

**TEACHER STRATEGIES IN TEACHING
SPEAKING AT SMAN 1 BANJARMASIN**

SARJANA'S THESIS PROPOSAL

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
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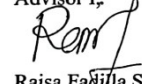
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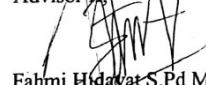
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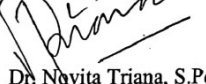
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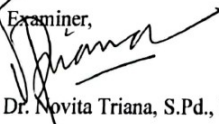
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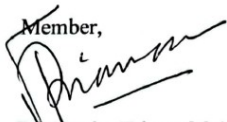
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ABSTRACT

Rusydiy, Muhammad. 2023. Teacher Strategies in Teaching Speaking at SMAN 1 Banjarmasin. Sarjana's Thesis. English Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Raisa Fadilla S.Pd M.Pd., the second advisor: Fahmi Hidayat S.Pd M.Pd

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English has four skills: listening, speaking, reading and writing. Among the four skills, speaking is not easy for students, especially those living in Indonesia. Many students experience difficulties in speaking English due to lack of practice and experimentation in learning. Therefore, we need a strategy to overcome this problem.

This study aims to determine the teacher's strategy in teaching speaking at SMA 1 Banjarmasin. In conducting research, the authors use descriptive qualitative research method. The research was conducted from February 12 to February 22, 2023. Subject of this study is an English teacher at SMAN 1 Banjarmasin. In this study, the researchers used interview sheets as the main instrument and observation as the side instruments to collect data.

Based on research findings, researcher found that the strategies most used by the teacher at SMA 1 Banjarmasin were Appropriation Activity strategy with Drills and Dialogues as a technique and Towards Autonomy strategy with Role-play, Stories, Presentation and Discussion as a technique. The teacher choose those strategy because it is based on conditions, students needs and easy to practice. In contrast, Awareness-raising Activity strategy never used by the teacher because the facilities are inadequate that made implementation is complicated. As a result, the teacher has carried out a strategy that is in accordance with the theory even though there are still some deficiencies in implementation. The teacher also recognize the strengths and weaknesses of her students which makes her know what are suitable strategies for them.

To be more significant, it is suggested that the teacher needs to maintain a strategy that is appropriate to the students' English level and find the right strategy to overcome the problems of students who are still reading scripts or are stiff in speaking. Teachers are also advised to carry out an awareness-raising strategy with the Live Listening technique so that students know how native speakers speak.

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Muhammad Rusydiy

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