Speaking**

##### **2.1.1 Definition of Speaking**

According to Ladouze (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or to express a sequence of ideas fluently. Bailey (2000) stated speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.

According to Torkey (2006) stated that speaking is explained as a series of actions in the build up of the significance which implicate of production, accepting, and the process of getting information.

Speaking activity can be explained as speaking activities in English aimed at expressing ideas, opinions, telling stories, chatting, dialogue, etc. Speaking skill itself is a skill that is both at the same time feared by those who will learn it. The limited vocabulary mastered makes the speaker insecure and even afraid to start a conversation or respond to a conversation, this is very natural to happen because communicative speakers certainly occur if both people who speak respond to each other in mutually understood language.

##### **2.1.2 Definition of Teaching Speaking**

According to Richards (2008:19) explained that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral Skills have hardly been neglected in EFL/ESL Courses (witness The huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

Lackman (2010) stated Rather than just have students ‘speak’ in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro skills. Since conversations outside the class are bound to be better learning experiences than those inside the class, rather than trying to duplicate real world conversations in the classroom, we should be teaching students skills they are not likely to learn outside the classroom. By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal

Wallace, Stariha, and Walberg (2004) explained that students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically

and thematically. They need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences. After deciding about the best means of organization, they can practise speeches with another student or with the whole class. Teachers can also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak. The teachers can illustrate how well-known speakers have adapted their presentations in ways to suit these different circumstances.

### **2.1.3 The component of speaking**

Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows: There are four aspects below has a great influence in speaking skill as Hormaililis (2003 : 6), they are:

#### **1. Vocabulary**

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003 : 6).

#### **2. Grammar**

Grammatical descriptions of English which are addressed to learners are often oversimplified and inaccurate. Communication in speaking runs smoothly if its grammar can be understood. Speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

#### **3. Fluency**

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is



important to have fluency as having the skill of other components of speaking. Longman in Hornsby (2003 : 17) stated that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

A communication disorder such as stuttering provides an example of a fluency disorder, other fluency issues include unusual word repetition and hesitant speech. Impaired articulation indicates impairments in which a child experiences challenges in pronouncing specific sounds. A language impairment can entail difficulty comprehending words properly, expressing oneself and listening to others. Finally, a voice impairment involves difficulty voicing words, for instance throat issues may cause an abnormally soft voice.

#### 4. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000 : 11) says that to use the stress and the intonation inaccurately can cause problem.

Based on the explanation of some theory above, the researcher can conclude that the component of speaking is the important one to be reference for a good speaker. The component of speaking are grammar, vocabulary, pronunciation, fluency and comprehension. It means that in speaking, the speaker should attention of the component to be a good speaker.

### **2.2 Teacher Strategy**

There are some useful strategies that are used by teachers in order to make their students speak more and feel more confident. According to Brown (2000), strategies are specific methods of approaching a problem or task, modes operation for achieving a particular end planned designs for controlling and manipulating certain

information. Meanwhile, in learning process, a teacher is someone who has many ideas and experiences, they teach in the class and give any information for students. According to Banks (1991), teaching strategies are as ways of presenting instructional materials or conducting instructional activities. Based on the explanation above, the researcher can conclude that teaching strategies is activities that have a big power to help students improve their speaking skills.

### **2.3 Strategies of Teaching Speaking Skill**

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. According to Newton and Nation (2009), cooperative activities can encourage negotiation of language item. Role plays are activities where students are asked to pretend to be in various social contexts and various social roles. creative tasks resemble real-life tasks asserts that students develop their fluency best, if it involves tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances.

According to Thornbury (2005), drilling makes students pay attention to the new materials and emphasize words, phrases, or utterances on student's mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

#### **2.3.1 Cooperative Activities**

According to Brown (2001), cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material with what has been learned and experienced by students. Hence, the more students are exposed

to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English. In addition, the teacher prompts the students to participate in the activities, and students' speaking is emphasized. According to Brown (2001), people's perception on them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in group, making dialogues, and rearranging steps of how to make something as teams.

According to Nation and Newton (2009), the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the lecturer but also from other groups. Besides, constant interruption to students speaking in front of class can cause the loss of speaking fluent.

### **2.3.2 Role plays and Simulations**

In applying role play strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Furthermore, according to Harmer (2001), the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they can motivate students. Second, they can increase self-confidence of timid students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

### **2.3.3 Creative Tasks**

According to Solcova (2011), creative tasks assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency. According to Brown (2001), it is based on a principle that teachers bear in mind what a student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

### **2.3.4 Drilling**

Drilling, simply a fine-tuning for articulation. According to Thornbury (2005), drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases or utterances on student's mind, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language.

### **2.3.5 Discussions**

Group discussion is effective for speaking ability in large classrooms. Sometimes, the students are divided by the teacher into group work. This increases the sheer number of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of classroom. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is.

### **2.3.6 Brainstorming**

Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far “out there” they may seem. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

According to Armstrong (2006), brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience. Therefore, brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.

### **2.3.7 Storytelling.**

Students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students’ express ideas, development, and ending, including the characters and story settings. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class. Stories can bring abstract principles to life by giving them concrete form. We cannot always give students direct experience with psychological concepts, but stories might come close. A story tends to have deeper than a simple example.

A story tells about some events - some particular individuals, and something that happens to them. According to Schank (1990), stories should come after surprises, or expectation failures. From the definition above, the researcher can conclude that the teacher's strategies should be focused, interesting and should capture students' attention. These strategies come into play when the students are unable to express what they want to say because they lack the resources to do so successfully. Either, for the students and English teachers they should create the effective teaching and learning in speaking and achieve the teaching and learning goals.

### **2.3.8 The Role of Lecturer**

In learning process, there are many important factors that can help the learning process run effectively such as environment, teachers and students. In classroom, the teachers have obligation to make the learning process run effectively. Good learners should understand their own roles in classroom in which they are an important factor in the learning process to involve the students to achieve learning purpose. According to Harmer (2007), there are some roles of teachers that are necessary to be considered.

Firstly, teachers should be a controller. Transmission of knowledge from the teacher to the pupils can inspire if the teacher has knowledge. Secondly, teachers should be an organizer. Organizing pupils to do various activities, such as give information, how to do the activity, putting in pairs or groups, close things when time stops. It is important to get full advantage of an activity especially getting pupils involved and ready, getting language right and presenting instructions in a logical order. For example, get a pupil go forward to demonstrate the activity with you and tell them how much time they have got and exactly when they should start. Thirdly,

teachers should be an assessor. What pupils expect from their lecturers is indication of whether or not they are getting their English right.

As well as receiving feedback and correction and grading pupils in various ways. Pupils should know what teachers are looking for and what success looks like so they can measure themselves. In addition, the feeling of fairness is important. Also, a teacher should be sensitive to the pupil's possible reaction and give feedback with sensitivity and support. Fourthly, teachers should be a prompter. If pupils lose the thread of what is going on or they are lost for words, we have to push them forward in a discreet and supportive way. We want to help, but not to take over. Fifth, teachers should be a participant. The traditional way of teachers being a participant is just standing back from the activity and letting learners get on with it. Teachers later give feedback or correct mistakes. Sometimes we should join in, not as a teacher, but as a participant in our own right. The lack of this role is the teacher can easily dominate the proceedings and sometimes it takes skill and sensitivity to avoid. Sixth, teachers should be a resource.

The teachers should be helpful and available but resist the need to take care of our pupils so they become over trusting on us. Offer guidance to where they can go and look for the information. Help them become more independent in their learning generally. It is okay to say, "I don't know, but I'll tell you tomorrow." Seventh, teachers should be a tutor. Students can be working with individuals or small groups, as well as combining the roles of prompter and resource. The availability of more personal contact provided by the teacher gives the learners a real chance to feel supported and helped. It is positive for the general class atmosphere. Teachers should see and give guidance to as many groups or individuals as possible.

The last, teachers should be an observer. Observing what the pupils do

especially in oral communicative activities to be able to give them useful feedback. Teachers should not to be too intrusive when taking notes on pupil's performance, have supports not only for what they get wrong, but also what they do right. Observing for success gives the students different feelings of how well they are doing. We need to be able to work and observe simultaneously, listening, watching, and absorbing. Not only in order to give feedback, but also to judge the success of the different materials and activities we take into the lessons, so we can make necessary changes in the future. This represents an important area of teachers' development.

## **2.4 Mentally Disabled Student**

According to Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia (2013). Children with special needs are children who have limitations or extraordinary, both physical, mental-intellectual, social, and emotional, which significantly influence the growth process or its development compared to other children of the same age with it.

### **2.4.1 Characteristics of Mentally Disabled Student**

According to Shree and Shukla (2016), Characteristics of people with intellectual disabilities that can affect their academic learning, as well as their ability to adapt to home, school, and community environments are presented under the following sub-heading.

#### **1. General Cognition**

People with intellectual disabilities vary physically and emotionally, as well as by personality, disposition, and beliefs. Their apparent slowness in learning may be related to the delayed rate of intellectual development (Wehman, 1997)

#### **2. Learning and Memory**



The learning and memory capabilities of people with intellectual disabilities are significantly below average in comparison to peers without disabilities. People with intellectual disabilities develop learning sets at a slower pace without disabilities, and they are deficient in relating information to new situations.

### **3. Attention**

To acquire information, children must attend to the learning task for the required length of time and control distractions. Children with intellectual disabilities may have difficulty distinguishing and attending to relevant questions in both learning and social situations.

### **4. Adaptive Skills**

The adaptive skills of people with intellectual disabilities are often not comparable to those of their peers without disabilities. A child with intellectual disabilities may have difficulty in both learning and applying skills for a number of reasons, including a higher level of distractibility, inattentiveness, failure to read social cues, and impulsive behaviour

### **5. Self-Regulation**

The ability to rehearse a task is related to a broad concept known as self-regulation, or the ability to mediate or regulate one's own behaviour. Information processing theorists study how a person processes information from sensory stimuli to motoric output. In information-processing theory, the learning differences in people with intellectual disabilities are seen as the underdevelopment of metacognitive processes.

### **6. Speech and Language**

People with intellectual disabilities may have delayed speech, language comprehension and formulation difficulties. Language problems are generally

associated with delays in language development rather than with a bizarre use of language. People with intellectual disabilities may show delayed functioning on pragmatic aspects of language, such as turn taking, selecting acceptable topics for conversation, knowing when to speak knowing when to be silent, and similar contextual skills

## **7. Motivation**

People with intellectual disabilities are often described as lacking motivation, or outer-directed behaviour. Past experiences of failure and the anxiety generated by those failures may make them appear to be fewer goals directed and lacking in motivation

## **8. Academic Achievement**

A growing body of research has indicated that children with moderate or severe intellectual disabilities can be taught academics as a means to gain information, participate in social settings, increase their orientation and mobility, and make choices (Browder, Ahlgrim Delzell, Courtade-Little, & Snell, 2006).

## **9. Physical characteristics**

Children with intellectual disabilities with differing biological etiologies, may exhibit coexisting problems, such as physical, motor, orthopedic, visual and auditory impairments, and health problems (Hallahan & Kauffman, 2006).

### **2.4.2 Classification of Disabilities**

Categories of disabilities types include various physical and mental impairments that can hamper or reduce a person's ability to carry out their day to day activities. These impairments can be termed as disability of the person to do their day

to day activities. Disability can be broken down into a number of broad sub-categories, which include the following types of disability below :

1. Vision disability.

There are hundreds of thousands of people that have minor to various serious vision disability or impairments. These injures can also result into some serious problems or disease like blindness and occur trauma, to name a few.

2. Hearing disability.

Hearing disability includes people that are completely or partially deaf. People who are partially deaf can often use hearing aids to assist their hearing. Deaf people use sign language as a means of communication.

3. Mobility and Physical Impairments

Disability in mobility can be either an in-born or acquired with age problem. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability.

4. Cognitive or Learning Disabilities

Cognitive disabilities are kinds of impairment present in people who are suffering from dyslexia and various other learning difficulties and includes speech disaorders.

## **2.5 Previous Study**

Many researchers have used various teaching strategies to improve speaking skill. First, the thesis by Ulfania Dwi Handayani a student of English Education Department Faculty of Tarbiyah and Teacher Training State Institute of Islamic Students Ponorogo. The title was “*English Teacher’s Strategy in Teaching Speaking*”. The similarity is this study used qualitative research. The differences are

the techniques of data collection used were observation, interview, and documentation. The data was analyzed used Mathew B. Miles and Michael Huberman's theory namely reduction data, display data, and conclusion. The subject of this research was the students of junior high school.

The second previous study is a journal by Dhermawati, Astuti, Windiarti, Ahsani (2019) entitled "*Teachers' Strategies In ELT For Students With Disabilities*". The similarities are this study was about identifying the teacher's strategies in ELT for students with disabilities. The data were collected through interview. The researcher investigated two teachers of one special school. The differences are this study used descriptive qualitative research as the data is in the word form. The strategies of this research were repeating the material, giving examples, using song, giving reward, explaining the subject matter, using flashcard, and asking the students to color the pictures.

Third of related study in this research is a journal written by Ravindra D. Sarode a assistant professor of Department of Library & Information Science Sant Gadge Baba Amravati University, Amravati. The title was "*Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education*". The similarity is this research was about teacher's strategy in teaching. The differences are this research was focus about various teaching strategies, styles and activities which are useful for valuable higher education. The various teaching styles used in teaching-learning process such as authority or lecture style, the facilitator or activity style, the delegator or group style, and the hybrid or blended style.

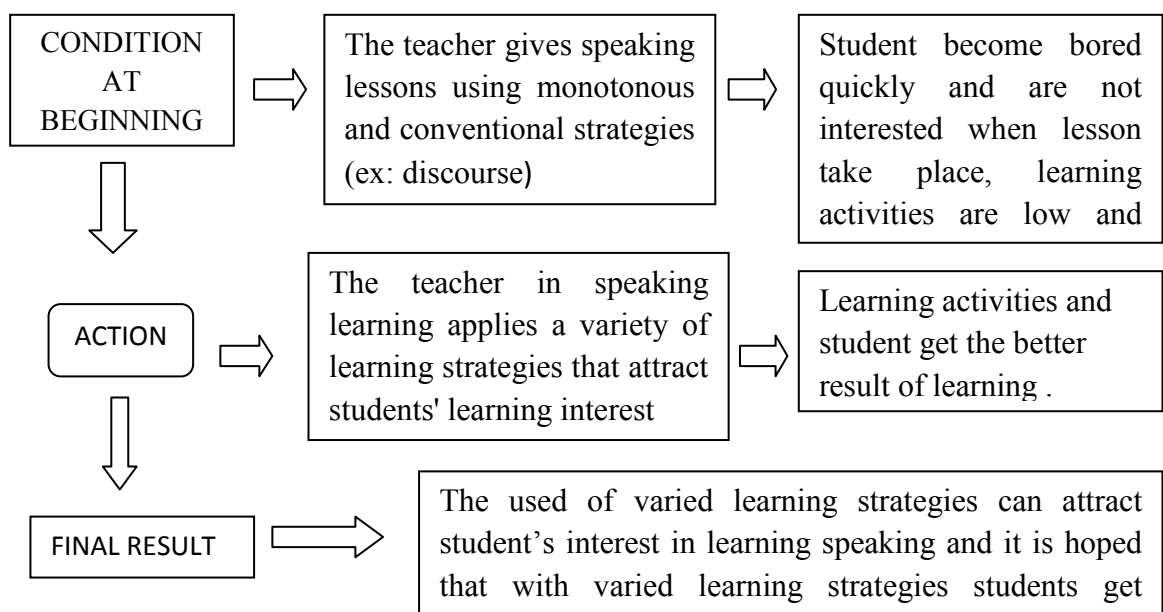
The last previous study is from a journal by Eyup Yasar Quyum (2016). The title was "*Teaching Speaking Skills*". The similarity is this research was about teaching speaking. The differences are this research was covered about learning

objectives about definition speaking, historical background of speaking, classroom practice in learning speaking, the types of classroom practice activities, the motivation of the learners, and a sample lesson plan.

## 2.6 Conceptual Framework

Conceptual framework is a reference in implementing research and is an answer to the problem based formulation literature review. The framework for thinking is as follows: Teachers are expected to choose the right learning methods and strategies in teaching. The teaching method or strategy used should not be monotonous with only one method, but can be varied. Learning methods conventional and class discussion as independent variables is a method that emphasizes student learning outcomes (the dependent variable). However, the difference of varied methods involve each student in learning that has consequences, improve academic mastery, and improve learning outcomes. While the conventional method is less involved all students because the method is more dominated by the teacher (teacher centered).

**Picture 1**  
**Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

According to Kumar (2011) that Research is undertaken within most professions. More than a set of skills, research is a way of thinking: examining critically the various aspects of your day-to-day professional work understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of your practice and profession.

This design of the research is a qualitative research. Creswell (2014:232) stated that Qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Writing a methods section for a proposal for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an ever expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the accuracy—or validity—of the data collected. This chapter addresses these important components of writing a good qualitative methods section into a proposal.

The starting point in this book is that qualitative research, above all, works with text. Methods for collecting information—interviews or observations—produce

data, which are transformed into texts by recording and transcription. Methods of interpretation start from these texts. Different routes lead towards the texts at the center of the research and away from them. Very briefly, the qualitative research process can be represented as a path from *theory to text* and as another path from *text back to theory*. The intersection of the two paths is the collection of verbal or visual data and their interpretation in a specific research design.

### **3.2 Setting of the Research**

The research is located at SLBN Sri Soedewi Masjchun Sofwan, SH Jambi. one of the special education schools in Jambi Province. The researcher wants to find out the strategies of english teacher in teaching speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. As we know that SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi is one of the best a special education school where children with special needs where the teaching and learning process is certainly different from children who do not have special needs. This is what makes researchers have a curiosity about how the strategy and how student's perceptions of the english teacher strategies applied in the classroom at this school, especially in teaching students about speaking which is certainly not easy to teach speaking to children with special needs.

### **3.3 Subject of The Research`**

The subject of the research were two english teacher of SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi.They are Mrs. Putri Rachmawaty, S.Pd and Mr. Nurkhamid, S. Ag. For teachers as subjects in this study, there are several criteria of choosing the teachers as subject. First, the teacher must teach english lesson in

SLBN Prof.Sri Soedewi Masjchun Sofwan, SH Jambi for at least one year. Second, the teacher have experience in improving teaching strategies. The last is the participants should be teacher who are competent and capable to talk, discuss, express and reflect their ideas, knowledge, and experiences.

### **3.4 Research Instrument**

Wilkinson and Birmingham (2003) stated Research instruments are simply devices for obtaining information relevant to the research project, and there are many alternatives from which to choose. To collect the data, researcher used one methods of data collection. In this case, main data was interview sheet.

According to Easwaramoorthy & Zarinpoush (2006), An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. In this research, researcher need to recruit the participants before and have an agreement so both of researcher and partisipans can make appointment to conduct an interview based on each participant's availability.

Researchers use instruments in the form of interview guidelines, which data will be obtained from semi-structured interviews. In this research, researcher applied open-ended question. According to Zull (2016), all survey questions that do not include a set of response options are known as open-ended questions. Open-ended questions require respondents to formulate a response in their own words and to express it verbally or in writing. Respondents are not steered in a particular direction by predefined response categories. The researcher uses this open-ended question to make it easier for participants to be free in answering questions from researchers with



their own words, not necessarily rigid. Participants can express ideas, expressions and their opinions in accordance with their mindsets to researchers.

The interview sheet of this research was adopted from a book of H. D Brown entitled “*Teaching by Principles (Second Edition)*”. The researcher had made several questions in interview sheet from that book carefully and take some important point of that book to make all questions. Researchers also use the help of tools to facilitate the process of research analysis such as interviews, recorders (in this case, use researcher's smartphone), stationery, and notebooks so that the research results are made more accurate and valid. The specification of interview sheet could be seen from the question table below :

**Table 1**  
**Specification of the Research Instrument**  
**Questions for the teacher**

<b>No.</b>	<b>Questions</b>
1.	Before starting speaking lessons, what do teachers need to prepare before entering class?
2	In your opinion, are students interested in learning speaking?
3.	What are the strategies that have been applied by the teacher in the learning process?
4.	Does the teacher use a monotonous strategy more than a varied strategy?
5.	Some of the strategies, has the teacher ever used cooperative activities in

	the classroom?
6.	Can these cooperative activity strategies be included in the list of effective teaching strategies?
7.	Does the teacher also apply the method of role plays and simulations strategy in the classroom?
8.	In general, the role plays and simulations strategy is more fun for students, can the implementing of role plays and simulations strategy attract student excitement in learning speaking?
9.	Can creative tasks help the development of student learning processes?
10.	Has the teacher ever used the drilling method in the teaching and learning process because when viewed in terms of quality the drilling method is more intense than other strategies?
11.	Does the teacher also often apply the method of discussion in learning?
12.	How often do these discussion methods apply and how effective are they?
13.	Has the teacher used the brainstorming method to review the development of student's mindset?
14.	Brainstorming encourages students to think out of the box and brainstorming can also be applied in group discussions, whether brainstorming can be well applied to mentally disabled students?
15.	Can the storytelling method in the class develop students' imagination in learning speaking?
16.	Can the student imitate the pronunciation of speaking from storytelling delivered by the teacher or other students?
17.	What is the role of the teacher in managing the methods applied in important and influential learning?
18.	Which one is the best method of teaching speaking to mentally disabled students?
19.	Among the overall strategies available, which strategies are most often applied in the classroom?
20.	How do the teacher evaluate the end of the lesson?

Source : *Brown, H. D. 2001. Teaching by Principles (Second Edition). New York Longman University Press.*

### **3.5 Technique of Collecting Data**

In conducting the data collection process, the researcher divides the process into several steps :

1. The first step undertaken by the researcher in collecting data is to prepare all instruments and helpful tools.
2. Contact the participants such as the teacher and students to be interviewed through message in *WhatsApp* application to ask permission and their availability to become a participant and the researcher had asked permission from the school before.
3. Determine the appropriate time and place for the interview.
4. At the beginning, the researcher will explain and describe the research concept, hopefully with this explanation the participants can understand and capable for helping the researcher or even they can refuse to follow the research or remain willing to become participants.

The study starts from the determination of a predetermined schedule, researchers have prepared all instruments such as places, recorder, stationery, interview guides and notebooks. Next, researcher and partisipan will do one-on-one interview. researchers must also remain focused on time effectiveness. the time needed for the interview process is 3-8 minutes for each participant. the time is in accordance with what the participant expressed. The interview was started by asking the participant's permission and after that during the interview the researcher asked several questions related to the research questions by using interview guidelines as the direction.

One-on-one interview is the choice of researchers in this study. Easwaramoorthy & Zarinpous (2006) stated that interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. Face-to-face interviews are suitable when your target population can communicate through face-to-face conversations better than they can communicate through writing or phone conversations (e.g., children, elderly or disabled individuals). According to The centre for investigative journalism (2013), A good interview depends upon a good interviewer. If interviewer ask rambling, incoherent questions, you should expect to get vague and meaningless replies.

### **3.6 Technique of Data Analysis**

Data analysis after collecting data by conducting in-depth interviews, the following the steps are copying the results of the interview, providing data validity and analyzing data. This phase aims to record, understand and interpret data answer research questions. This study uses three steps in interpreting and conclude the data obtained. The following are some steps in processing data :

1. Transcribing the interview result. The first step is transcribing the results of the interview from each participant based on the interview record.
2. Proving data validity, in this case the researcher did a double check with the aim of making sure about the transcript for member checking purpose to get the validity of the data collected.
3. Analyzing the data. In this step, This study uses thematic analysis to test data.
4. Researcher use open coding to illustrate the interpretation of pieces of text from the data in the interview transcript.
5. To classify data, researcher use axial coding. Axial coding is a qualitative research technique that involves relating data together in order to reveal

codes, categories, and subcategories ground within participants' voices within one's collected data.

6. The last, researchers identify the core categories of data selectively coding, integrate it and formulate the findings of this study. The steps were taken to highlight the main points of this research.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **4.1 Finding**

1. Teacher preparation before teaching the student

The teacher explains that before starting the lesson the teacher must first have a concept as to what material will be taught on that day and what media will be used later. The concept of the material must also be continuous with the daily activities of students or their surroundings. This aims to make it easier for students to better understand the subject matter. examples of media that are usually prepared can be images, text, or other media. the material must also be adjusted to the level of the class because the material for junior high school or senior high school level is different. The teacher also reading the lesson plan and comprehend the material.

2. Student interest in speaking lesson

Students are interested in learning speaking, but speaking material must be adjusted to the interests of students. The selection of subject matter in speaking largely determines how the learning reactions will be. Students are more interested if speaking material is related to activities or things that they enjoy doing and are interesting to them. Speaking material is made as simple as possible with uncomplicated vocabulary and not too long text or dialogue.

3. Strategies that have been taught to the student

The teacher has used many strategies but the strategies that are often used are strategies using the media and students imitate English sentences or words from the teacher. The teacher also used role play and discussion strategy for teaching speaking.

4. The teacher used variety of strategies rather than a monotonous strategies

The teacher uses a variety of strategies so that students do not get bored with monotonous methods such as lectures and are also adapted to typical children in each class.

5. Role play and simulation strategy

The teacher applies role play and simulation quite well in the classroom. Students are interested because role play and simulation tend to be fun and relate to their lives. However teachers must be more active in attracting their interests. Moreover, the teacher must determine the material for each class because class abilities and grade intelligence can vary. Teacher said that this role play strategy could attract student's interest,

because the students played a role play role so it could attract student's interest to learn the speaking.

#### 6. Creative task strategy

In creative task strategy, the teacher provides assignments that can develop student activity. The teacher continues to help and guide students in providing creative tasks and ask for help from students who are able to help other friends in carrying out the tasks. Teacher said that by giving creative assignments it was able to help the development of the student's learning process, for instance the teacher gave the drawing assignments to students, and later they would train the pictures.

#### 7. Drilling strategy

Teachers quite often apply the drilling method in the classroom because this strategy effective to be applied. After all children with special needs need constant repetition of the material so that they are more understanding of the subject matter, especially speaking. This is in accordance with the drilling method that uses intense material repetition techniques. Teacher said that this drilling method must be used, because for special school children, the material has to be repeated every day.

#### 8. Storytelling

The application of storytelling strategy is appropriate enough to be applied in the classroom but the discussion of storytelling must be simpler and not too long. The theme of storytelling must also relate to stories or themes that they are easy to understand. in imitating pronunciation storytelling spoken by the teacher can only be imitated by a few students and even then

with a simple vocabulary. Teacher said that storytelling can foster students' visuals, children can imagine, their imagination was more honed

#### 9. The best strategy and often applied in class

Role play and simulation strategy are classified as success to be the best strategy in learning speaking. Strategies that often applied are role play, simulation strategies, cooperative activities, etc. Teacher said that role playing and discussion were a suitable method for teaching speaking. In addition, the methods of brainstorming, drilling, role playing and discussion were the most frequently applied.

#### 10. Teacher evaluation at the end of learning

The teacher evaluates at the end of the lesson by asking a few questions about the learning material on that day. the teacher reviews again the extent to which students understand the material being taught and repeating again about what are the difficulties so the teacher could decide what the topic for the next week or just give new material but still about the lesson before. Teacher said that the learning outcomes were evaluated first in the class if the student was interested in this method or not, later if they were not interested the method would be changed accordingly. The teacher will also improve the methods, the way of teaching is also improved, the teacher must also evaluate.

## **4.2 Discussion**

Based on interview result, the researcher found some effective strategy of english strategy in teaching speaking that can be applied well at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi.



## **1. Teacher preparation before teaching the student**

Based on the interview result the researcher had found in this study, teachers has same preparation like teacher as general. Basically this speaking lesson is very heavy for SLB level students and students are not as focused on learning speaking as students in school in general. Before starting the lesson the teacher usually prepares the material to be taught, the material taught is usually about dialogue. The material taught is usually in the form of text which will be photocopied by the teacher first or in the form of pictures and must be printed. The material must be adjusted to what will be taught that day.

The teacher must have the concept of the material to be taught, SLB students cannot be served with the material directly because it will be confusing for them like the teacher must warm up before starting the lesson by asking basic things like vocabulary about animals. The teacher asks, for example, asking what animals they keep at home and interpreting the animals into English. Besides warming up by asking for vocabulary, the teacher can ask about dialogue about their favorite food and then interpret the food in English. for this child, speaking is too heavy and the material must be seen first, it must be adjusted to elementary, junior high, or high school level. Because each grade has different material levels so the teacher must prepare and make a concept of what kind of material will be taught on that day such as providing media in the form of images, text, dialog paper. for dialogue, in practice students will be told to copy the book and then they dialogue in front of the class in pairs or they read the dialogue itself in front of the class.

The concepts created by teachers usually have to relate to students' daily activities or the environment around students. the vocabulary to be taught must not be too heavy, it must be a common and frequently heard vocabulary. they learn the

material usually by imitate from what the teacher says and what the teacher models. the teacher must start first to set an example for them. For example the teacher gives an example by dialoguing together with students in front of the class and explaining that the practice of the dialogue material is like what and the explanation of the material must be repeated. although there are still many students who do not understand it, the teacher must keep repeating the explanation of the material until the child can understand even if it is not fully on the material. after feeling understood enough then the teacher can confidently take the value of the material. SLB teachers for all categories must be teachers who are active with students because there are still many students who cannot read, so they must be guided and assisted while the teacher explains the lesson.

## **2. Student interest in speaking lesson**

So far, the average student is interested in learning speaking, but there are a number of things that must be known that most SLB students are interested in speaking, depending on the theme and material that will be taught. when it comes to their daily dialogue, about animal vocabulary for junior high school level, activities at home or dialogue with friends in class using English with a dialogue that is not too long can attract their interest in learning speaking. SLB students usually have constraints on the limited vocabulary in English that they know, difficulty understanding vocabulary, pronunciation that is difficult to imitate, so they still have to be able to guide and imitate the examples taught by the teacher. The teacher must start first and give an example, cannot be pure from their own initiative. if forced to start from student initiative, most students will protest against the teacher that they have difficulty understanding the material and they become unwilling to learn for this

reason, even though some children still have the initiative to understand the material themselves.

### **3. Strategies that have been taught to the student**

The teacher has applied several strategies to students, for example learning strategies using media. The media used can be laptops. before the teacher listens first to the material through the speaker then asks students to listen to it also then students are required to follow the dialogue that they listen to together. students are also given a dialog text to make it easier for them. usually the dialogue text is first copied from the textbook while students listen through the speaker or students can also listen through recordings or you tube content from a smart phone and this is what usually makes students interested in learning.

### **4. The teacher used variety of strategies rather than a monotonous strategies**

The teacher uses a variety of strategies depending on the type of student in the class. students are more bored if teachers use monotonous learning strategies such as lectures because learning English is hard and difficult for SLB students. In Indonesian language there are still many students who cannot read or learn English. As a teacher who must be active in learning, the teacher chooses to teach English using a variety of strategies and each class must be taught in different ways too. The use of varied strategies aims to increase students' curiosity and interest in learning, especially speaking learning. monotonous forms of learning strategies often make students bored and lose interest in learning. varied strategies also help teachers in choosing the right learning strategy. In this study, it can be concluded that students prefer to use varied learning strategies rather than monotonous ones.

### **5. Role play and simulation strategy**

In the role plays and simulation strategy, the teacher usually makes a dialogue where students can play the role of being a father, mother or as a younger sibling. because these role plays and simulations tend to be more fun for students, so the average student becomes more excited in learning even though there are some students who do not like this learning strategy. students like role plays and simulation strategies but with a note teachers must be more active and patient to attract their interest in liking this learning. The teacher must have tricks on how students can like English material that is difficult for them. The teacher also has to match the material and the dialogue which should be adjusted to the media that will be used in speaking learning. not all classes are equally effective if the role plays and simulation strategy is applied because the level of intelligence of each child is different, maybe in this class it can but other classes cannot. no doubt there will still be children who are less able to adapt to this role play and simulation strategy because they must be guided. so far there is only one class that is truly effective and fits into the application of role plays and simulation strategies in the classroom.

#### **6. Creative task strategy**

In applying the creative task strategy, the teacher usually assigns tasks that can develop student creativity, for example, giving students the task of inviting or interviewing teachers in each class about the teacher's name, age, or hobbies. in its application, the teacher invites students to be more active even though they are still not good in speaking skills and the teacher still helps and guides students in the implementation of the task by interpreting each word or sentence in Indonesian and English so that students can better understand the same as the application of role plays and simulation strategy. The teacher also assigns and asks for help to the students who are the smartest in English to help and guide other friends.

Improving creativity by creative task has many positive sides including students can develop their imaginative power, learning is easier to understand, students do not feel bored in the classroom during the learning process, the role of teacher is only to direct the rest of the tasks and responsibilities for each student's task. , indirectly students also learn to be responsible.

## **7. Drilling strategy**

Drilling is a technique that has been use in foreign language classrooms, which emphasizes on repeating structural pattern through oral practice to demonstrate student's ability in speaking. Drilling strategy aims to test the extent to which students 'understanding of the material previously presented by the teacher or in other words provoke students' memory memories to recall the material that has been delivered. Teacher usually used this strategy in teaching speaking and this strategy suitable for students with special needs. Through this strategy, students asked to repeating what teacher said. In using this strategy for material about number or favorite food for example, it can't be done just once meeting, so the teacher has to repeat for several meetings. Each meeting is given different activity but still in one learning material, so students will not be bored studying one material even though it takes few meetings. By this strategy, students will improve their speaking ability.

Drilling is very necessary, even at each meeting the teacher always uses this strategy in all classes, both the superior class and the lower class. It's just that the superior class requires a shorter time than in the lower class. Drilling is very necessary to help remember the material to students, emphasize intonation on certain words, and give examples of correct pronunciation. Although it has been repeatedly said and justified, but sometimes there were still many students who forget and need to strengthen memory.

## **8. Storytelling**

This strategy can be used by teachers in teaching speaking to students with special needs. Storytelling is a fun way of learning to speak English because this strategy can stimulate students' imagination and creativity. The teacher starts by telling a simple and interesting story to the students verbally with facial expressions or movements that increase students' interest in listening and imitating, after which the teacher can ask students to do storytelling to the front of the class as done by the teacher. Although not all students want to do storytelling in the front of the class because of some reasons, feeling shy, afraid of being wrong, and etc. Teacher will guide, direct, and help the student's concern. Besides being fun, this strategy can also improve students' communication and speaking skills.

Storytelling will stimulate the students to do imitate speaking, intensive speaking as the preparation before they perform the storytelling. Then, the students will be motivated to response the story as the audience. Also, storytelling will give many good impacts for the student's speaking skill, because storytelling makes the students comprehend how to speak with the good gesture and intonation. It is useful for the students to continue to the extensive speaking. From this explanation, storytelling can be implemented not only in speaking class, but also in various kind of work. Teacher can take this as a creative way in the class to take a job as its topic.

## **9. The best strategy and often applied in class**

Role plays and simulation strategy was chosen to be the best strategy for children with special needs, not without reason, but there are many positive sides and benefits that can be obtained from implementing this strategy. Role plays and simulation are closely related when it comes to role playing. Students can play the role of being a person, object, animal in a story or even imitating several prominent

figures. In addition, role plays and simulation are very relevant in students' daily lives and this strategy makes it easier for students to develop their imaginative power while learning.

In teaching speaking, role play and simulation strategy are the best strategies chosen by the teacher and are often applied in the classroom. Basically, role play and simulation strategy are the same strategy, namely role playing. Students are asked to play roles, communicate and interact with others or with their classmates. This certainly can improve student's ability in speaking, even though dialogue or sentences and vocabulary are limited, but of course this can still help their ability in speaking English. This strategy can also build self-confidence and increase student creativity, where they not only speak but also explore a given role or character. Other English teachers chose role playing and discussion as the best methods of teaching speaking. The most frequently applied methods are brainstorming, drilling, role play and discussion.

#### **10. Teacher evaluation at the end of learning**

After the end of the lesson, the teacher will certainly conduct an evaluation of the lesson that was given earlier. The teacher will test the student's memory and level of understanding of the material that has been given. The teacher will start asking whether all students have understood or whether there is material that is still not understood by students. In this evaluation, the teacher is more relaxed and invites students to have a light discussion.

After the teacher gets problems or difficult things experienced by students when receiving learning materials, the teacher will certainly improve the way in the teaching and learning process and place students in learning situations that are more appropriate in accordance with the level of ability possessed by each student. The

teacher also looks at students' interest in the strategy or method used, whether they like it, or whether the method suits with their abilities. Teachers will also improve teaching methods and methods in order to create effective teaching and learning objectives and satisfactory results.

The success of the teacher in teaching speaking is largely determined by how the teacher teaches or is called the teacher's strategy in teaching. It can be said that the strategies that used by teacher in teaching speaking are very influence and helpful for the students and the strategies are very interest to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in speaking. In teaching speaking, the teacher mostly uses some strategies discussion, role plays and simulations, and games. It can be enjoyable and fun experience for both teacher and student. There were many students joined the class enthusiastically. They students attention to the lesson improved their speaking skill after being taught by the appropriate strategies.



## CHAPTER V

### CONCLUSION AND SUGESTION

#### 5.1 Conclusion

Based on the findings and discussions, The researcher analyzed the results of the data from this study and then concluded several conclusions as follows:

1. In teaching speaking for students with special needs, the SLB English teacher uses several strategies, that is considered suitable and successful in teaching speaking, including cooperative activities, role play and simulation strategy, drilling, and storytelling.
2. In the use of cooperative activities strategy, there were several classes that effectively used this method and some were not and must be guided one by one. Cooperative activities strategy also not very effective to be applied in the classroom because only for level of senior students of high school and even then only a few classes can be applied to this strategy well.
3. Role plays and simulations strategy, some students seem interested and willing to do it, but there are also some students who do not want to do it. This strategy was considered effective to be used in learning speaking, because this strategy uses role playing where students were asked to speak or communicate

using dialogues that have been prepared with friends, they can also develop their speaking skills in English.

4. In the use of strategy drilling, the teacher considers this method to be effective enough to be applied in teaching speaking, although it needs further repetition of the material. In providing subject matter, especially to special school children, of course it takes repetition several times in the delivery of the material, so that the material can be absorbed properly to students. The repetition of the material using the drilling method can also make students' memories of the material being studied more effectively.
5. Storytelling strategy was also effectively used to learn speaking where through this strategy students also practice their communication and pronunciations. Through this strategy students can also develop their visuals on the stories that were told or read by the teacher. This strategy was also expected to hone their imagination about a story. They can also train the pronunciation of each vocabulary from a story told by the teacher.
6. Among the strategies that have been implemented by teachers to teach students speaking, role plays and simulation strategies are the best and effective strategies. Because this strategy is considered successful in teaching speaking to students.
7. Student's responses to the strategies reveal positive attitudes as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with student's characteristics and level of proficiency, and provide materials involving

students to be active by using various available media for the implementation of teaching speaking.

## **5.2 Suggestion**

Based on the result of the conclusion of the research, the researcher would like to give some suggestion for the follow people :

### 1. For teacher

The teacher must understand and comprehend what strategies are appropriate for teaching speaking to students with special needs, especially in teaching speaking English. Because of every students have different abilities, willing, characteristics, interest, and imaginations. Therefore, teacher is expected to understand what students need in learning in order to create success and achieve goals in learning. Becoming a teacher for children with special needs is not easy, for that it is hoped that the teacher will be able to be active and communicative to students. teachers are expected to apply learning strategies in a varied, effective and continuous manner so that it is hoped that students will not quickly lose interest in learning, especially speaking learning.

### 2. For students

Students are expected to accept whatever strategies are given by the teacher, so that teaching and learning activities are sought and not monotonous. Students must also be active and participate in learning process, so as to create a comfortable and pleasing atmosphere. Do not be shy to talk or try something new, and do not be afraid of being wrong.

Students are expected to be communicative and able to work well with teachers and among fellow students. This aims to make learning more conducive and comfortable in the class

3. For the researcher

For the researcher who want to conduct a research about teacher strategy in teaching speaking, the result of the study can be used as an additional reference for further research with different discussion domain of teacher's teaching.

















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## Appendix 1

### INTERVIEW SHEET

No.	Questions
1.	Before starting speaking lessons, what do teachers need to prepare before entering class?
2	In your opinion, are students interested in learning speaking?
3.	What are the strategies that have been applied by the teacher in the learning process?
4.	Does the teacher use a monotonous strategy more than a varied strategy?
5.	Some of the strategies, has the teacher ever used cooperative activities in the classroom?
6.	Can these cooperative activity strategies be included in the list of effective teaching strategies?
7.	Does the teacher also apply the method of role plays and simulations strategy in the classroom?
8.	In general, the role plays and simulations strategy is more fun for students, can the implementing of role plays and simulations strategy attract student excitement in learning speaking?
9.	Can creative tasks help the development of student learning processes?

10.	Has the teacher ever used the drilling method in the teaching and learning process because when viewed in terms of quality the drilling method is more intense than other strategies?
11.	Does the teacher also often apply the method of discussion in learning?
12.	How often do these discussion methods apply and how effective are they?
13.	Has the teacher used the brainstorming method to review the development of student's mindset?
14.	Brainstorming encourages students to think out of the box and brainstorming can also be applied in group discussions, whether brainstorming can be well applied to mentally disabled students?
15.	6Can the storytelling method in the class develop students' imagination in learning speaking?
16.	Can the student imitate the pronunciation of speaking from storytelling delivered by the teacher or other students?
17.	What is the role of the teacher in managing the methods applied in important and influential learning?
18.	Which one is the best method of teaching speaking to mentally disabled students?
19.	Among the overall strategies available, which strategies are most often applied in the classroom?
20.	How do the teacher evaluate the end of the lesson?

Source : *Brown, H. D. 2001. Teaching by Principles (Second Edition). New York Longman University Press*







### Appendix 3

#### TRANSCRIPT OF RECORD PART 1

Interviewer : Tella Amy Novera Afan Zuri

Interviewee : Putry Rachmawaty, S. Pd

Interviewer : Sebelum ibu memulai pelajaran speaking, apa saja yang harus ibu persiapkan sebelum memasuki kelas?

Interviewee : Biasanya kalau saya, karena pembelajaran speaking itu kan cukup berat untuk anak tingkat SLB, jadi tidak terfokus untuk pembelajaran speaking seperti tingkat sekolah umum. Speaking itu kan emang kayak berbicara kayak dialog jadi saya sudah persiapkan materi yang mau saya ajarkan, misalnya hari ini tentang speaking dialog antara teman berdua seperti itu jadi saya siapkan dulu materinya mungkin saya fotocopy dulu atau dalam bentuk gambar saya print dulu gambarnya jadi emang harus dipersiapkan dulu materi disesuaikan dengan apa yang harus kita ajarkan hari ini, seperti itu.

Interviewer : Berarti mereka harus diajarkan secara berkonsep? Tidak bisa langsung materi?

Interviewee : Iya, berkonsep, nggak bisa langsung materi jadi diajarkan dulu mungkin kita gimana ya, kita brainstorming dulu dia kan. Oh ini misalnya, contoh ya vocabulary-nya tentang hewan, tentang apa kira-kira kamu punya hewan apa di rumah? Gitu, kita hari ini tentang, kita membicarakan tentang vocabulary hewan oke, hewan apa yang kamu pelihara, misalnya cat atau dog atau chicken atau kalau dialog sekarang kalian, hari ini kita mau percakapan tentang dialog about something favourite food, what's your favourite food gitu kan jadi kita brainstorming dulu apa yang untuk, mungkin dalam bahasa inggrisnya kita, dua bahasa ya karena untuk anak SLB ini terlalu berat untuk speaking yang terlalu tinggi, itu materinya-pun juga

harus kita lihat, harus disesuaikan dengan tingkatannya, untuk SMP, SMA itu berbeda jadi harus dipersiapkan materinya dulu apa aja misalnya medianya apa dulu gambar, text atau dalam bentuk kertas dialog atau emang apa ya kita tuliskan didepan dulu nanti anak akan menyalin baru nanti satu-satu, berdua-dua kedepan gitu.

Interviewer : Jadi mereka harus dikasih konsep yang berhubungan dengan aktivitas mereka sehari-hari atau lingkungan sekitar mereka?

Interviewee : iya, terus juga kosakata-nya juga jangan terlalu berat untuk speaking, itu yang umum aja, yang biasa mereka dengar, itupun juga harus imitate, kita duluan yang memulai untuk memberikan contoh kepada anak ini, gini loh maju berdua, misalnya sama saya kan, saya sama anak tu gini nak ya nanti kita dialog seperti ini memang masih banyak yang belum bisa cuman kita ulang berapa kali berapa kali, oke kita ambil nilai ya, ibu ambil nilai untuk speakingnya ini dialognya baru itupun harus kita ulang-ulang terus kan kita bantu juga yang anak yang gak bisa baca, mereka kan juga banyak anak yang nggak bisa baca kan, jadi harus dibantu pokoknya yang namanya guru SLB untuk semua kategori itu harus guru yang banyak yang aktif, active learning.

Interviewer : Menurut pendapat ibu nih, apakah sejauh ini siswa tertarik mempelajari speaking?

Interviewee : Tertarik cuman tertarik sesuaikan dengan materinya, yang menarik buat mereka apa misalnya kayak sesuatu yang dialog mereka sehari-hari, atau mereka percakapan antar teman tapi nggak terlalu panjang dialogue nya cuma ada berapa, atau tentang binatang untuk tingkat SMP, tentang hewan tentang kegiatan di rumah, jadi sesuaikan dengan materi, cuman emang terkendala untuk anak-anak ini kan kosakata-nya agak sulit, dalam vocabulary-nya susah, dalam pronunciationnya pun juga agak susah, jadi harus imitate dari gurunya, gurunya duluan gitu, nggak bisa pure dari mereka langsung baca

pasti nggak ngerti buk, nggak bisa buk, pasti banyak alasannya kami nggak mau buk cuman ada beberapa anak yang mau emangkan.

Interviewer : Kemudian, apa saja strategi yang telah ibu lakukan selama ini dalam proses belajar mengajar? Strategi apa yang sudah ibu lakukan sebelumnya?

Interviewee : Sudah banyak sih strategi yang saya lakukan misalnya media, misalnya gini ya ada laptop saya gunakan, itu saya dengarkan dulu pakai speaker, saya dengarkan dulu ada beberapa dialogue, ya saya dengarkan anak ini mendengarkan kemudian nanti setelah itu mereka mengikuti dialog yang didalam laptop itu atau nanti kita baca sama-sama ya nak apa yang kalian dengarkan tadi dialog yang itu, lihat dikertasnya juga, kita bimbing dikertasnya juga, dikertas itu kita fotocopy-in atau dari bukunya dan dari laptop itu jadi didengarkan sama mereka atau dari hp kita rekam boleh seperti itu ya atau dari konten youtube, didengarin ya didengarin besar-besar pake speaker, lebih tertarik seperti itu.

Interviewer : Nah apakah ibu lebih banyak memakai strategi yang monoton ketimbang memakai strategi yang variatif?

Interviewee : kalau saya, menurut saya, saya variatif tergantung anaknya kan.

Interviewer : kan mereka suka bosan juga kan kalau metodenya ceramah?

Interviewee : iya, mereka cepat bosan. Anak-anak ini pembelajaran bahasa inggris ini berat dan susah sedangkan bahasa Indonesia masih banyak yang belum bisa baca, jadi kita ni sebagai guru anak abk ini harus bervariasi bagaimana setiap kelas berbeda-beda cara mengajarnya.

Interviewer : Dalam beberapa strategi yang ada, pernahkan ibu menggunakan strategi cooperative activities didalam kelas atau contohnya kerja kelompok?

Interviewee : Pernah, saya melakukan cooperative activities pernah karena waktu itu pernah dikelas yang amy ajarkan itu misalnya saya memberikan

suatu kayak family, jadi ini family, ini animals, ini numbers, ini fruits jadi mereka mencatat beberapa, jadi membuat satu kelompok learning gitu jadi dicatat apa nama hewan, nama keluarga terus diartikan kedalam bahasa inggrisnya. Jadi dibuat beberapa kelompok jadi mereka bisa bekerja sama

Interviewer : Menurut ibu, cooperative activities ini efektif atau tidak diajarkan ke mereka?

Interviewee : Kalau untuk kelas 12 yang kemaren, ada beberapa kelas yang efektif dan ada yang nggak sama sekali karena anak yang ada dibeberapa kelas itu memang harus dibimbing.

Interviewer : Dibimbing satu-satu?

Interviewee : iya, dibimbing. Untungnya anak itu hanya 5 orang terus dibimbing satu-satu. Ada yang nggak bisa menulis, ada yang menulis bisa tapi nggak bisa baca, ada yang nggak bisa baca tapi dia aktif didalam kelas. Jadi kita harus koperatif juga dengan anak-anak itu terus juga dibimbing terus, ditulisi terus juga kadang ya macam-macam lah kan untuk anak abk sendiri kan berbeda dengan anak umum.

Interviewer : Kalau misalnya tentang role plays and simulation strategy. Apakah ibu juga menggunakan metode tersebut?

Interviewee : itu bermain peran ya?

Interviewer : iya, bermain peran

Interviewee : Bermain peran itu ada, ada beberapa.

Interviewer : Berperan menjadi seseorang dalam dialog

Interviewee : Iya, dalam dialog biasanya bisa misalnya dia sebagai ayah atau sebagai ibu atau sebagai adiknya nah seperti itu role play

Interviewer : Kan role play and simulation ini lebih cenderung menyenangkan bagi siswa, Apakah menurut ibu, mereka menjadi tertarik belajar speaking karena role plays and simulation ini?

Interviewee : iya tertarik, Cuma ya itu Cuma beberapa saja yang mau gitu.

Interviewer : Hanya beberapa kelas, yang selebihnya harus dibimbing lebih intense?

Interviewee : iya, harus sabar emang harus ikhlas

Interviewer : Tapi mereka rata-rata mau?

Interviewee : Rata-rata mau tapi ya kita harus aktif. Harus kita yang menarik anak itu untuk lebih menyukai pembelajaran ini karena pembelajaran ini bahasa inggrisnya agak sulitkan jadi kayak mana trik-trik. Hari ini materinya tentang ini, gimana cara atau media apa ya yang cocok kira-kira untuk speaking hari ini, berarti dialognya bagaimana ini. Mungkin dikelas ini bisa, tapi dikelas lain belum tentu bisa.

Interviewer : Karena tingkat kecerdasan mereka berbeda?

Interviewee : iya, tingkat mereka berbeda gitu. Bisa tapi Cuma beberapa kelas bahkan satu kelas malah yang untuk role play itu

Interviewer : Yang bener-bener bisa?

Interviewee : iya, yang bisa

Interviewer : jadi selebihnya harus dibimbing, nah misalnya apa ibu pernah memberikan tugas-tugas kreatif yang dapat membantu perkembangan proses belajar siswa?

Interviewee : pernah, misalnya contohnya seperti membuat undangan, itu tugas ya, membuat undangan atau mewawancarai guru misalnya what's your name? what's your age terus what's your hobby? Jadi tiap kelas ditanya-tanyai gurunya gitu.

Interviewer : Jadi anak menjadi aktif?

Interviewee : iya jadi anak menjadi aktif walaupun memang anak itu belum bisa speakingnya jadi kita bantu. Kira-kira ada teman yang bisa seperti kholiq (nama siswa) itukan bantu temennya gitu atau saya yang

bahasa inggrisnya, anak-anak yang bahasa indonesianya, sudah sering saya lakukan itu kayak simulation dan role play-nya.

Interviewer : Masuk ke metode drilling ni. Apakah ibu juga menggunakan metode drilling dalam proses belajar mengajar? karena jika dilihat dari segi kualitasnya metode drilling ini lebih intense dibandingkan metode yang lain. Metode drilling ini lebih seperti latihan yang berulang-ulang, penjabaran materi yang berulang-ulang.

Interviewee : iya saya lakukan Cuma ya sistemnya emang kita terfokus misalnya untuk materi numbers itu nggak bisa sehari itu Cuma belajar numbers, kita ulang.

Interviewer : Harus berapa kali pertemuan?

Interviewee : pertemuan mungkin sampai tiga kali pertemuan atau misalnya materi tentang favourite food, jadi kan hari ini kita tulis aja, kita tulis didepan, kita bacakan, kita suruh mereka kedepan, nah minggu depannya nanti saya buat materi yang ada gambarnya suruh anak itu misalnya menempel sesuaikan dengan favourite foodnya yang kemaren dipelajari.

Interviewer : Jadi mereka bisa lebih menyerap gitu?

Interviewee : iya jadi pertemuan ketiga ini mungkin kita coba untuk latihannya gitu kan. Apa makanan kesukaannya jadi tulis. Jadi nggak bisa sekali langsung terserap. Itupun walau sudah tiga kalipun juga masih ada yang kurang.

Interviewer : Jadi metode drilling ini cukup efektif ya?

Interviewee : iya cukup efektif. Emang untuk anak SLB ini memang efektif untuk metode drilling ini

Interviewer : Kalau misalnya metode diskusi belajar, apa ibu juga sering menggunakan metode diskusi belajar ini?

Interviewee : kalau sering nggak ya kayaknya, itu tergantung kelasnya, karena berat ya untuk diskusi. Tidak semua kelas bisa, yang seperti tadi untuk kelas tingkatan SMA mungkin bisa Cuma mungkin itupun ada dua kelas yang bisa. Yang mampu anaknya kalau yang lainnya nggak bisa diskusi. Kalau yang lainnya terlalu berat untuk anak slb ini

Interviewer : Berarto metode diskusi yang diterapkan ini kurang efektif?

Interviewee : Kurang efektif untuk tingkat SLB

Interviewer : Nah kalau misalnya brainstorming. Apakah ibu menggunakan metode brainstorming untuk meninjau lebih jauh perkembangan pola pikir anak didik. Kalau biasanya brainstorming ini ada didalam diskusi kelompok nih. Guru melontarkan masalah kepada siswa lalu siswa mendiskusikannya dan menyebabkan masalah baru. Itu apakah ibu menggunakan metode brainstorming itu?

Interviewee : kayaknya sejauh ini belum pernah

Interviewer : Terlalu berat?

Interviewee : Kalau untuk brainstorming terlalu berat.

Interviewer : Karena belajarnya harus berfikir lebih jauh

Interviewee : berpikir lebih jauh, harus mengeluarkan ide, sedangkan mereka kan ada yang kekurangan dalam kosa kata, daya berpikirnya juga nggak bisa apa itu, nggak bisa diterapkan.

Interviewer : Nggak bisa diterapkan karena diskusi kelompok aja agak susah apalagi brainstorming yang harus memecahkan suatu masalah

Interviewee : iya memecahkan suatu masalah gak bisa kayaknya.

Interviewer : terus masuk ke metode storytelling, kan brainstorming tadi kita skip karena tidak efektif sama sekali kepada siswa. Masuk ke materi storytelling, nah apakah metode storytelling yang ibu terapkan didalam kelas dapat mengembangkan daya imajinasi siswa mentally disabled student ini?



- Interviewee : kalau menurut saya, storytelling bisa
- Interviewer : Karena relate dengan cerita
- Interviewee : iya dia relate dengan cerita cuman ya dalam kita storytelling itu kita nggak focus dalam bahasa inggris, harus dijelaskan dalam bahasa Indonesia, bahasa inggris dan bahasa Indonesia, misalnya ini satu kalimat bahasa inggris terus bahasa Indonesia lagi, bahasa inggris bahasa Indonesia lagi terus juga ya mungkin untuk cerita juga jangan terlalu panjang. Anak ini kan untuk, terutama tuna grahita ya tuna grahita itu setiap apapun pengetahuan yang diserap sama anak ini dia cuman sehari itu aja lengketnya
- Interviewer : besoknya lupa?
- Interviewee : iya, kalau kita ulang lagi lupa, jadi kalau kita menceritakan panjang cerita itu, anak ini bosan, mengantuk, apalah, bosan buk, yang lain lah bu, cerita yang lain lah buk, jadi kalau seandainya saya melakukan storytelling emang ada itu kan narrative text kan itupun juga ceritanya saya singkat terus inti-intinya saja misalnya ceritanya lebih simple, terus temanya juga jangan kaku kan.
- Interviewer : terlalu sulit mereka juga susah
- Interviewee : iya terlalu sulit anak ini nggak bisa, harus oh kita kaitkan dengan kehidupan mereka sehari-hari jadi misalnya malin kundang ya, cerita malin kundang ini ya nak nanti kalian jangan durhaka sama orang tua, jadi ada bahasa inggrisnya juga ada bahasa indonesianya juga
- Interviewer : jadi mereka bisa cepat menyerap?
- Interviewee : iya, biar cepat nyerap
- Interviewer : Apakah murid bisa meniru dengan baik pronunciation dari storytelling yang ibu sampaikan kepada siswa?

- Interviewee : imitate-nya ada beberapa persen anak yang bisa, itupun kalimatnya kosa katanya juga yang sederhana, yang tidak terlalu berat bagi mereka, terlalu rumit, jadi ya itu pokoknya intinya imitate dari guru.
- Interviewer : Tapi mereka baik pronounciationnya? Cara mereka berbahasa inggrisnya apa sangat baik atau masih kaku?
- Interviewee : kalau menurut saya masih kaku, masih dibawah standar, jadi Cuma ada satu atau dua orang yang lumayan bagus dalam speakingnya, nggak semua anak
- Interviewer : Menurut ibu apakah peran guru dalam mengelola metode-metode yang diaplikasikan dalam pembelajaran penting dan berpengaruh terutama kepada siswa SLB?
- Interviewee : Sangat penting untuk anak SLB
- Interviewer : karena tidak bisa hanya siswanya saja yang aktif?
- Interviewee : Karena untuk siswa SLB ini, siswa yang berbeda, untuk suatu kelas aja berbeda kemampuannya berbeda, jadi kita harus, bagaimana cara kita sebagai guru apalagi guru mata pelajaran kan kalau guru kelaskan setiap hari bertemu anak-anak. Kalau untuk guru mata pelajaran satu kali seminggu jadi kita harus bagaimana mereka menyukai dulu pelajaran kita, bagaimana dia menyukai kita, pelajaran kita, bagaimana media yang harus kita ajarkan jadi metode-metode apa yang kira-kira apa yang harus kita ajar jadi kita lihat dulu metode ini bisa nggak diajarkan hari ini, mungkin besoknya nggak bisa lagi, jadi harus berpikir kreatif sebagai guru.
- Interviewer : Jadi harus aktif gurunya?
- Interviewee : Harus aktif, harus kreatif, harus dekat juga dengan anak-anak
- Interviewer : Apalagi belajar speaking itu susah
- Interviewee : Speaking itu yang paling berat, hal yang speaking itu yang paling berat yang dilakukan di Sekolah luar biasa kalau menurut saya.

Interviewer : Tapi mereka bisa?

Interviewee : bisa cuman ya itu berat untuk mereka asal diasah aja sebenarnya

Interviewer : karena mereka cenderung ke practice ya?

Interviewee : iya, ke practice

Interviewer : penyerapan materi kurang?

Interviewee : Menyenangkan loh practice itu

Interviewer : Mereka lebih suka kegiatan yang aktif

Interviewer : Menurut ibu, sejauh ini mana metode terbaik dalam mengajar speaking kepada anak mentally disabled student ini?

Interviewee : Kalau menurut saya, roleplay and simulation

Interviewer : Karena relate dengan kehidupan mereka

Interviewee : itu sudah berulang kali saya lakukan roleplay untuk pembelajaran speaking itu tergolong sukses

Interviewer : Karena mereka enjoy juga

Interviewee : Karena bermain peran dengan mereka, kalo untuk koperatif, ada yang bisa temennya ada yang nggak, jadi satu orang bisa satu orang nggak, kalo role play kan mereka meniru pembelajaran.

Interviewer : Diantara keseluruhan strategi yang ada nih, manakah strategi yang paling sering ibu aplikasikan didalam kelas?

Interviewee : Kalau saya untuk speaking yang paling sering imitate juga sering, role play kadang-kadang ada, koperatif juga kadang iya

Interviewer : Karena ibu variatif tadi ya

Interviewee : Karena saya variatif, nggak bisa monoton, karena anak ini cepat bosan. Itulah intinya anak SLB ini.

- Interviewer : Jadi guru harus berpikir kreatif untuk menciptakan hal-hal baru jadi mereka aktif juga
- Interviewer : Pertanyaan terakhir nih, bagaimana cara evaluasi ibu diakhir keseluruhan pembelajaran? Terutama dalam speaking
- Interviewee : Biasanya saya itu kadang menanyakan beberapa vocabulary yang mereka ucapkan tadi coba diulang lagi benar atau nggak pronunciationnya atau kosakata itu saya coba misalnya numbers ya contohnya eleven atau twelve, ten, mereka menebak angka berapa itu. Atau misalkan tentang activities, sleep itu apa artinya gitu ya seperti itu cuman ya memang Cuma beberapa anak yang bisa kan. Yang sudah mengerti apa tadi karena sering diucapkan jadi kosakatanya juga jangan terlalu berat kalau untuk speaking, jangan terlalu rumit, bagi yang tidak pernah mereka dengar itu pasti susah.
- Interviewer : jadi dalam evaluasi pembelajarannya ibu mereview lagi?
- Interviewee : iya mereview lagi pembelajaran hari itu, mengulang lagi kira-kira apa yang kesulitan apa kita pelajari ulang untuk minggu depan atau kita kasih materi yang baru tapi masih tentang pelajaran tadi cuman dialognya mungkin yang baru atau cara metodenya yang baru biar anak ini lebih mengerti jadi ya itu kita evaluasi, kita review hari ini belajar apa
- Interviewer : Supaya besok pertemuan berikutnya tau mau diapakan lagi kelasnya?
- Interviewee : iya mau diapakan lagi, apalagi metode yang bagus untuk anak-anak ini.
- Interviewer : Baiklah bu, saya rasa itu saja pertanyaan yang dapat saya ajukan karena sudah pertanyaan terakhir, lebih dan kurang mohon maaf. Terima kasih atas ketersediaan ibu atas interview kali ini.
- Interviewee : iya.

## Appendix 4

### TRANSCRIPT OF RECORD PART 1

- Interviewer : Tella Amy Novera Afan Zuri
- Interviewee : Nurkhamid, S. Ag
- Interviewer : Sebelum memulai pelajar speaking apa saja yang harus dipersiapkan oleh guru sebelum memasuki kelas ?
- Interviewee : Biasanya saya membaca RPP dan memahami materi
- Interviewer : Menurut Bapak, apakah siswa tertarik dalam mempelajari speaking?
- Interviewee : Kalo menurut saya ya tertarik
- Interviewer : Apa saja strategi yang telah Bapak lakukan selama ini dalam proses belajar mengajar ?
- Interviewee : Banyak sih stratgei yang saya ajarkan. Tapi biasanya saya menggunakan strategi role play dan discussion
- Interviewer : Apakah guru lebih banyak memakai strategi yang monoton ketimbang strategi yang bervariasi ?
- Interviewee : Enggak. Biasanya untuk anak SLB ini diperlukan strategi yang bervariasi
- Interviewer : Dalam beberapa strategi yang ada, pernahkan Bapak menggunakan strategi cooperative activities dalam kelas ?
- Interviewee : Saya pernah menggunakan strategi itu
- Interviewer : Nah apakah strategi cooperative activities ini dapat dimasukkan kedalam daftar strategi mengajar yang efektif ?

- Interviewee : Saya rasa bisa karena strategi ini dapat mengajarkan kerjasama
- Interviewer : Tentang role play and simulation, apakah Bapak juga menerapkan metode role play and simulation strategi didalam kelas ? Bagaimana itu Pak, apakah pernah menerapkan metode role play and simulation strategi ini ?
- Interviewee : Untuk metode role play ini, saya paling sering menggunakannya
- Interviewer : Berarti memang role play ini yang sering Bapak gunakan. Sepertinya role play ini yang efektif juga untuk diterapkan didalam kelas
- Interviewee : Ya, efektif
- Interviewer : Secara umum, role play dan simulation strategi ini lebih menyenangkan bagi siswa. Apakah dengan menerapkan role play and simulation strategi ini dapat menarik minat siswa dalam belajar speaking ? Jadi bagaimana menurut Bapak, apakah bisa ?
- Interviewee : Kalo menurut saya ya, untuk role play ini bisa menarik minat siswa, karena dirole play ini siswa itu bermain peran jadi bisalah menarik minat siswa untuk belajar speaking ini
- Interviewer : Karena suasananya juga lebih fun, mereka juga rileks dengan lingkungan sehari-hari, karena bermain peran kan kita bisa berperan jadi siapapun. Pertanyaan selanjutnya Pak. Apakah dengan memberikan tugas-tugas yang kreatif dapat membantu perkembangan proses belajar siswa ?
- Interviewee : Kalo menurut saya dengan memberikan tugas-tugas kreatif itu mampu membantu perkembangan proses belajar siswa, seperti belakangan ini saya memberikan tugas kepada siswa itu

menggambar, nanti mereka menstranlatekan gambar itu

Interviewer : Jadi itu juga merupakan tugas kreatif juga yang Bapak berikan kepada mereka. Berarti dengan memberikan tugas yang kreatif ini dapat kita simpulkan perkembangan proses belajar siswa jadi lebih baik lagi

Interviewer : Tentang role play and simulation, apakah Bapak juga menerapkan metode role play and simulation strategi didalam kelas ? Bagaimana itu Pak, apakah pernah menerapkan metode role play and simulation strategi ini ?

Interviewee : Untuk metode role play ini, saya paling sering menggunakannya

Interviewer : Berarti memang role play ini yang sering Bapak gunakan. Sepertinya role play ini yang efektif juga untuk diterapkan didalam kelas

Interviewee : Ya, efektif

Interviewer : Secara umum, role play dan simulation strategi ini lebih menyenangkan bagi siswa. Apakah dengan menerapkan role play and simulation strategi ini dapat menarik minat siswa dalam belajar speaking ? Jadi bagaimana menurut Bapak, apakah bisa ?

Interviewee : Kalo menurut saya ya, untuk role play ini bisa menarik minat siswa, karena dirole play ini siswa itu bermain peran jadi bisalah menarik minat siswa untuk belajar speaking ini

Interviewer : Karena suasananya juga lebih fun, mereka juga rileks dengan lingkungan sehari-hari, karena bermain peran kan kita bisa berperan jadi siapapun. Pertanyaan selanjutnya Pak. Apakah dengan memberikan tugas-tugas yang kreatif dapat membantu perkembangan proses belajar siswa ?

Interviewee : Kalo menurut saya dengan memberikan tugas-tugas kreatif itu mampu membantu perkembangan proses belajar siswa, seperti belakangan ini saya memberikan tugas kepada siswa itu menggambar, nanti mereka menstranlatekan gambar itu

Interviewer : Jadi itu juga merupakan tugas kreatif juga yang Bapak berikan kepada mereka. Berarti dengan memberikan tugas yang kreatif ini dapat kita simpulkan perkembangan proses belajar siswa jadi lebih baik lagi



karena memacu kreativitas dari mereka. Selanjutnya, apakah guru pernah menggunakan metode drilling dalam proses belajar mengajar ? Karena jika dilihat dari segi kualitasnya ya metode ini lebih intens dibandingkan strategi yang lain, bagaimana menurut Bapak ?

Interviewee : Kalo menurut saya metode drilling ini ya harus mau tak mau dipakai, karena untuk anak SLB ini kan materinya harus diulang ulang terus tiap hari

Interviewer : Apakah guru juga sering mengaplikasikan metode diskusi dalam belajar ?

Interviewee : Iya, sering.

Interviewer : Sejauh ini, menurut Bapak seberapa sering metode diskusi ini diterapkan dan sejauh mana efektifitasnya ?

Interviewee : Kalo menurut saya ya karena saya selalu menerapkan metode discussion ini ya lebih efektif

Interviewer : Apakah guru juga menggunakan metode brainstorming untuk meninjau pengembangan pola pikir anak didik ? Istilahnya brainstorming itu seperti kita melakukan pemanasan sebelum memberikan materi kepada mereka, ibaratnya Bapak memancing mereka untuk berfikir tentang suatu materi

Interviewee : Sebelum dimulai belajar mengajar harus dilakukan brainstorming, karena ya untuk pemanasan untuk otak mereka

Interviewer : Menurut Bapak apakah brainstorming ini bisa dengan baik diaplikasi kepada anak SLB ?

Interviewee : Kalo menurut saya ya bisa diaplikasi kepada anak-anak

- Interviewer : Apakah metode storytelling didalam kelas dalam mengembangkan daya imajinasi siswa dalam belajar speaking ?
- Interviewee : Untuk storytelling kalo menurut saya tentu saja bisa, karena untuk menumbuhkan visualnya, anak-anak bisa membayangkan, imajinasinya lebih terasah
- Interviewer : Apakah murid dapat meniru dengan baik pronunciation dari speaking yang storytelling Bapak sampaikan didepan siswa ?
- Interviewee : Ada yang bisa, mbak tau sendiri kan kalo anak SLB bagaimana, ada yang bisa pronounciationnya, tapi ya kebanyakan seperti itu (tidak bisa) meaningnya juga belum tentu paham
- Interviewer :Apakah peran guru dalam mengelola metode-metode yang diaplikasikan dalam pembelajaran itu penting dan berpengaruh
- Interviewee : Penting la mbak, itu pengaruh sekali mengelola metode itu untuk diaplikasikan dalam pembelajaran
- Interviewer : Sejauh ini menurut Bapak metode mana yang terbaik dalam mengajar speaking kepada anak mentally disabled ini ?
- Interviewee :Sejauh ini ya karena saya menggunakan metode role play dan discussion tadi ya dua itu yang menurut saya paling bisa masuk ke anak-anak
- Interviewer :Diantara keseluruhan strategi yang ada, manakah strategi yang sering Bapak aplikasikan didalam kelas ?

- Interviewee :Sejauh ini ya karena saya menggunakan metode role play dan discussion tadi ya dua itu yang menurut saya paling bisa masuk ke anak-anak
- Interviewer :Diantara keseluruhan strategi yang ada, manakah strategi yang sering Bapak aplikasikan didalam kelas ?
- Interviewee :Kalo strategi yang saya lakukan didalam kelas itu ya biasanya brainstorming, lalu drilling, role play dan discussion itu yang paling sering dilakukan ya
- Interviewer :Pertanyaan terakhir, bagaimana cara evaluasi guru diakhir pembelajaran ?
- Interviewee :Kalo saya hasil belajarnya itu saya evaluasi dulu nanti dikelas saya lihat lagi apakah siswa ini tertarik dengan metode ini atau tidak, nanti kalo dia tidak tertarik ya kita ganti metodenya yang sesuai
- Interviewer :Berarti berasal dari hasil belajar siswa Bapak evaluasi lagi kemudian melihat apa yang kurang dari mereka, metodenya cocok atau tidak
- Interviewee : Ya kita perbaiki metodenya, cara mengajarnya juga diperbaiki, gurunya juga harus evaluasi.
- Interviewer : Ya, berarti Bapak sebagai guru juga harus sering aktif terhadap anak-anak. Baik, Bapak. Saya kira itu saja 20 pertanyaan yang saya ajukan pada hari ini, terima kasih telah berpartisipasi dan meluangkan waktu pada penelitian saya, lebih dan kurang saya mohon maaf, wassalamualaikum
- Interviewee : waalaikumsalam, sama-sama.