**ABSTRACT**

RUSDIAH. 2016. *The* *Integration of Social Skills in Teaching Speaking to Undergraduate English Language Teaching Students.* (Supervised by M. Basri Wello and Chairil Anwar Korompot)

This study aimed at identifying social skills and the ways of the lecturer’s social skills in teaching speaking at English education undergraduate students. This research employed a descriptive qualitative research design. The instrument of this study involved interview, passive participant observation, and documentation. The subject of this research is the lecturer who teaches speaking and the fourth year students at English education undergraduate students in Universitas Sulawesi Barat. The data analysis as employed based on procedure of data analysis suggested by Miles and Huberman (1994) that consisted of steps data collection, reduction, display, and conclusion/verifying. The result of this study showed that there were some social skills that lecturer integrated in teaching speaking both in verbal and nonverbal communication, namely; integrity, diligence, courage, responsibility, religiosity, discipline, creative thinking, curiosity, hard working, self-reliance, problem solving, critical thinking, communication skills, self confidence, decision making collaborative working/cooperative, respect, and, care. The ways of lecturer social skills integration in teaching speaking is by verbal and nonverbal communication. In verbal communication are by saying greeting when entering the class, praying before starting and ending the class, taking the register, giving advice to motivate students to study, calling on students by name when talking to them, responding to students reasons for being late, giving feedback to students, asking students to tell their most impressive learning English experience, inserting humour in teaching, telling students his personal experience, allowing students to have individual group consultation, allowing students to call him by his first name, asking students how they feel about their lesson and assignment given, and, using terms like “we” and “us” to refer to the class. Meanwhile, in nonverbal communication are by starting and ending the lesson on time, being enthusiastic in teaching, looking at the class while teaching, looking at the class while teaching, using gesture while talking to the class, using vocal variety, smiling at class while talking, dressing neatly, having a relaxed body posture while talking to the class, having eye contact when calling on a students’ name, nodding along students’ responses, coming closer to the students when lecturing, walking from back to the front and side-to-side between rows when teaching (moving around the class when teaching), looking very little at board or notes while talking to the class, and shaking hands with students.

**ABSTRAK**

RUSDIAH. 2016. *Integrasi Keterampilan Sosial dalam Pengajaran Speaking pada Mahasiswa Jurusan Bahasa Inggris.* (Dibimbing oleh Basri Wello dan Chairil Anwar Korompot).

Penelitian ini bertujuan untuk mengetahui keterampilan sosial dan bagaimana dosen mengintegrasi keterampilan sosial dalam pengajaran speaking pada mahasiswa jurusan pendidikan bahasa Inggris. Penelitian ini menggunakan design penelitian deskriptif kualitatif. Subjek dalam penelitian ini terdiri dari dosen yang mengajar mata kuliah speaking dan mahasiswa semester empat jurusan pendidikan bahasa Inggris di Universitas Sulawesi Barat. Penelitian ini mengumpulkan data dengan menggunakan interview, partisipasi pasif observasi, dan dokumentasi. Analisis data dilakukan berdasarkan prosedur analisis data yang di sarankan Miles dan Huberman (1994) yang terdiri dari langkah pengumpulan data, reduksi, penyajian, dan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa ada beberapa keterampilan social dosen yang diterapkan dalam pengajaran speaking pada mahasiswa jurusan pendidikan bahasa Inggris baik dalam komunikasi *verbal* dan tanpa *verbal* komunikasi, yaitu; jujur, rajin, berani, tanggungjawab, taat kepada keyakinan, disiplin, berpikir kreatif, rasa ingin tahu, bekerja keras, keyakinan diri, memecahkan masalah, berpikiran kritis, percaya diri, membuat keputusan, kolaborasi/bekerjasama, terampilan berkomunikasi, menghormati, dan peduli. Dosen menerapkan keterampilan social melalui komunikasi *verbal* dan *nonverbal*. Dalam komunikasi *verbal* dengan cara memberi salam ketika memasuki ruangan, berdoa sebelum dan mengakhiri pelajaran, mengabsen, member nasihat, menyebut nama siswa ketika bercakap, merespon alasan siswa ketika terlambat, memberi masukan, bertanya pengalaman siswa, menyertakan humor ketika dalam mengajar, menceritakan penglaman, mengijinkan siswa untuk konsultasi, mengijinkan siswa untuk memanggil dengan nama depan dosen, bertanya kepada siswa tentang tugas yang diberikan, dan menggunakan istilah “kita” yang mengarah kepada siswa. Sedangkan komunikasi *nonverbal* dengan memulai dan mengakhiri pelajaran tepat waktu, antusias dalam mengajar, menggunakan gestur, memperhatikan ruangan, menggunakan variasi vocal, tersenyum, berpakaian rapi, tidak kaku dalam mengajar, kontak mata, mengangguk, mengatur jarak ketika mengajar, mengambil tempat yang sesuai saat mengajar, perhatian tidak monoton ke papan tulis, dan salaman dengan siswa.