TEACHER'S STRATEGIES IN TEACHING SPEAKING FOR THE TENTH-GRADE STUDENTS OF MAN 1 KEBUMEN

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd) Degree

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Assalaamualaikum Warahmatullaahi Wabarakaatuh

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TEACHER'S STRATEGIES IN TEACHING SPEAKING FOR THE TENTH GRADE STUDENTS OF MAN 1 KEBUMEN

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This research aims to find out the strategies in teaching speaking at MAN 1 Kebumen, how the strategies were implemented, as well as the challenges and barriers of teaching speaking. The practice of teaching speaking in the school has resulted in the enthusiasm of students to speak. Considering such an interesting condition, it is necessary to know what strategies, how they are implemented, and the challenges in teaching speaking. This is a descriptive qualitative qualitative research the data of which were gained through observation, interviews, and documentation. The research was conducted in four meeting, with different classes observed on each occasion. In addition, interviews were conducted with English teachers and representatives of tenth-grade students. The findings revealed that four strategies are commonly employed in the teaching of speaking skills: dialogue practice, live listening, presentation and talk, and discussion. The execution of each strategy varies and is customized based on the specific strategy approach used. However, the challenge of implementing these strategies in the classroom is that students often lack confidence, vocabulary mastery, and access to appropriate learning media.

Keywords: *teacher's strategies, teaching speaking, speaking skill*

MOTTO

"Teruslah berjalan walaupun sulit rasanya dan bahkan kamu sendiri tidak yakin jika sesuatu yang sedang kamu usahakan itu akan berakhir, tapi yakinlah bahwa setiap usaha sekecil dapat merubah hidupmu".

Fida Lestari

DEDICATION

I dedicate this thesis to people who are very meaningful in my life process, who always provide prayers, support, and everything I need during the process of working on this thesis, namely for my beloved family;my father (Mr. Sakiman), and my mother (Mrs. Muhyatun. Almh), for my dearest brothers and sisters who always provide support, enthusiasm and sacrifice for me.

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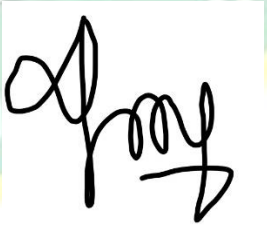

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CHAPTER I
INTRODUCTION

This chapter provides an overview of the background of the research through several subsections. The initial subsection delineates the research background, the second subsection offers a conceptual definition, the third subsection provides an account of the research questions, the fourth subsection elucidates the purpose and significance of the research, and the fifth subsection outlines the research structure.

A. Background of the Research

Speaking skills define creating and conveying meaning through spoken and non-spoken language. The ability to communicate effectively in daily life is contingent upon the capacity to speak, which makes this skill important. Given the importance of speaking as a means of communication, it is of the utmost importance for those learning a second or foreign language to develop proficiency in spoken English. Brown (1984) stated that the purpose of speaking is to facilitate communication with listeners. Consequently, all decisions made in the process of planning for speaking should be based on the objective of interacting with the listener. Verbal communication enables individuals to convey their thoughts, feelings, and ideas to others. Speaking is one of the four fundamental language skills, and as such, it constitutes an essential element of language teaching. One of the most crucial elements in the teaching and learning process is the instruction of speaking skills (Amsa 2022).

However, significant challenges remain in achieving adequate proficiency in this area. One of the primary contributing factors is the inadequate utilization of effective pedagogical strategies by educators. Teachers bear a pivotal responsibility in fostering a conducive learning environment, particularly about speaking skills that necessitate active engagement and hands-on practice (Brown, 2001). The teacher is one of the factors that determine the success of language learning. In process of teaching and learning involves the use of various techniques to help students understand the material explained by the

teacher. The success of this process depends on the ability of the teacher to adapt their teaching techniques to the capacities and abilities of their students. Teachers must understand the dynamics. Teachers must prioritize identifying learning barriers that hinder student progress. Disruptive student behavior, for instance, may stem from language difficulties, low self-esteem, lack of confidence, or feeling out of place. To create an effective learning environment, teachers must tackle these barriers head-on and ensure that all students feel included and valued in the classroom (Munna and Kalam 2021).

Implementing effective teaching strategies is of paramount importance in education. The efficacy of these strategies can significantly influence the quality of students' English language learning environments. The strategies used by teachers should be equipped with creative teaching strategies to create a positive learning environment. To improve students' language skills, teachers can utilize various appropriate teaching methods such as engaging in dialogues or other activities to improve the language of students. In this process, the teacher plays a crucial role as a facilitator and a model for students while teaching and practicing(Amalia 2017).

In teaching speaking teacher is expected to have a deep understanding of the subject matter, the teaching concept, and the objectives that will be conveyed to the students. Additionally, they should be able to improve the student's skills and engagement during the teaching process. Speaking skills are one of the most important abilities for students to acquire. It is crucial in the learning process because students are expected to not only comprehend the material presented by the teacher but also to practice and improve their speaking skills. From a pragmatic perspective, classroom-based activities can be viewed as a conduit for students to hone their desired skills outside the classroom. This occurs in a secure setting where missteps can be rectified without the potential for adverse consequences(Budiman, Untari, and Listyarini 2021).

Teachers' strategies for speaking skills are important for students' communication and knowledge. Teachers' strategies refer to a teacher's method to achieve specific objectives for a particular lesson. It's important to note that

a strategy that works well for one lesson may not work effectively for another lesson. Therefore, teachers should carefully choose their strategies based on the material they are teaching (Madjid 2020). Teacher's strategy refers to a specific plan or method that teachers use in the classroom to achieve particular goals related to teaching and learning. It involves a range of actions and interactions intended to facilitate the learning process and make it more effective. Unfortunately, some teachers may rely on strategies that leave students to develop their speaking skills without assistance (Mulyanti, Nadrun, and Waris 2021).

Several previous studies that used the strategy in teaching speaking had a good impact on improving students' speaking abilities. First, according to Faisal Razi1, Asnawi Muslim, and Dohra Fitrisia (2019), there are five teacher strategies used in teaching speaking, namely role play, drilling, games, picture describing, and storytelling. Second, Widya Anggraeni, Wahibah, Amir Faqihuddin Assafary (2020), the implementation of the teacher's strategies used in teaching speaking their speaking, particularly in areas such as teacher 1 used discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. Teacher 2 used conversation, modeling, role-play, brainstorming, writing, questioning, reading, explaining, and playing ice hockey. Third, Nurul Octavia1 and Yuli Astutik (2023), the teacher's strategies used in teaching speaking such uc strategies such as reading aloud, repetition drills, and modeling cooperative learning as they aligned with the student's competencies.

The results of the interview showed that the teacher used various strategies in teaching speaking, which were adapted to the material. The teacher used several strategies in teaching speaking such as dialogue practice, live listening, description, discussion, and presentation. The observations made by the researchers revealed that the students in the tenth grade at MAN 1 Kebumen showed great enthusiasm in learning English speaking. The student prepared the material and practiced their speaking skill at home. Based on observations, the facilities provided at the school are also very supportive of students in

learning English such as smart television which is used to assist teachers in delivering material via internet sources and as a learning medium that supports practice in speaking skills. English learning is not limited to textbooks and student books but can also be collaborated with the use of technology that supports and can be shown. Utilizing technology that supports and can be shown together with students and teachers. Sophisticated and modern learning media makes students not bored and enthusiastic to participate in learning. This was evident in their participation in the learning process, such as actively asking the teacher about the learning material and practicing dialogue.

The research was conducted to find out the teaching strategies used in teaching speaking and how they are implemented at MAN 1 Kebumen. This research focuses on the competent and popular English teachers in the tenth grade of MAN 1 Kebumen, based on preliminary research and feedback from students and colleagues. The pre-observation revealed that the teachers used effective teaching strategies that helped students understand English better, which resulted in better grades. This research is interested in studying the approach to teaching speaking and wants to explore the strategies implemented by these teachers in teaching speaking to the 10th-grade students of MAN 1 Kebumen.

Based on the explanations above, this research is interested in the teacher's strategies in teaching speaking. Therefore, this research also interested in taking the research which is entitled **"Teacher's Strategies in Teaching Speaking for The Tenth-Grade Students of MAN 1 KEBUMEN"**. This research is expected to be useful for English teachers and students as a reference for teachers and students regarding teacher strategies in teaching speaking skills. Based on several definitions according to the experts above, the author defines the definition of strategy as a framework or plan that will be prepared in the learning process.

B. Conceptual Definition

1. Speaking

Speaking is the ability to produce words and express thoughts using the voice. It is an important means of communication between people who want to convey something important, such as their feelings or thoughts. Communication involves at least two people: a speaker and an interlocutor. The purpose of communication is to exchange information, ideas, opinions, views, or feelings. Without a clear purpose, communication is unlikely to be effective. The act of delivering language through the mouth is commonly known as speaking. Speaking enables individuals to communicate words and sentences, individually or in groups, and convey messages to listeners verbally or non-verbally through body language (Brown 2000).

In language learning, mastering the skill of speaking is crucial. It is the primary means of expressing oneself through sentences and using language in day-to-day communication. When it comes to learning English, speaking involves effectively communicating with the teacher and fellow students in front of the class. A teacher's success in teaching English hinges on their ability to improve students' speaking skills. The main goal of speaking is to improve vocabulary and speaking skills(Thornbury 2005).

2. Teaching Speaking

Speaking skills is a fundamental aspect of English that students must master. Improving speaking skills requires practice, expanding vocabulary, and improving spelling. Teachers play a crucial role in supporting students' speaking skills by providing knowledge and guidance in the learning process. Teaching speaking involves instructing students on producing English sounds and sound patterns, using appropriate words and sentences, and emphasizing intonation patterns and the rhythm of the second language(Asih and Wikanengsih 2018).

The objective of teaching and learning English is to develop communicative skills, which include listening, speaking, reading, and writing. Therefore, teachers should assign speaking tasks and provide plenty of

opportunities for students to use the target language to communicate with others (Pakula 2019).

A strategy is a well-planned framework that helps in solving problems in a structured and systematic manner. It enables individuals and organizations to achieve their goals effectively and efficiently. To achieve a particular goal in teaching, teachers need to balance their strategies with the needs of their students. Teacher strategies are a set of plans that educators use to achieve learning objectives. These strategies can be interpreted as a teaching framework that is delivered to students using specific methods to structure the material and achieve the desired learning outcomes(Akay, Kaawoan, and Pangemanan 2021).

Teacher's strategies are defined as their effort to create an engaging and innovative learning environment. This includes adjusting teaching methods to suit the student's needs, ensuring that the material presented is easily understood, and ultimately achieving the learning objectives. In teaching speaking, strategies are plans that must be well-organized so that students can comprehend the material and improve their speaking skills, as well as gain the confidence to express themselves effectively. So, teaching strategies in general are plans for a lesson that outline the structure, desired student behavior, and strategies needed to achieve learning objectives(Anjaniputra 2013).

C. Research Questions

Based on the previous explanation, the questions for this research are:

1. What are the strategies used by an English teacher in teaching speaking of the tenth-grade students of MAN 1 Kebumen?
2. How is the implementation strategy in teaching speaking for the tenth-grade students of MAN 1 Kebumen?
3. What are the challenges and barriers that teachers encounter when implementing strategies in teaching speaking for the tenth grade of MAN 1 Kebumen?

D. Objective and Significance of the Research

Based on the research questions, the objectives for this research are:

1. Objective of the research

   Related to the problem the study above, this research had the following objectives:

   a. To find out what strategies are used by the teachers in the teaching of speaking at MAN 1 Kebumen.
   b. To describe how the teacher implements of teachers strategies in teaching speaking skills for the 10th-grade students of MAN 1 Kebumen.
   c. To describe the teacher's implementation of each strategy in teaching speaking for the tenth grade of MAN 1 Kebumen.

2. The Benefits and Significances of the Study

   a. Theoretical significances

      The result of the study will give more explanation needed by English teachers especially how to improve the students' speaking skills.

   b. Practical significances

      1) For the teacher

         This research can make an additional contribution to English teachers to develop their technique to teach English and can avoid students bored.

      2) For further researchers

         This research can be expanded by further researchers who are interested in conducting research on the implementation of the teacher's strategies in teaching speaking. The research shows that there are many techniques to improve students' speaking skills. Further research could be conducted by looking for advantages and disadvantages in the implementation of discussion and strategies in

teaching speaking used by teachers. Hopefully, this research will be useful.

E. Structure of the Research

To conduct a systematic study, it is necessary to classify the structure of the research. The structure of the research will be explained as follows:

Chapter I contains the research background, conceptual definition, research question, objective, and significance of the research.

Chapter II contains the theory "The Teacher's Strategies in Teaching Speaking for the Tenth Grade Students of MAN 1 Kebumen" defined as a literature review. Which includes a review of previous studies.

Chapter III contains of research method. This chapter deals with the type of research, setting of the research, subject of the research, sources of data, the technique of the data collection, and the technique of analyzing data.

Chapter IV contains the findings and discussion. It will present the result of this study.

Chapter V contains the conclusion and suggestions for the research. In this chapter, the data will be concluded and suggest the research.

CHAPTER II
LITERATURE REVIEW

In this chapter, this research reviews the related theories and literature to understand and answer the research question theoretical.

A. SPEAKING

1. Definition

Speaking is the physical expression of ideas, concepts, and assumptions within the human mind. It involves transforming abstract ideas into sounds and utterances that convey meaning. According to Widdowson (1978), speaking can be categorized into two types: speaking in terms of use and speaking in terms of usage. Speaking in terms of usage involves the production of phonological or grammatical systems in isolation and does not require interaction between speakers. On the other hand, speaking in terms of use is both productive and receptive, as it entails receiving, decoding, and producing messages. Successful reciprocal interaction is the goal of this type of speaking. The act of speaking generally takes place in face-to-face interaction and is part of a dialogue or verbal exchange.

Speaking is defined as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is seen as an interactive process, involving interaction between two or more individuals. It also varies based on social situations; the formal language used in formal settings differs from the language used in informal contexts. Modern approaches to learning and teaching, exemplified by situational language teaching, emphasize the use of authenticity to enhance the effectiveness and accessibility of learning (Guebba 2021).

In addition speaking skills are a fundamental aspect of communication that everyone possesses to some extent. According to Bukhari et al. (2019: 87), speaking skills are the ability to express words to convey thoughts, ideas, and feelings to others. This can be done through a variety of means, including the articulation of sounds or the use of words. It is therefore important to ensure that these thoughts and ideas can be conveyed effectively through spoken language, especially through speaking (Gardini et al. 2024). Speaking skills are also of great importance for communication. Pronouncing English expressions correctly is challenging for students from different backgrounds due to differences in accent and intonation. Speaking skills involve the use of English for oral communication, including vocabulary, grammar, pronunciation, and fluency. Proficiency in English depends on speaking fluency (Shand et al. 2024).

Speaking skill is one of four language skills. Speaking skills are very important in the process of communicating, because by having speaking skills good then the communication will run well. According to Tarigan speaking skills are a language skill that develops throughout a student's life. This development is preceded by the development of listening skills. As students begin to listen, they will also start to develop their speaking skills. They will learn to express themselves using language that has meaning, in order to achieve their goals when communicating with others. Tarigan state that speaking is a system of audible and visible signs that utilize the muscles and muscle tissue of the human body for the purposes and purposes of ideas or ideas that are combined (Halidu and Etango 2021).

According to Bygate (2000) “Speaking is the vehicle of social solidarity, of social making of professional achievement and of business”. It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learn, including English. To speak is not merely uttering a sequences of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

In addition, Donough and Shaw (2004) defined that “Speaking is desire and purpose-driven, in other words, we genuinely want to communicate something to achieve a particular end”. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem; or establishing and maintaining social relationships and friendships. (Putra et al. 2017).

2. Types of Speaking

According to Douglas Brown (2004), speaking has various types, the types of speaking are as follows:

a. Imitative

Imitative speaking can be defined as the ability to imitate, or "parrot back," a word, phrase, or even a sentence. Includes the ability to practice intonation and focus on some particular elements of language form. In addition, speaking skills must be supported by a comprehensive understanding of language elements, including but not limited to grammatical structure, pronunciation, spelling, fluency, and vocabulary (Lodo, Sene, and Mola 2023).

b. Intensive

Intensive speaking represents a further stage in the development of communicative competence, encompassing any speaking performance that is specifically designed to practise particular aspects of language, such as phonology or grammar. Intensive speaking can be initiated by the learner independently or it can form part of a pair work activity, in which learners engage in a process of review and reinforcement of specific language forms (Jabu and Korompot 2019).

c. Responsive

Responsive speaking is used to describe how individuals engage in verbal communication. This encompasses a diverse array of interactions, including brief conversations, conventional greetings and pleasantries, straightforward requests and observations, and other analogous exchanges

This is a kind of short reply to the teacher or student (Beno, Silen, and Yanti 2022).

d. interactive

Interactive speaking can be defined as a conversational exchange between two or more individuals, wherein ideas, opinions, and information are shared to foster relationships, acquire personal knowledge, and facilitate mutual understanding. Interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and/or multiple participants. Interactive can be broken down into two types: transactional language and interpersonal exchanges. A distinctive feature of intense speech is that it is usually interpersonal rather than transactional. Interpersonal means talking to maintain a relationship. As is common at the responsive level (Murti 2022).

e. Extensive (monolog)

Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. From the statement above, the research can conclude that there were some types of classroom speaking performance can be used by the students. The first was imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second was intensive. The students practice some phonological/grammatical aspect of language. The third was responsive. The student should have question or command for their teacher. The fourth was interactive was consist two types: transactional and interpersonal. The fifth was extensive that include speeches, oral presentation and story-telling (Brown 2004).

3. Language Feature of Speaking

According to Harmer (2007) the elements necessary for spoken productions, are the following:

a. Connected speech: in connected speech sounds are modified (assimilations), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). It is for this reason that we should involve students in activities designed specifically to improve their connected speech (Syarfuni 2013).
b. Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by order physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.
c. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial (Harmer 2007).

4. Components of Speaking

The components of speaking are grammar, vocabulary, pronunciation, accuracy, and fluency. Following this, Hughes (2019) indicates there are some aspects concerning with testing speaking or oral testing. They are pronunciation, grammar, vocabulary, fluency, comprehensibility and accuracy (Sapna Mulyanti, Nadrun 2021).

a. Pronunciation

Pronunciation is the way we make sounds when we speak with others. How we pronounce words, phrases, and sentences reveals about who we are and what we are like as people. Pronunciation is an essential component of effective communication, therefore it is a principal aspect of

language learning. According to Yuzawa (2007), pronunciation is a fundamental and indispensable skill for those who aim to utilize English for communicative purposes. Based on Yuzawa's assertion, pronunciation instruction is crucial for assisting students in accurately pronouncing English (Mellisa, Apriliaswati, and Bunau 2019).

b. Vocabulary

Vocabulary is the sum of all the words known and used by a particular person. Vocabulary is of primary importance in English as a foreign language. Many students and learners of English consider grammar to be the determining factor in proficiency. However, it can be argued that students with a high level of grammatical knowledge but a limited vocabulary will still be unable to construct a sentence. A sentence can be formed from a combination of vocabulary. Teachers must possess considerable knowledge and interesting activities in the classroom so that students can gain a good vocabulary in their learning (Manda, Talib, and Aeni 2022).

c. Grammar

Grammar is the set of rules that governs how words change their form and combine with other words to create sentences. Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. It concerns how to arrange a sentence in conversation. In academic grammar, it is also important to write a good essay to meet the requirements for a scholarship. The grammatical aspects of a language affect a speaker's ability to communicate effectively. Good grammar enables speakers to use words correctly and to communicate with others clearly and coherently. For instance, if a speaker wishes to clarify the time frame of a situation or activity that they are describing, they should use grammatical tenses to convey this information accurately (Zam Zam et al. 2021).

d. Accuracy and fluency

Students should aim to speak the target language both accurately and fluently. Accuracy refers to how well their language aligns with the norms of the target language, including correct pronunciation, vocabulary, and grammar. Fluency, on the other hand, is a broader measure of proficiency and involves speaking smoothly, with minimal pauses or hesitations, at a native-like pace. Fluency also encompasses mechanical skills like rhythm, speed, and coherence, as well as the ability to adjust language appropriately based on context. Rather than interrupting students to correct errors, teachers should prioritize exercises that build fluency, recognizing that mistakes are part of the learning process (Cendra and Sulindra 2022).

5. Student's Problems in Speaking English

Speaking is the active production of meaning or information through language. The foundation of communication is speech. When engaging in speaking activities, people, experiences, the physical environment, and goals all have an impact on the information that is produced and received. Speaking is a difficult oral communication procedure that requires a wide range of abilities, such as listening, vocabulary, grammar, and pronunciation. Speaking involves an understanding of sociolinguistic competency, which includes knowing when, why, and how to generate language. It also requires knowing how to produce language (Mido 2019). It is clear from the description above that speaking English is a challenge for most pupils. These are the reasons why they have trouble speaking English. Harmer (2007) identifies several challenges in dialogue practice, especially in teaching speaking:

a) Student Anxiety or Shyness

Many students feel anxious or shy when speaking in a foreign language, which hinders participation. This fear often stems from the worry of making mistakes in front of peers. Penny Ur (1996) supports this, noting that fear of public failure leads to student hesitation.

b) Limited Vocabulary

A limited vocabulary restricts students' ability to express themselves, slowing conversations and reducing dialogue effectiveness. Scott Thornbury (2005) also highlights that vocabulary gaps can break down fluency, affecting meaningful interaction (Thornbury 2005).

c) Lack of Confidence

Students lacking confidence tend to give brief responses or avoid speaking. Confidence is key to language production, and low confidence limits learning opportunities (Murti 2022).

d) Time Management Issues

Limited class time often prevents every student from fully engaging in dialogue. Penny Ur (1996) notes that time constraints may force teachers to prioritize fluency over accuracy to involve more students(Penny Ur 2009).

e) Differences in Proficiency Levels

Varying abilities in heterogeneous classes can lead to uneven participation, with advanced students dominating. Rod Ellis (1994) suggests differentiated instruction to ensure balanced engagement for all learners(Ellis 2003).

Successful speaking activities in class have two key characteristics:

a) Motivation: Students need to have high motivation to study. When students are highly motivated, they tend to achieve good results.

b) Participation: This refers to the students actively engaging in discussions and speaking often in class. Successful speaking activities are indicated by the students' high motivation to study and their active participation in class, whether in individual tasks or group discussions (Gan, Zengdong.Tuan, Nguyen Hoang. Richards 2016).

B. Teaching Speaking

1. Definition

The Teacher and Lecturer Law of 2005 is clear teachers and lecturers must possess academic qualifications, professional competencies, educator certificates, good physical and mental health, and meet the qualifications set by higher education institutions. They must also be able to contribute to the achievement of national education goals. The main mission of Indonesian teachers is to educate the nation across various aspects of life, including spiritual and emotional behavior, intellectual development, physical well-being, and other areas. This is based on the principles of Pancasila. Teachers are expected to be experts in their field, possess exemplary character, and exhibit creativity and innovation that can adapt to modern technological advancements. Teachers have to plan and implement the learning process, assess learning outcomes, conduct guidance and training, and perform research and community service (Nur and Mannuhung 2022). Teachers are professionals who have a special task to educate and teach students at school. Therefore, it is important for teachers to always strive to improve their abilities and knowledge because education is something dynamic, and everything develops according to the times (Rohman 2020).

Teaching speaking skills is challenging and often overlooked in favor of grammar, writing, and reading, especially when oral production is not tested. Traditional methods prioritize written language and grammatical accuracy. However, speaking is crucial for students' future careers and studies abroad. Teachers should focus on components like pronunciation, fluency, vocabulary, grammar, and comprehension in conversation. Effective speaking involves allowing students to control their communication structure, use appropriate grammar, and improve vocabulary and pronunciation to become confident, proficient speakers (Pakula 2019). Teaching speaking using a collaborative approach means that students can practice their speaking in a group by sharing their comprehension with their friends first then presenting their assignment again to the whole class. There are many techniques available for

collaboration. Some of the collaborative techniques are Fishbowl, Jigsaw, Paired Annotations, and Think-Pair-Share (Haryudin, Yana, and Efransyah 2020).

2. Stages of Learning

The process of learning is a challenging activity, especially when there are specific goals to be achieved. In the teaching and learning process, there are numerous activities to be undertaken. Therefore, for success in the learning process, both educators and students must possess knowledge, understanding, and proficiency in carrying out these learning procedures:

a. Pre-learning

In the pre-learning stages the teacher goes through several stages, namely:

1) Analyze and prepare available learning materials by considering aspects of scope and material associated with learning objectives.
2) Analyze the potential, experience, and needs of students to the goals to be achieved and the material that students must master.
3) Analyze the learning resources and learning facilities available or that can be provided to support the implementation of the learning process that will be implemented.

A learning model functions as a structured framework for designing effective classroom environments and selecting appropriate educational resources, such as computers, films, and books, to facilitate students in achieving their learning objectives. Soekamto (2000) similarly defines a learning model as a conceptual framework that outlines a systematic procedure for organizing learning experiences and guiding lesson planning (Sartika 2022). These models are typically developed using theoretical and conceptual frameworks to inform instructional practices. Thornbury (2005) further underscores the importance of structured learning models, noting that they provide teachers with a systematic approach to designing instructional activities, such as task-based learning, to meet specific educational goals (Thornbury 2005).

b. Learning Activities

The steps that teachers must take in implementing the learning process include the following series of activities:

1) Opening learning activities through apperception, which is linking the learning activities that will be carried out with what has been previously learned with the experience or understanding that students already have.
2) Explaining the learning program that students must do, namely informing the objectives and learning program designed by the teacher at the pre-learning stage.
3) Organizing the implementation of learning activities for students, including managing the time needed for learning activities and organizing students.
4) Presentation of learning materials with the appropriate learning approach (expository, inquiry, experimentation, or discovery) through available learning resources and learning facilities.
5) Motivating students' learning activities through reinforcement, explanation, appreciation, or appreciation of students' learning behavior.
6) Make adjustments to learners' learning activities based on the actual analysis of the conditions of the learning process that occurs, so that learning activities are more enjoyable for learners (nurhasanah, jayadi, sya'diah 2019).

c. Assessment stages of learning

The steps of activities carried out by teachers in assessing the learning process include the following activities:

1) Assessing the learning process carried out by students following the originally designed procedures.
2) Assessing the learning outcomes achieved by students to measure the achievement of the learning objectives set and their impact.

3) Analyzing the results of assessing the process and learning outcomes of students to the learning objectives set.
4) Use the results of the analysis of the assessment of the process and learning outcomes of students as a reference for improving the quality of learning that will be carried out in the future (Wijoyo and Haudi 2021).

In addition, evaluation and follow-up stages in learning activities are designed to ascertain the efficacy of the instructional stage or learning activities in question. The final activity in the learning process is not merely an exercise in closure; Furthermore, it constitutes an assessment of the student learning outcomes achieved throughout the process, as well as the outcomes that can be evaluated by teachers. These include:

a) Assessing the teaching and learning process
b) Providing assignments or exercises to be completed outside of class hours
c) Motivating learning guidance
d) Delivering alternative learning activities that can be completed outside of lessons (nurhasanah, agus jayadi, sya'diah 2019).

3. Principles of Teaching Speaking Skill

For the teaching and learning process to be successful, it is essential that teachers and students play an active role. In order to facilitate this, teachers must consider the principles of designing speaking techniques, as these will support the success of the learning process. The aim of teaching and learning English is to enhance communicative skills, which include listening, speaking, reading, and writing in equal measure (Suryadi 2020).

Penny ur (2009) stated that offers valuable insights on how to best teach a speaking class.

a. Provide high motivation to students

To make sure the teaching takes place in an intended way, it is critical to create a high level of motivation. The key consideration in determining learners' preparedness to communicate is motivation. Motivation is the

combination of effort, a desire to achieve the learning goal, and favorable attitudes towards learning the language (Atma, Azahra, and Mustadi 2021). Therefore, effort alone does not signify motivation; it is the desire and satisfaction in the activity that count. To make students feel satisfied and develop a desire to participate in the lesson, teachers should do the following:

1) Teachers should choose interesting topics to draw students' attention and inspiration, using either instinct or experience depending on the teacher's qualifications.
2) Teachers can create interest in the topic by discussing it and communicating enthusiasm. Additionally, teachers can ask guiding questions before the activity and provide necessary information without repeating what students already know to create stronger motivation.
3) Teachers can help to create a relaxed, non-anxious atmosphere in the lesson, which helps even weak and reluctant students.
4) Teachers should give appropriate levels of difficulty - not too difficult nor too easy - so students do not feel bored.
5) Teachers should employ meaningful learning with activities relevant to real life to encourage students to talk about themselves (Thituyetanh 2015).

b. Provide opportunities for students to speak the target language

When students are motivated in the lesson, teachers should give them as many opportunities as possible to practice the target language in meaningful contexts and situations. This facilitates acquisition for all learners rather than relying solely on grammatical explanations or linguistic analysis because learners must develop the ability to use language in real-life situations outside the classroom (Penny Ur 2009).

Meanwhile Douglas Brown (2004) suggests that there are six principles for designing speaking techniques.

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

   In our current enthusiasm for interactive language teaching, we can easily slip into a pattern of providing content-based, interactive activities that do not capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students perceive and use the building blocks of language (Wijoyo and Haudi 2021).

2) Provide intrinsically motivating techniques.

   Intrinsic motivation, which stems from curiosity and the pleasure of learning, is strongly linked to greater engagement and sustained academic success. It fosters active participation in the learning process, enhancing students' critical thinking abilities and creativity. Conversely, extrinsic motivation, driven by external incentives like rewards or the fear of punishment, may lead to short-term improvements in academic performance (D. Manda 2023). Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them (Brown 2000).

3) Encourage the use of authentic language in meaningful contexts.

   This theme has been played in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interactions. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on

students to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done. Even drills can be structured to provide a sense of authenticity.

4) Provide appropriate feedback and correction.

   In most EFL situations, students are dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. Corrective feedback is conducted on accelerated students that considered gifted students (Febrianingrum 2020).

5) Capitalize on the natural link between speaking and listening.

   Many interactive techniques that involve speaking will also of course include listening. Do not lose out on opportunities to integrate these two skills. As you on speaking goals, listening goals may naturally coincide, and the skills can reinforce each other. Skills in producing language are often initiated by rough comprehension (Sipayung 2019).

6) Give students opportunities to initiate oral communication.

   A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, nominate topics, ask questions, control conversations, and change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7) Encourage the development of speaking strategies.

   The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their strategies for accomplishing oral communicative purposes (Brown 2000).

In addition according to Nunan (2003), there are some principles for teaching speaking. Some of these are described below:

a. Give students practice with both fluency and accuracy at the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.
b. Use group work or pair work To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers not to take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson." In this way, the students will get a chance to interact and practice the language with other students (Batang 2016).

4. Strategies in Teaching Speaking

Teaching strategy is defined as the various methods or ways that are implemented by teachers in the teaching-learning process (Sukardi 2019). Thornbury (2005) emphasizes a practical communicative approach, which enables students to learn to speak through real-life situations and active interaction. Furthermore, this approach is student-centered, encouraging students to become more involved in the learning process, making it more dynamic and effective in improving speaking skills. With a strong focus on interaction, this approach reflects how language is used in real life, thus facilitating speaking skills' natural and progressive development (Thornbury 2005).

According to Thornbury's (2005) theory, the strategies that can be used to encourage second language learners to speak are as follows:

1. Role Play

Role play is a pedagogical strategy employed by educators to facilitate the transmission of knowledge to students, distinct from strategies aimed at reinforcing students' mastery of content, speaking skills, and attitudes. Goh (2007) states that it is an activity where students take part in the character of a person also age, occupation, gender, and so on. The method that aligns with this objective is role-play. Furthermore, according to Harmer (2001), the simulation and role-plays increase the students' self-confidence because the students are asked to speak with others. In addition Wati (2007) states, that role play is defined as a teaching strategy wherein students engage with the learning material by enhancing their imagination and empathy, portraying either living characters or inanimate objects. This activity typically involves multiple participants, contingent upon the roles being portrayed (Lestari 2019).

According to Thornbury (2005), the steps for implementing the role-playing learning model are as follows.

a) Preparation or warm-up
b) Selecting players (participants)
c) Setting up the stage (classroom)
d) Preparing observers
e) Playing roles
f) Role-playing is carried out
g) Discussion and evaluation

2. Recordings and Transcripts

According to Thornbury (2005), this strategy enhances students' understanding of spoken language characteristics by utilizing video recording tasks. Students create video recordings based on English material, such as self-introductions, which helps them focus and improves their speaking skills. Through consistent practice, they become more fluent. The

method includes monologues or multi-party conversations, allowing students to engage in speaking activities and discourse management. Instructors may provide transcripts for recording, and during playback, students practice listening and speaking, mimicking native speakers' mannerisms (Oya and Haryanto 2022). Harmer (2007) suggests that the use of video recordings in speaking tasks provides students with the opportunity to review their performance, identify areas for improvement, and enhance their speaking skills. The use of transcripts also aids in understanding the structure of spoken language and in organizing their speech more effectively (Harmer 2007).

3. Dialogues Practicing

Dialogue is a written conversation between two or more characters. Dialogue is crucial in language classes, typically starting lessons, and should reflect daily activities while aligning with social functions, text structures, and linguistic elements. Thornbury (2005) stated that dialogue exercises have a long history in language education. Meanwhile, Harmer (2007) states that dialogue is an essential tool in language learning, as it to practice speaking skills in a real-life context. Dialogue helps students use language interactively, supporting their mastery of social functions and language structures. Dialogue exercises also focus away from teacher-directed dialogue in the classroom. Forming pairs in a large classroom with fixed furniture is not an administrative challenge. Students meet with their friends to practice dialogues on topics provided by their teacher (Setiadi aljani 2021).

4. Drilling and Chants

Drilling is a teaching method designed to help students retain vocabulary, phrases, or grammar through repetition, where learners repeat words or sentences to solidify language patterns and enhance pronunciation. Thornbury (2005) highlights several benefits of drilling, such as aiding students in focusing on new material, reinforcing key expressions, transferring knowledge from short-term to long-term memory, and

improving their control over language articulation. According to Richards and Rodgers (2001), drilling is a key component of the audio-lingual approach, repetition to develop language skills. This method enables students to internalize newly acquired language and enhances their accuracy. Teachers often use prompts, visuals, and gestures to facilitate the process, incorporating various drills such as repetition, substitution, and transformation. Chants are also used to make repetitive practice more engaging (Zafitri 2019).

The most effective techniques include:

a. Mimicking words, phrases, or whole utterances
b. Repetition of words, phrases, or whole speech
c. Memorizing certain words
d. Mimicking repetition

5. Storytelling

The use of storytelling as a pedagogical tool has been demonstrated to be an effective method for facilitating language learning, as it can assist learners in developing their abilities in listening, speaking, and writing. By introducing students to a diverse array of narratives, they can enhance their vocabulary and gain exposure to novel linguistic structures. Students frequently express enjoyment when presented with the same stories on multiple occasions. To maintain engagement, educators can employ diverse methods of delivery, such as utilizing books, images, or animated characters (Zafitri 2019).

Storytelling is a technique or ability to tell a story, setting scenes, events, and dialogue. Brewer (2007) stated storytelling as speaking with a clear intonation, telling something memorable, and interesting, having special values, and having a specific purpose. Storytelling is an effective method for imparting values to students in a non-patronizing manner (Safitriani dan Jayadi 2021). The process of discerning the underlying message or moral in a story can enhance students' speaking abilities. Therefore, the teacher must ensure that students comprehend the conveyed

message. During classroom activities, teachers can use storybooks to show images and tell stories. Teachers should keep in mind that they must be able to demonstrate effective storytelling techniques to engage their students fully.

6. Writing Task

The writing tasks strategy provides several benefits, as it aids learners in developing cognitive processes, fostering creative thinking, and enhancing problem-solving skills. Many learners reported that when their teachers assigned them a range of tasks, they engaged in language use communicatively. Solcova (2011) asserts that students enhance their fluency most effectively when they engage in creative projects that require their whole concentration on production (Antoni 2016). Writing can facilitate the acquisition of new knowledge and the development of linguistic proficiency. This could potentially assist in the transition from the learning phase to the actual use of the language. In face-to-face interactions, learners often rely on a limited set of expressions that they have learned by heart. One important goal of speaking in class is to help students expand the range of these linguistic features. Various forms of activities, such as dictation, paper conversations, computer-mediated chats, and rewrites, can be used to achieve this goal. As an illustrative example, students are instructed to write a story based on a narrative provided by the teachers. Subsequently, they are required to retell the story orally (Widia and Astawa 2014).

7. Presentation and Talks

Preparing and delivering presentations in front of an audience, whether in a classroom or real-world setting, provides valuable experience for public speaking. This is especially beneficial when students are also tasked with handling questions from their peers. For instance, a teacher might require students to give a presentation and then field questions from their classmates. Presentation and talking are important skills in the academic world to train students to speak in front of people.

According to Thornbury (2005), several ideas fall under this category of speaking events:

a. Show and Tell, which involves asking students to talk about and answer questions about objects or pictures that have special meaning to them, can be used well with all ages and at all levels except basic. Suggested topics include things like hobbies, sports, vacations, family, and work, but the focus should be on a specific object or picture. For students who are unfamiliar with this organization, it is helpful for the teacher to model how to do Show and Tell.
b. Tell the class about something you read in the newspaper or heard on the news. This is a variant of 'show and tell' that can be done in small groups. Each group can then tell the whole class an interesting story about what they have read or heard.
c. Students' academic presentations. Students studying English for academic purposes must prepare to give academic presentations or papers. Before honing this skill in class, it is essential to discuss the formal characteristics of the genre and recognize the appropriate language expressions for each stage. Having examples of presentations in the form of videos or audio recordings is crucial. Displaying a list of important characteristics, along with relevant phrases, as a poster in the classroom and adjusting it over time as students take turns giving presentations and evaluating their effectiveness is the best way to learn.
d. Business presentations: The same principles that have been proven effective in peer presentations can also be used in business. These principles include combined peer presentations with collaborative analysis and critical feedback.

8. Live Listening

Live listening offers the additional benefit of enabling learners to interact by posing questions, seeking clarification, and requesting repetition. For instance, the teacher presented a topic to the students, who then demonstrated engagement by asking questions, offering constructive

feedback, or engaging in debate about the topic. Thornbury (2005) asserts that live listening can be done by live listening to the person through the teacher or native speaker. Live listening is free of technological distractions, such as finding a place on the recording. Taigan (2008) stated that live listening is the process of attentively hearing spoken symbols, involving understanding, appreciation, and interpretation to obtain information, grasp the content or message, and comprehend the meaning of communication conveyed by the speaker through speech or spoken language. It is more audible, and it is supported by useful paralinguistic information such as that provided through gestures and facial expressions. While live listening can also be done using audio recordings, the drawbacks of often poor sound quality and its "intangible" nature make it a less-than-ideal medium for the development of speaking skills.

9. Task Repetition

The contextual factors that make speaking easy or difficult, therefore have a knock-on effect in terms of fluency. Thornbury (2005) stated that task repetition is an exercise that necessitates the student to attain a specified outcome from provided information through a cognitive process, enabling teachers to oversee and manage the procedure. This strategy also affects the accuracy and complexity of the learner's production. With the advent of task-based learning. Meanwhile, Richards (2001) stated that a task is an activity that requires the student to reach and accomplish an outcome from given information through some process of thought, and which allows teachers to control and regulate the process. So the task is an activity controlled by the teacher (Haq and Ikhsan 2022).

10. Conversation and Chat Classroom

The nature of discourse has transformed. In the context of English as a second language (ESL) instruction, conversational interactions have assumed a more prominent role. According to Pattison (1987) and Zainil (2008), there are several classifications of conversations that can enhance students' English speaking skills and help them master all components of

speaking proficiency. These include Structural Conversation, Functional Conversation, and Situational Conversation. These interactions are particularly effective when situated within a traditional grammar-focused classroom setting. To illustrate, a teacher might request that students engage in practice with their peers (Zebua 2019).

11. Outside-class Speaking

Learners can enhance their oral proficiency with minimal effort by transitioning from the classroom to the broader social context. Thornbury (2005) stated that teachers may utilize this strategy as an extracurricular task. To illustrate teacher extend an invitation to the students, encouraging them to venture beyond the confines of the classroom. He requested that the students take note of their immediate surroundings. Subsequently, the teacher requests that the students describe their observations of the surrounding environment.

12. Noticing-Gap-Activities

This strategy is utilized to help students gauge their current level of proficiency by focusing on their output and comparing it with others. During this activity, students work in pairs. Lewis (2000) posits that although noticing is a necessary condition for transforming input into intake, it is not sufficient on its own. He contends that without explicit direction to attend to linguistic elements within a text, learners may inadvertently bypass the language, resulting in an incomplete assimilation of the input. One student possesses information that the other does not, and they exchange their findings. When learning to speak, learners can benefit from attempting a task and then observing a skilled practitioner perform the same task. For instance, students form groups, with each group assigned the same topic to explain and compare with the other groups.

13. Discussion and Debate

Discussion is an effective teaching technique in language activity that helps students create a more interactive environment, especially in speaking. Thornbury (2005) stated discussions may arise due to students'

personal experiences, which they report in the classroom, or due to a text or topic in the textbook that sparks discussion. Kayi (2006) stated that discussion can be held following a content-based class for various reasons. In their discussion groups, students may try to conclude, share thoughts about an event, or find solutions is becoming increasingly crucial for educators to possess the ability to facilitate structured discussions in the English language classroom. To illustrate teachers provide the students with a topic and then divide them into groups. Subsequently, the teacher requested that the students present the subject matter (Rina Safitriani dan Muh. Karman Jayadi 2021.

The steps of discussion are:

Before the teacher gives the lesson, the teacher asks some of the students to try to speak up about their own stories based on their experience such as narrative, recount, or descriptive story whatever and anything story that they want to share with others. The other students give suggestions, opinions, and questions in order (Sebastianus Menggo 2016).

Thornbury (2005) states that teachers must know how to capture students' attention and turn it into an English discussion activity. Below are some common discussion formats.

a) Warm-up discussions

Warm-up discussions are used to introduce new topics, often through group discussions and presentations, with questions aimed at general knowledge or personal responses. For example, a discussion might introduce a unit on sports.

b) Panel discussions.

Students prepare arguments in pairs, with one joining the panel and the other becoming part of the audience. To ensure smooth discussions, students use a variety of expressions for agreement and disagreement, which can be displayed around the room for reference.

Debate is a structured discourse between two or more parties with disparate perspectives on a specific topic or issue. Debate is a formal discussion activity conducted in a public audience to influence opinions on a particular issue or topic (Nur Ismi Hamzah, Nurfaizah 2023). Debate strategy has two or more parties present their arguments and opinions on a given issue or statement. Thornbury (2005) stated that the main purpose of a debate is to persuade others to agree with the arguments or views presented. Debates require good speaking skills, careful word choice, and the ability to formulate logical and persuasive arguments.

In addition, there are also some strategies used by the teacher in the teaching-learning process referred to as teaching strategies. Teaching strategies are defined as the many ways and activities that the teacher uses in the teaching-learning process. Harmer (2007), a prominent expert in English language teaching, outlines several key strategies for teaching speaking in his works. The approaches aim to enhance students' communicative competence, balancing fluency (the ability to speak smoothly and naturally) and accuracy (the correct use of grammar, vocabulary, and pronunciation). Below are some of the main strategies Harmer (2007) proposes, supplemented with insights from other experts.

1. Controlled Practice and Drilling

   Harmer emphasizes the importance of controlled activities such as drilling, where students repeat specific language structures. This technique helps learners develop accuracy and automaticity in language production, reinforcing correct pronunciation and grammar. However, Thornbury (2005) argues that while drilling is useful for establishing basic skills, it is less effective in promoting communicative competence, which requires more meaningful and spontaneous language use (Thornbury 2005).

2. Communicative Language Teaching (CLT)

   Harmer strongly supports communicative activities where students engage in real-life scenarios. Role plays, simulations, and discussions are

core components of this strategy. CLT emphasizes using language for meaningful communication rather than focusing solely on grammatical accuracy. Richards and Rodgers (2001) note that CLT has been widely adopted in language teaching due to its focus on interaction, which is regarded as both the means and the goal of language learning (Richards and Rodgers 2002).

3. Task-Based Learning (TBL)

In Task-Based Learning, students engage in tasks that reflect real-life situations, with the primary focus on completing the task rather than on specific language forms. This method allows students to practice speaking in meaningful, goal-oriented contexts. Ellis (2003) suggests that TBL promotes natural language acquisition by encouraging students to prioritize communication first, with language accuracy being addressed subsequently. This aligns with Harmer's belief that using language in authentic contexts enhances fluency (Ellis 2003).

4. Pair and Group Work

Harmer advocates for collaborative learning through pair and group work, which fosters greater interaction among students. This approach increases speaking opportunities and encourages peer correction and cooperative learning. Nation and Newton (2009) support this approach, stating that group work allows students to practice speaking in less intimidating environments, thereby building confidence and fluency (Nation and Newton 2009).

5. Role-Playing and Simulations

These activities place learners in hypothetical situations where they must use language creatively and spontaneously. Harmer argues that role-plays provide opportunities for students to practice speaking in various social contexts, thus improving fluency and confidence. Jones (1982) also supports role-playing as a tool for helping students experiment with language use in a safe and structured environment, allowing for meaningful and contextualized learning (jones wiley 2018).

6. Problem-Solving Activities

Harmer emphasizes the role of problem-solving activities in stimulating meaningful conversation. These tasks require students to use their language skills to solve challenges, fostering both critical thinking and language practice. Brown (2001) notes that problem-solving activities are particularly effective in encouraging the negotiation of meaning, which is crucial for language acquisition.

7. Use of Authentic Materials

Harmer promotes the use of authentic materials—such as news articles, videos, and real-world dialogues—to expose students to natural language use. This helps learners understand how language operates in real-life contexts. Nunan (1989) supports this view, arguing that authentic materials provide learners with valuable input and expose them to the subtleties of language as it is genuinely used (Al-Shammari 2021).

5. The Successful of Teaching Speaking

Teaching speaking as a foreign language is difficult. The teacher needs to find good strategies so the students can have good speaking skills. Many strategies are currently being used by foreign language teachers to improve students' speaking skills (Fikrina et al. 2021).

According to Ur (2009) stated that the success of teaching speaking is the learners talk a lot, participation even, motivation is high, and the language is of an acceptable level. The things that make successful in teaching speaking are as follows:

a. Students talk a lot

In teaching and learning speaking activities, it should be an obvious class. According to Richards and Rodgers (2001), successful language learning involves active student participation, particularly in speaking activities. The more opportunities students have to speak, the more they improve their fluency and language competence (Richards , Willy 2002).

b. Participation is even

Speaking activities should be equal between minority talkative students and the majority students. Brown (2000) also argues that speaking activities should involve all students, ensuring even participation to avoid domination by a few more confident speakers (Brown 2000).

c. Motivation is high

Speaking activities should be a thing that can be motivation for students to contribute and follow the activities. According to Dörnyei (1994), motivation is a critical factor in language learning success. High motivation encourages learners to participate more actively in speaking activities. This aligns with Ur's (1996) view that motivated students are more likely to engage in speaking activities, leading to greater success in language acquisition (Riyanti 2019).

d. Language is of an acceptable level

All participants in speaking activities have to express an acceptable level which means students who talk should show themselves by using expression and be easily understood by other friends. Swain (1985) explains that learners improve when they attempt to use language that is understood by others and is appropriate for communication. It suggests that students should be able to produce language that is at a level that allows effective communication (Hermanto 2015).

The conclusion from the explanation above is the aim of teaching speaking in a language context is to promote communicative efficiency, teachers want learners to be able to use the target language as correctly as possible and with a definite purpose (Penny Ur 2009).

C. Review of Relevant Studies

There are some previous research were found which related to the topic of this study:

The first, a journal entitle “Teachers’ Strategies In Teaching Speaking Skill To Junior High School Students” was written Faisal Razi1, Asnawi Muslem and Dohra Fitrisia Universitas Syiah Kuala, Banda Aceh, Indonesia Universitas in 2021. This research used observation sheet and interview guide as the instruments. The subjects of this research were two English teachers who teach the junior high school students at SMP Inshafuddin Banda Aceh. The data were collected by observing and interviewing the teachers. Then, the procedure of data analysis for this research involved data condensation, data display and drawing the conclusion. This research is descriptive qualitative research.The similarty of this research is the issues raised discuss the the teacher’s strategy in teaching speaking and data analysis used. The differences lie on focus by Faisal Razi1, Asnawi Muslem and Dohra Fitrisia is the object of the research, and the place of the research.

The second, a journal entitled” Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo” was written by Widya Anggraeni, Wahibah, Amir Faqihuddin Assafary from Islamic State Institute of Palopo (IAIN Palopo) in 2020. This research focused on research to find out the strategies used by the teacher. This research employed qualitative method. The writer applied the purposive sampling technique to obtain the samples of the study. The similarity of this research is the teacher’s strategies in teaching speaking and data analysis used. The differences lie on focus by Widya Anggraeni, Wahibah, Amir Faqihuddin Assafary is the object and place of research.

The third, a journal entitled “Teachers’ Teaching St rategies For Teaching Speaking Skills at Junior High School” was written by Nurul Octavia1 and Yuli Astutik from Universitas Muhammadiyah Sidoarjo, Indonesia, Endang Mastuti Rahayu from Universitas PGRI Adi Buana Surabaya, Indonesia in 2023. This journal focused on the research is to analyse the strategies implemented by the teacher for eighth grade students at one of Junior High School in Pasuruan, East

Java. Furthermore, this study looks into the teacher's motivations for using the implementation the strategies in teaching speaking skill. The similarity of this journal is this research used qualitative research and focus on the problem to be researched there is teachers strategies in teaching speaking. The difference lies focus by Nurul Octavia1 and Yuli Astutik and Endang Mastuti Rahayu is in this research is the place of research in Pasuruan, East Java.

The fourth, a journal entitled "The Students' Perception of Technique Used by the Teacher in Teaching Speaking at Vocational High School" was written by Nosa Violeta Gardin, Mauly Halwat Hikmat from Universitas Muhammadiyah Surakarta in 2024. This journal focused on students' perceptions of teaching techniques in English speaking skills at vocational high school in Kebumen. The focus of this journal is on the problem to be researched, which includes teachers' teaching techniques in learning speaking. The difference lies in the focus of Nosa Violeta Gardin and Mauly Halwat's research. Mauly Halwat used quantitative research methods, the research discuss focused on the students' perception and the research took place in Kebumen, Central Java.

The fifth, a journal entitled "Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang" was written by Cicilia Ratna Sari, Yetti Zaini from English Department, Faculty of Language and Arts, State University of Padang in 2020. This research focused on research to find out the strategies used by the teacher. This research employed qualitative method. The writer applied the purposive sampling technique to obtain the samples of the study. The difference lies in the focus of Cicilia Ratna Sari, Yetti Zaini research is the object and the palce of the research.

From several previous studies, there are differences and similarities from one research to another. The difference between previous studies and this study is in some of the strategies used by teachers in teaching speaking. Meanwhile, there are similarities between the results of the strategies used by teachers, namely group discussions. The difference between the results. The difference between the results of the previous research and this research is that

the strategies found in this research are live listening, presentation and talk and practice dialog. there are differences in data collection techniques, but there are also similarities. The similarity of the objectives between the previous research and this research is to find out the teacher's strategy in teaching speaking and the implementation of the teacher's strategy in teaching speaking.

CHAPTER III
RESEARCH METODOLOGY

In this chapter, this research presents the type of research, the source of data, the technique of data collection, and the technique of data analysis.

A. Type of Research

This research used field research and descriptive qualitative. Field research to get the deepest data about the strategy used by the teachers in teaching speaking for the 10th-grade students of MAN 1 Kebumen. This is used descriptive qualitative method. This research does not need to use a statistical formula to collect the data. This research analyzes the implementation of teacher strategies in teaching speaking for the 10th-grade students of MAN 1 Kebumen. The data collection procedure in this study includes three strategies. These are observation, interviews, and documentation. To achieve this, the research used a case study approach, which involves studying the phenomena directly and visiting the research site. The case study approach aims to provide empirical evidence to support the research findings (Susanto, 2020).

B. Time and Location of the Research

The research took place at MAN 1 Kebumen which is located at Jl. Cincin Kota No.44, Watubarut, Gemeksekti, Kebumen District, Kebumen Regency, Central Java. Researchers will conduct research at MAN 1 Kebumen from 13 August until 30 August 2024. The research will take place over four meetings. The subject of this research is the researcher would examine are Tenth grade of MAN 1 Kebumen. The institution was chosen because the teacher used some interesting teaching speaking strategies, which helped students understand English better. Then, most of the students taught by the teacher got good grades.

C. Research Subject and Object

a. Subjects

The research subject was conducted in the 10th grade of MAN 1 Kebumen, and the 10th-grade teacher was selected due to the relevance of the learning level at which students begin to study more complex speaking skills. The class presents an appropriate level of challenge, given that students are in an academic transition period. The input of experienced 10th-grade teachers is also a significant teaching strategy, as they provide valuable insights. Furthermore, the ease of access and support from the school facilitates the smooth progress of this research.

b. Object

The objective of this research is to examine the teaching strategies employed by educators in the teaching of speaking skills. This study analyses the specific strategies and how teachers implement them in the classroom. The primary focus is on the impact of these strategies on students' communication abilities and the challenges encountered by teachers in the application of these teaching strategies.

D. The Technique of Data Collection

This research uses three techniques, observation, interview, and documentation.

1. Observation

Observation is an activity carried out in the object of research. It is performed by researchers to find out the problems that occur in the field. Nasution states that in the realm of scientific research, observation serves as the bedrock upon which all findings are established. Scientists rely on factual data gathered through observing the physical world around them. Faisal (1990) categorized observation into four distinct types: participant, overt, covert, and unstructured. Furthermore, Spradley stated as discussed in Stainback's (1988) publication, identified four different forms of observation: passive participation, moderate participation, active participation, and complete participation. For the study, the researchers

chose to utilize a participatory observation approach with a passive participation style. The researchers could observe events as they occurred and were directly involved in collecting data and information sought to answer questions that became problems in the study.

To provide a more detailed description, the data can be found in the table below:

Table 3.1 Observation Activity

No	Date	Class	Activity
1	13 August 2024	X 5	Observation 1
2	20 August 2024	X 5	Observation 2
3	23 August 2024	X 2	Observation 3
4	30 September 2024	X 2	Observation 4

The following table presents the schedule of observations conducted in two classes, namely Class X 5 and X 2, during the period from August to September 2024. The initial observation was conducted on 13 August 2024 in class X 5, followed by the second observation on 20 August 2024 in the same class. The third observation was conducted in class X 2 on 23 August 2024, while the fourth observation was carried out in the same class on 30 September 2024. This schedule reflects a systematic observation of the teaching process in both classes, allowing for a more in-depth analysis of the implementation of teaching strategies in different contexts and over a specific time.

2. Interview

Estherberg (2002) defines interviews as a meeting between two people to exchange information and ideas through questions and responses, resulting in communication and the construction of shared meaning on a particular topic. Interviews, according to Estherberg, are divided into three types: structured interviews, semi-structured interviews, and unstructured interviews. Sugiyono (2014) suggests that researchers might benefit from using interview techniques to directly gather data from relevant sources.

By employing open-ended questions, the aim is to gain a thorough understanding of the subject and ensure that the obtained data aligns closely with the research objectives. In this study, the researcher conducted interviews to gather insights into the strategies used by teachers when teaching speaking skills to tenth-grade students at MAN 1 Kebumen. These interviews aimed to provide a deeper understanding of the teachers' strategies in teaching speaking at the tent grade in MAN 1 Kebumen. Researchers employed semi-structured interview techniques to facilitate the open identification of problems. In this study, the researchers will conduct interviews with English teachers at MAN 1 Kebumen. The researcher will gather detailed information on teacher strategies in teaching speaking.

To provide more detailed description, the data can be found in the table below:

Table 3.2 Interview Activity

No	Date	Class	Activity
1	13 August 2024	X 5	Interview 1
2	23 August 2024	X 2	interview 2
3	30 August 2024	X 2	Interview 3

The table presents the schedule of interviews conducted in two different classes over the course of the month of August 2024. The initial interview was conducted in Class X 5 on 13 August 2024, while the subsequent interviews were held in Class X 2 on 23 August and 30 August 2024, respectively. These interviews form part of a systematic data collection process, the aim of which is to gather insights into the teaching strategies and student experiences in these specific classroom settings. This will contribute to a comprehensive understanding of the research focus.

3. Documentation

Sugioyono (2014) suggests that documentation is one of the data collection techniques by taking pictures or documents to obtain data. Documentation technique is employed with the intention of complementing the results of data obtained through interview and observation techniques that have been carried out previously. Documentation was carried out by storing various activities in research that contain the process and results of research through taking pictures, as well as other forms of documentation. The documents in question could include archives of health service activity documents, photographs during teaching, as well as data regarding learning such as teaching modules and student worksheets. The documents that were used as the data of this researcher consisted of picture activities during the learning process, documentation of strategy techniques applied by teachers, documentation of interviews with teachers and tenth-grade students, and documentation of the results of students' speaking practice activities and student learning outcomes in the form of student practice scores.

E. Technique of Data Analysis

There are three steps in analyzing data reduction, data display, and verification. The steps are explained below:

1. Data Reduction

Data reduction involves summarizing, selecting, and sorting the main points from the data obtained in the field. It is important to record the data in detail and carefully to ensure accuracy. This process helps to focus on important information, identify themes and patterns, and provide a clearer picture. Data reduction can be defined as the process of selecting, focusing, and simplifying the rough data that emerges from written notes in the field. This could be a useful for presenting reports or data obtained from the field in a comprehensive and detailed manner. The data obtained from the research location is presented in a comprehensive and detailed report,

guided by the research objectives. The main purpose of this qualitative research is to gain insight into teachers strategies in teaching speaking, especially those teaching in grade 10 at MAN 1 Kebumen. Data reduction carried out by researchers is by taking observation data and writing it in the form of filed notes that have been made, and reducing data from interviews by sources then detailed, in-depth, and relevant explanatory information can be taken by the data and research needs.

2. Data Display

According to Sugiyono, displaying data can help to clarify what will happen, plan future work, and build on what has been learned. Display data presented by researchers, namely from the results of observations in the form of arranged notes, are presented in the form of narrative analysis to describe or describe clearly and in detail the observation process and provide a detailed explanation of the activities carried out in the learning process. Meanwhile, data from the results of interviews that have been reduced are presented to support information or explanations on the results of observations as evidenced by interview data. In addition, photographs taken during the observation are also inserted to provide the necessary picture. In addition, the Teaching Module is also presented to match the learning activities carried out with classroom observations.

3. Verification

The final step in qualitative data analysis is drawing conclusions and verification results Miles and Huberman (2014) define data condensation as the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus of written-up field notes, interview transcripts, documentation, and empirical materials. In this study, the researcher used verification techniques by presenting documentation evidence of learning activities in each study. The data sources for this research were triangulated to ensure that the data was connected and resulted in verified triangulated data, leading to a conclusion or verification.

CHAPTER IV
FINDING AND DISCUSSION

This chapter explains the strategies used in teaching English at MAN 1 Kebumen and how these strategies are implemented.

A. The Teacher's Strategies in Teaching Speaking

Based on the observation results at MAN 1 Kebumen for the tenth-grade English teacher Mrs. Siti Fatkhurohmah, four strategies were found that the teacher used in teaching speaking, including:

1. Dialogues Practicing

Based on the observation, the researcher explained that in teaching speaking strategy, the teacher used dialogues practicing strategy. Dialogue practicing is one of the activities to train speaking skills and is commonly used by teachers in speaking learning activities (Rawung 2022).

Based on an interview with the teacher, the teacher explained:

> "The reason I implemented the dialogues practicing strategy was that it was more practical and they were trained to have the courage to speak in front of their friends and it was proven that they had the courage to move forward, although their pronunciation still needed to be improved and at first they were shy and not confident, in the end, they intend to appear at the front of the class"(interview on 13 August 2024).

Based on the results of the interview above, the teacher explained that dialog practice was carried out so that students could be active and directly train students' English skills and train students to be brave and confident. The existing literature provides evidence that the practice of dialogue encourages students to engage in authentic communication in a supportive setting, which in turn enhances their fluency and confidence (Richard 2020). Dialogue practice has a rich history in language teaching, which is unsurprising considering the inherently dialogic nature of language use. With ingenuity, any grammatical structure or lexical area can be effectively incorporated into dialogue (Murti 2022).

Furthermore, dialogue exercises play a pivotal role in shifting the emphasis away from teacher-led classroom interactions (Thornbury 2005). This statement is further supported by Harmer (2007), who argues that dialogue practice not only enhances students' speaking proficiency but also prepares them for real-world communication (Harmer 2007).

The difficulties for students when engaging in dialogue are a lack of self-confidence and pronunciation that still to be improved. Additionally, when learners engage in dialogue, they may experience feelings of embarrassment due to their limited proficiency in speaking skills, including pronunciation (Yusuf and Zuraini 2016). This was also conveyed by one of the students who had done dialogue practicing, namely (Umi and Safina), they said:

> "When I memorize the dialogue text at the table it goes smoothly but when I move forward I suddenly forget it"(interview on 13 August 2024).

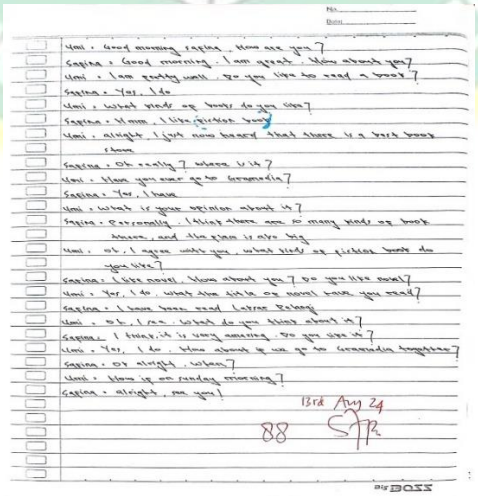
Based on the interview results, it can be explained that students find it difficult to practice speaking in front of the class. This is mainly due to nervousness and anxiety, which cause them to forget what they have memorized. The reason for using dialogue practice aligns with Thornbury's theory (2005), which suggests that practicing dialogue is an effective way to improve speaking skills, given the inherently dialogic nature of language use. With creativity, any grammar or vocabulary area can be effectively incorporated into dialogue (Thornbury 2005). Alamri (2024) emphasizes that dialogue-based learning increases learners' confidence and communicative skills by offering real-world practice, reducing the teacher’s direct control of class interactions (Efendi 2024). Additionally, The challenges encountered by learners are consistent with the theoretical framework proposed by Harmer (2007), emphasizing that students' difficulties in communication are influenced by multiple factors, including a lack of confidence and differences in ability dialogue exercises play a crucial role in shifting the focus away from teacher-led

classroom interactions (Harmer 2007). Meanwhile, Dos Santos (2019) posits that communicative language teaching (CLT) methodologies engender student engagement and self-assurance through peer collaboration and discourse. These activities assist students in surmounting impediments such as anxiety and a deficiency in proficiency (Hien 2021).

Picture 4.1 Student practice dialogue

Based on the picture above, students are practicing dialogues where they ask and give opinions on the topic of their favorite kinds of books. During this activity, students are given 3-5 minutes to practice their dialogues. Some students performed well, despite experiencing difficulties and lacking confidence, as indicated in the teacher's interview.

Picture 4.2 Dialogue Transcript



Based on the explanation provided, The dialogue practice strategy is designed to actively engage students by decentralizing the teacher's role, consistent with Thornbury's (2005) framework, which promotes learner autonomy through meaningful interaction (Thornbury 2005). While the approach fosters student participation, its effectiveness can be hindered by challenges such as the need for improved pronunciation and increased learner confidence (Zarrinabadi, Ketabi, and Tavakoli 2019). Harmer (2007) emphasizes that clear pronunciation and confidence are critical to the success of speaking activities (Harmer 2007). Despite these challenges, the dialogue practice strategy remains an effective pedagogical tool and can be further enhanced through targeted support in these areas (Walker 2017).

2. Live Listening

Based on the observation of the application of live listening, the teacher gives students an audio video from the screen and asks students to listen to the audio video carefully. The reason for choosing this strategy was conveyed by the teacher, namely:

> "The reason for choosing this strategy is because it is more practical and efficient. I asked my students to watch and listen to an audio about a famous athlete, Cristiano Ronaldo, and then I would ask them questions related to the video."(Interview on 23 August 2024).

Based on the interview results, it can be inferred that the teacher opted for a more practical strategy. This strategy enables students to imitate the pronunciation patterns, rhythm, and intonation of native speakers (Levis 2020). Thornbury emphasizes the importance of modeling in the teaching of spoken language, and by listening to recordings, students can learn to pronounce words and phrases correctly and use more natural sentence structures (Thornbury 2005). The observation results indicate that the teacher employed a live listening strategy, asking students to listen to a prepared audio description of sports athletes.

Picture 4.3 Student activity of live listening

Based on the observations and pictures above that the researchers made, the teacher played an audio description of Cristiano Ronaldo on the screen in the classroom. The students listen carefully to the audio recording. The teacher then asked about the description mentioned in the audio, and the students were allowed to respond. The use of audio-visual aids has been demonstrated to enhance communication and learning in language classrooms, with evidence suggesting that they are particularly effective in creating engaging learning environments (Farooqui 2020). One student answers, “Ronaldo is famous, rich, and plays soccer.” The teacher also asks the students' opinion about Cristiano Ronaldo by saying, “What do you think about Cristiano Ronaldo?” The students answer by using appropriate expressions to give their opinions, such as “In my opinion, he is tall and handsome.” The teacher further explained how to describe something by first focusing on physical characteristics and then mentioning personality traits. In live listening activities, there are several obstacles, namely when audio playback cannot run smoothly due to internet network constraints (Nazhifah and Lubis 2024). This was supported by Siti Fatkhurohmah as follows:

> “for weaknesses, we often see what is best. Yes, there are weaknesses, the weakness is when the internet is not working. We sometimes have difficulty, it takes a lot of time for that, so time is sometimes wasted like that.” ."(Interview on 23 August 2024).

Based on observations and interviews indicate that live listening is a practical and efficient strategy for practice. This is because it utilizes existing technology, which makes it easier to implement (Huriati 2024). This assertion is consistent with the perspective put forth by Thornbury (2005), who posits that live listening can be conducted using audio recordings. Nevertheless, Thornbury (2005) identifies a significant drawback to this approach, namely the poor sound quality (Thornbury 2005). Furthermore, Goh (2013) the intangible nature of this medium makes it an unsuitable choice for developing speaking skills. Notwithstanding these constraints, this medium can still be employed effectively (Goh 2008).

Moreover, Harmer (2007) reinforces this perspective by underscoring the importance of integrating technology into language learning engagement and accessibility. Harmer posits that live listening activities provide students with authentic language input, which can significantly enhance their listening comprehension and speaking abilities (Harmer 2007). The interactive nature of live listening allows students to respond in real-time, fostering spontaneous language use and immediate application of newly acquired vocabulary and phrases (Evnitskaya 2018).

Furthermore, Kayi (2006) advocates the use of live listening as a strategy that fosters learner autonomy. Kayi proposes that engaging with real-time audio facilitates exposure to a diverse range of accents, intonations, and speech patterns, consequently enhancing the auditory experience of students (Kayi 2006). This exposure not only facilitates the development of listening skills but also equips students with the requisite tools to participate actively in discussions and oral presentations, thereby enhancing their overall communicative competence (Blesitein, Smith 2020).

3. Presentation and Talk

Based on the observation, the teacher chose the presentation and talk strategy. Presentation and talk are applied by asking students to describe famous figures. In the interview with teacher Siti Fatkhuromah, the teacher stated:

> "The reason for choosing the presentation and talk strategy is that before I ask the students to listen to the audio, I first explain how to describe a person or object that will be described, which is by mentioning the physical characteristics first and then mentioning the special traits or characteristics of the object to be described so that the students already understand when they are directly asked to speak in front and describe the object that will be described."(Interview on 23 August 2024).

According to the interview, the selection of the presentation and talk strategy is designed to enhance students' comprehension of the material and cultivate their confidence in public speaking. This is consistent with and aligns with Erik Palmer's framework, which emphasizes the importance of poise, voice, life, eye contact, gestures, and speed (PVLEGS) as key elements in effective public speaking instruction (Saada 2022). The instructor initiates the process by explaining the appropriate techniques for describing an object. Subsequently, students are allowed to practice this skill by articulating descriptions of their favorite athletes when called upon to speak. This approach not only encourages student engagement and self-expression but also prepares them for the demands of real-world communication, which is a critical skill for academic success and future career opportunities (Werdiningsih and Mukminatien 2023).

This pedagogical approach is substantiated by Thornbury's (2005) theoretical framework, which underscores the significance of structured speaking activities that facilitate meaningful engagement with content (Thornbury 2005). The implementation of presentation strategies to promote individual expression while simultaneously fostering collaborative

learning, wherein students benefit from the diverse perspectives shared by their peers (Hattie and Donoghue 2016).

Moreover, Harmer (2007) supports this methodology by emphasizing the importance of guided practice in developing students' confidence and proficiency in speaking. Harmer contends that effective teaching practices should incorporate explicit instruction followed by opportunities for practical application, as this progression enables students to internalize the requisite skills for effective communication (Harmer 2007). The objective is to encourage students to systematically organize their thoughts and articulate them with clarity when describing an object or a favorite athlete. This should enhance their public speaking capabilities and overall engagement in the learning process (Nggawu and Thao 2023).

Picture 4.4 The teacher explains how to describe people

In the image, the teacher was explaining how to describe a person or object. This involves first explaining the physical characteristics, such as appearance, followed by describing the personality traits or special characteristics. For instance, the teacher describes Ronaldo as handsome and tall, and then explains his personality traits like kindness, fame, being a soccer player, and wealth. After the explanation, the students are asked to describe their favorite character.

In this activity students describe sports athlete, Ronaldo, students experience some difficulties when describing due to a lack of student

confidence and limited vocabulary mastery. This was conveyed by one of the following students named Salamah Yuliati grade 10:

"I'm nervous, I'm not very good at English, so I'm not very prepared. (Interview on 23 August 2024).

Based on observations and interviews indicate that the selection of appropriate presentation and talk strategies can facilitate the development of student's speaking skills and enhance their self-confidence. The rationale for selecting this strategy is consistent with Thornbury's (2005) theory, which asserts that presentation and talk strategies are crucial for developing speaking skills that can be effectively utilized in real-world contexts (Thornbury 2005). This is particularly pertinent when students are required to respond to questions from the audience, engaging in interactive communication (Mohzana 2024).

Furthermore, Harmer (2007) substantiates this approach by underscoring the significance of furnishing students with structured opportunities to practice speaking in authentic situations. Harmer posits that effective presentation strategies foster a sense of agency among students, as they learn to navigate diverse communicative scenarios (Harmer 2007). Through active participation in presentations and responding to audience inquiries, students develop their capacity to think on their feet and articulate their thoughts with clarity. Consequently, the presentation and talk strategy not only facilitates the development of speaking skills but also significantly contributes to the construction of students' confidence in public speaking (Utari 2023).

4. Discussion

Discussion techniques that are applied based on the results of observations the teacher applies by asking students to form discussion groups by predetermined provisions. Before starting a discussion, the teacher needs to define the purpose of the activity. This ensures that discussion topics align with the intended goal, preventing students from diverting to irrelevant subjects. In group discussions, students might focus

on concluding, exchanging ideas about an event, or finding solutions (Kayi, 2006). Since quieter students may be reluctant to participate in larger groups, effective group organization is key to a successful discussion. Regardless of the objective, students should be motivated to ask questions, share ideas, offer support, and seek clarification. A significant factor influencing this is how students perceive the discussion. Group discussions can enhance students' speaking skills (Lee Luan 2021).

Based on the teacher's interview on August 30, 2024, the reason the teacher chose this strategy is:

> "The reason I chose the discussion strategy is so that the children are active; when they engage in discussions, communication will automatically occur, along with differing opinions that they will need to find solutions for within the group. Therefore, I also need to regularly monitor them to see the progress of the discussion and guide them when they encounter difficulties."

Based on the interview results, the choice of the discussion strategy aimed to encourage student participation and engagement. Through discussions, students can interact with each other, share ideas, and communicate effectively (El-Qirem, Alsmadi, and Al-Lozi 2022). This statement allowed by Harmer (2007) emphasizes the importance of discussion strategies as a tool for training students in speaking skills. The purpose of discussions is to engage students in meaningful conversations. This not only aids them in practicing their speaking abilities but also fosters the development of critical thinking skills and listening competencies (Harmer 2007). To ensure the smooth running and progress of the discussion, regular supervision and support from the teacher are essential. The perspective presented above is aligned with the theoretical framework put forth by Thornbury (2005), which suggests that discourse facilitates student engagement, idea exchange, critical thinking, and receptivity to diverse perspectives, thereby fostering a dynamic and enriching learning environment (Thornbury 2005).

Picture 4.5 The teacher guides and checks the results of student discussions

Upon reviewing the observations and images, it is evident that the teacher directed the students to engage in a discussion about the latest soccer figure, Ronaldo. The teacher then closely monitored the progress of the discussion, periodically checking to ensure that the students were following the given directions. No significant obstacles were encountered during the discussion activities.

Furthermore, based on the observations and interviews, it can be inferred that the discussion strategy effectively promoted student engagement and facilitated communication and idea exchange (Nilufar 2022). This aligns with Thornbury's theoretical framework (2005), which emphasizes discussion techniques to oversee conversations and idea exchanges within a group setting. The primary goal of this technique is to ensure the effectiveness of the discussion, enable all participants to contribute, and achieve the desired outcomes. Engaging in discussions allows for the exchange of ideas and constructive debate (Thornbury 2005).

Additionally, according to Harmer (2007), discussion strategies are crucial in fostering a collaborative learning environment where students can practice their speaking skills in a meaningful context. Harmer posits that such strategies enhance students' ability to articulate their thoughts and encourage active listening and critical thinking (Harmer 2007). Furthermore, Alexander (2006) emphasizes the role of the teacher as a

facilitator who guides discussions, ensuring that all voices are heard and that the dialogue remains focused on the topic at hand. This supportive environment promotes a sense of community among learners, ultimately leading to deeper understanding and retention of the material discussed (Lehesvuori 2013).

B. The Implementation of Teacher's Strategies in Teaching Speaking for the 10 th grade in MAN 1 Kebumen

This section discusses the implementation used by teachers in teaching speaking in more depth. According to the teaching plan, the time allocation for one lesson hour at MAN 1 Kebumen is generally 45 minutes. This data was obtained from classroom observations and interviews.

1. Preparation

Preparation is an essential phase undertaken by educators before engaging in learning activities. This process encompasses the meticulous planning of instructional activities, from the beginning to the conclusion of the lesson, to facilitate the implementation of pedagogical strategies and to ensure the achievement of specific learning objectives (Brown 2008). Observational studies indicate that teachers engage in various forms of preparation, including the development of teaching modules, the organization of learning materials, the formulation of strategies, and the design of assessments. In alignment with Sukamti's (2011) perspective, effective teaching necessitates comprehensive preparation, which extends beyond content development to include the careful selection of methods, media, and evaluative tools. Such a holistic approach to preparation is pivotal in creating a structured and adaptive learning environment that actively engages students and supports the attainment of educational goals (Sartika 2022).

a. Lesson Plan

Based on the conducted observations, the preparation for learning at MAN 1 Kebumen consistently encompasses the development of

teaching materials, modules, learning strategies, and essential instructional media. Lesson plans are usually used by teachers as a reference for teachers in teaching but are adjusted to the conditions and conditions of the class.

> "The activities carried out before the lesson are asking and giving opinions, of course, I prepare the teaching module to make it easier for me to teach such as preparing difficult words that students will discuss so that students can learn speaking" (based on teachers interview, on August 13, 2024).
> "For preparation before learning this time the discussion activity, we prepare the material to be discussed and form groups". (based on a teachers interview, on August 23, 2024).

Before the commencement of learning activities, the teacher conducts interviews to gather essential information, which subsequently informs the preparation of teaching modules and materials. This process is consistent with Thornbury's (2005) concept of needs analysis, which emphasizes identifying students' skill levels, interests, and learning needs to adapt instructional content. Furthermore, Brown (2004) emphasizes the importance of contextualization, which entails ensuring that the materials are tailored to the specific context derived from the collected information. Consequently, teaching modules and materials following the interviews reflect Brown's (2004) pre-learning steps, where the analysis of student needs informs a more structured and effective instructional plan (Brown 2004).

b. Material

The materials used by teachers in learning English are student books and teacher books, namely Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022 dan Buku Panduan SiswaBahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022.

c. Media

The learning media used by teachers are devices, smart tv, internet access, whiteboards, and books for speaking lessons.

d. Strategy

In delivering learning materials, teachers use several strategies, namely practicing dialogue, live listening, presentation and talk, and discussion. The selection of these strategies is adjusted to the material to be taught.

2. Learning Activity

Based on the observation, there are four activities done by the teacher in teaching speaking skills which are practicing dialogue, live listening, presentation and talk, and group discussion.

a. Dialogues Practicing

Based on observations at MAN 1 Kebumen, it was noted that the teacher employs the dialog practice strategy to enhance students' speaking skills. During this activity, the teacher pairs students either based on table arrangements or by using the students' attendance order. Students are then tasked with creating a dialog about asking and giving opinions with a free theme. According to teacher interviews, this strategy is considered appropriate for improving students' speaking skills and encourages active class participation. Additionally, it helps to alleviate students' anxiety and fear related to public speaking, making the learning process more enjoyable and inspiring for the student.

This interpretation is reinforced by Thornbury (2005), who highlights that strategies such as dialogue practice are effective in fostering oral proficiency by engaging students in realistic, interactive contexts, thereby accelerating skill development and alleviating public speaking anxiety (Thornbury 2005). Harmer (2007) similarly stresses the importance of active student engagement in interactive learning environments, where structured activities like dialogue practice promote meaningful communication and significantly enhance

speaking skills (Harmer 2007). Both scholars underscore the pivotal role of student-centered, participatory approaches in developing speaking proficiency (El-Qirem, Alsmadi, and Al-Lozi 2022).

Before the dialogue practice activity, the teacher presented a video on asking and giving opinions and requested the students to pay close attention. Following the video, the teacher explained its content and engaged the students in a discussion. Subsequently, the teacher proceeded with the video, offering examples of how to construct sentences for asking and giving opinions.

Example 1
Didi: “What is your opinion about smoking?”
Rara: “I don’t agree. For me, it is important that people do not smoke”.
Didi: “um um. I agree with you”

Example 2
Didi:” Look! Find beautiful shoes.”
Adi: “Which one?”
Didi: “The blue one. What do you think?”
Adi: “I am sorry. I think it is out of style.”
Didi: “I think so.”

The teacher permits the students to read a sample dialog about asking and giving opinions to their table mates. The students are given approximately 3-5 minutes to review the sample dialog. The teacher instructs the students to create their dialog about asking and giving opinions to their table mates.

Picture 4.6 Student activity creating dialog text

The students are observed engaging in open pair work. As defined by Scot (2006), this strategy serves to bridge the student-teacher dynamic by promoting interaction (Juuti, Loukomies, and Lavonen 2020). Meanwhile, Jonshon and Jhonson (1996) emphasize the advantages of interactive activities such as pair work for enhancing engagement and participation (Aniqoh 2019). Additionally, Harmer (2007) observes that such activities provide a supportive environment for students to practice speaking, take risks, and build community, improving their communicative competence (Harmer 2007).

In the image provided, pairs of students are depicted creating a dialogue. The students create a dialogue based on a theme determined by the teacher, while still within the context or material being discussed. After 10-15 minutes, the students are asked to practice the dialogue by asking questions and giving opinions with confidence alongside their partner. During the dialogue practice activity, students perform the dialogue while others pay attention to the speakers. Upon completion, students receive corrections related to their written and spoken dialogue.

The analysis of observations and interview results demonstrates that the teacher's implementation of the dialogue practice strategy for teaching speaking is consistent with Thornbury's (2005) theory, which outlines techniques such as students pairing up to practice dialogues on teacher-assigned topics (Thornbury 2005). Brown (2004) further supports this approach, emphasizing the importance of interactive activities in fostering language acquisition. Brown (2004) proposes that dialogue practice enhances students' speaking abilities confidence and fluency through peer interaction (Brown 2004).

Furthermore, Harmer (2007) that structured dialogue activities facilitate active engagement in the learning process, which is essential for communicative competence. Opportunities for students to engage in dialogue practice in pairs enable the teacher to foster a supportive

learning environment that encourages risk-taking and collaborative learning (Harmer 2007).

Table 4.2 Technique of Dialogue Strategies

Strategy	Technique	Yes	No
Dialogues Practicing	• Students get paired with their friends • The student practices the dialogue on the topic given by the teacher	✓ ✓	

It is evident from the observation that the teacher effectively employed all the techniques delineated in Thornbury's theory, which involved directing students to collaborate in pairs and actively dialogues intricately connected to the topic under discussion. Furthermore, This hypothesis, which has been developed by scholars such as Johnson and Johnson (1989), emphasizes learning as a social process whereby students work together to construct knowledge. This strategic approach facilitated meaningful interaction among the students and fostered a deeper understanding of the subject, enhancing their speaking proficiency (Dudija 2015).

b. Live Listening

Based on the observation in MAN 1 Kebumen, teachers implement the direct listening strategy with a slight twist. Instead of traditional tape recordings, they opt for video recordings, which are more accessible and easier to understand as they can be accessed online. The use of technology and facilities such as smart TVs supports speaking learning. Additionally, the teachers utilize live listening strategies to effectively train students in listening and speaking skills, encouraging them to focus on and express their understanding of the recordings (Basheer

Nomass 2013). For instance, the teacher introduces the topic of the renowned athlete Cristiano Ronaldo before playing a recording about him. Thornbury (2005) supports this approach, highlighting the importance of diverse media in language teaching to enhance students' listening and speaking skills through authentic contexts (Thornbury 2005).

Harmer (2007) further emphasizes the role of technology, such as smart TVs, in creating interactive lessons that enrich the learning experience (Harmer 2007). Additionally, live listening strategies align with Freeman and Nderos (2011) focus on active engagement, as it encourages students to concentrate on content and articulate their understanding, exemplified by the teacher's introduction of Cristiano Ronaldo before playing a recording about him (Freeman and Nderson 2011).

> *Cristiano Ronaldo dos Santos Aveiro (Cristiano Ronaldo) was born on 5 February 1985 in Funchal, Madeira, Portugal into a very poor family. He is a very famous Portuguese football player and the most expensive player in the world. Ronaldo is now the face of football and becomes one of the greatest football players in the world.*
>
> *Cristiano Ronaldo has an athletic body with a height of 186 centimeters and weighs 83 kilogram. His skin color is olive with a beardless face and distinctive smile. He has round, light brown eyes. His short, dark brown and wavy hair along with his round face makes him look masculine and handsome.*
>
> *His favorite color is white and he loves to wear a watch whenever he goes out with his family and friends. This makes him very fashionable.*

Following the provided transcript, students are expected to actively engage in listening and accurately document the information presented. Employing the live listening technique, students are encouraged to

concentrate on the audio recording and are allowed to listen twice to enhance their focus.

Picture 4.7 Student activity live listening

The students are presented with an image of the renowned soccer player Ronaldo on a smart TV screen and are asked to listen to an audio description of him. Subsequently, the teacher engages the students with questions to assess their listening comprehension. Following the audio presentation, the students are prompted to recall the details of the description they heard. The teacher then invites the students to share their opinions about Cristiano Ronaldo, and the students respond by providing their viewpoints using appropriate language. This activity is designed to help students develop their listening skills by encouraging them to provide critiques or arguments based on the audio content.

After reviewing the observation results, it is evident that the teacher employed techniques consistent with Thornbury's theory (2005) during the live listening session, as delineated in the table below:

Table 4.2 Technique of live listening

Strategies	Technique	Yes	No
Live Listening	• The teacher tell about a topic • Then student pay attention • The teacher asks questions	✓ ✓ ✓	

	• The student give criticism or arguments based on the topic.	✓	

The teaching strategy incorporates live listening techniques, following Thornbury's (2005) emphasis on the significance of interactive listening activities in language acquisition. Initially, the teacher introduces a topic related to a character or athlete, providing context that facilitates comprehension. Subsequently, students are encouraged to engage with the audio material actively, to promote attentive listening (Thornbury 2005). Subsequently, the teacher poses questions related to the content, reflecting Harmer's (2007) emphasis on fostering interaction and critical thinking among learners. Subsequently, students are encouraged to provide constructive feedback or arguments regarding the audio material and the questions posed by the teacher (Harmer 2007). This facilitates the articulation of their thoughts and the development of their speaking skills. This approach effectively encourages active participation and critical engagement in the learning process, thereby enhancing overall language proficiency (Richards and Rodgers 2002). In addition, Taigan (2008) posits that live listening facilitates auditory comprehension, fosters immediate interaction and feedback, and is thus crucial for effective language development. This immediacy encourages a more profound awareness of the language in context and facilitates the growth of critical thinking and speaking skills, reinforcing overall communicative competence (Nation and Newton 2009).

c. Presentation and Talk

Based on the observations conducted at MAN Kebumen during learning activities, The teacher employed the presentation and discussion strategy to address the topic of asking and giving opinions

related to renowned sports athletes worldwide. According to the interview, the rationale behind the teacher's choice of strategy was to enhance students' speaking skills and build their confidence in narrating stories before the class. Students were encouraged to step forward and describe their admired public figures, with the teacher placing significant emphasis on correct pronunciation and providing guidance on accurate articulation (Ellis 2003). This instructional approach is consistent with Thornbury's (2005) assertion regarding the importance of interactive techniques that foster active engagement and promote communicative competence in language learning (Thornbury 2005). Meanwhile, Ellis (2003) posits that engaging students in tasks such as presentations develops their speaking skills and fosters critical thinking and coherence in their speech. This is because students must present information logically and cohesively (Ellis 2003). Additionally, Harmer (2007) underscores the value of presentations in language education, noting that they encourage students to articulate their thoughts coherently (Harmer 2007).

Following the presentations, the teacher expressed appreciation for those students who demonstrated the courage to speak in front of the class, reinforcing a supportive learning environment that further motivates learners. In the course of this learning activity, the instructor presented an audio description of Cristiano Ronaldo on the classroom screen, encouraging students to listen attentively. Subsequently, the instructor prompted the students to respond to the details presented in the audio recording. One student, for instance, stated, "Ronaldo is renowned, affluent, and a professional football player." Moreover, the teacher invited the students to express their opinions on Cristiano Ronaldo, thus facilitating their capacity to articulate their perspectives clearly and concisely. This was exemplified by the response, "In my opinion, he is tall and handsome."

In this context, the teacher proceeded to elucidate the process of describing something, beginning with an examination of its physical attributes and subsequently delineating its inherent characteristics. This instructional strategy is consistent with Thornbury's (2005) emphasis on the importance of listening activities in developing language proficiency and critical thinking skills (Thornbury 2005). Furthermore, Harmer (2007) posits that interactive listening plays a pivotal role in engaging students and fostering their capacity to articulate thoughts with clarity (Harmer 2007). Additionally, Nation and Newton (2009) emphasize the importance of meaning-oriented input in language learning. Nation and Newton (2009) suggest that students benefit greatly from activities that encourage comprehensible input, such as listening tasks that provide students with a basis for understanding and explaining information effectively (Nation and Newton 2009).

Subsequently, students were required to engage in critical thinking and compose descriptions of their respective figures or idols. The instructor allotted time for students to compose and commit to memory their descriptions. Subsequently, they were prompted to present their most esteemed idols to the class after a period of 5-10 minutes. This practice serves to reinforce the students' speaking abilities while simultaneously cultivating a supportive learning environment that fosters confidence and communication.

Picture 4. 8 Student activity presentation and talk

The visual representation illustrates the students presenting their selected character, Cristiano Ronaldo, as part of their speaking activity.

In the introductory phase, the students present themselves and delineate the strategic framework that has been adopted for the presentation. Subsequently, they elucidate the rationale behind their selection of Ronaldo, furnish a comprehensive account of his physical attributes, and analyze his character traits, emphasizing his intellectual capacity, benevolence, and affluence.

This speaking strategy is consistent with Thornbury's (2005) model, which emphasizes the efficacy of presentation techniques in developing oral proficiency by enabling structured language use and fostering fluency (Thornbury 2005). Harmer (2007) further emphasizes the importance of presentation-based strategies in language instruction, noting that the student's confidence promotes critical thinking(Harmer 2007). Furthermore, Richards and Renandya (2002) posit that presentations provide an authentic enhancing overall speaking competence (Richards , Willy 2002).

Table 4.3 Technique of presentation and talk

Strategie	Technique	Yes	No
Presentation and talk	• Students introduce themselves	✓	
	• Students open the presentation with a participatory activity, asking questions of the audience, or stating facts.		✓
	• Student conveys the objective	✓	
	• Student speaks and presents	✓	
			✓

	• Student engages the audience		

The findings of the observation indicate that the teacher's implementation of the presentation and talk strategy for teaching speaking has been effective. Techniques such as self-introduction, structured explanation of the subject (Ronaldo), and confident character description were employed.

This is consistent with Thornbury's (2005) emphasis on structured speaking activities, fluency, and coherence in real-world contexts (Thornbury 2005). Harmer (2007) also emphasizes the importance of presentations in developing speaking abilities and self-assurance, while Ur (1996) posits that such activities facilitate meaningful communication, which is vital for language acquisition (Penny Ur 2009).

d. Discussion

A discussion format was employed by the teacher as a warm-up activity, based on observations at MAN 1 Kebumen. Discussions are common pedagogical tool in the classroom, as they are considered to be more effective in fostering collaboration among students and facilitating peer interaction. Furthermore, discussions assist students in articulating their ideas and thoughts within their groups. In this activity, students are required to read a specific text, identify challenging vocabulary, and translate a descriptive section about Cristiano Ronaldo.

The initial phase of the lesson involves the teacher entering the classroom, greeting the students, and providing motivational support to encourage enthusiasm for learning. Additionally, the instructor delineates the intended learning outcomes, takes attendance, and reviews the material from the preceding lesson, which focuses on describing Ronaldo.

In the subsequent activity, the teacher directed the students to consult page 11 of their textbooks for a reading exercise related to Cristiano Ronaldo. Subsequently, the students were divided into groups of four to translate the text and note any unfamiliar vocabulary, with the option of using online resources within reasonable limits. Following a 15-minute collaborative effort, one group, which had previously been reticent, presented their translations, which were met with applause from both their peers and the instructor.

This pedagogical approach is consistent with Agustina and Cahyo's (2017) assertion that discussions are an effective method for fostering student engagement and collaboration, which in turn enhances communicative competence (Williyan 2023). Moreover, Thornbury (2005) stated that discussions not only facilitate active participation but also cultivate critical thinking and language skills by providing a supportive environment for students to express their ideas (Thornbury 2005). Furthermore, Richards and Renandya (2002) posit that collaborative learning through group activities fosters a more profound comprehension and retention of language concepts, thereby further enhancing students' (Richards, Willy 2002).

Table 4.4 Technique of Discussion and Debate

Strategy	Technique	Yes	No
Discussion	• The teacher gives the students a topic, then the teacher divides the students into several groups • After the teacher divides the students into groups, the	✓ ✓ ✓ ✓	

Debate	teacher gives the task sheet to the students. • Students work on the group assignment sheet together. • Students present the task sheet in front of the class. • The teacher gives appreciation and gives other groups the opportunity to give responses to the group that is advancing. • The teacher gives the students a topic, then the teacher divides the students into several group. • After that the students were asked by the teacher to argue about the pros and cons of the content of the topic.	✓	✓ ✓

The session commenced with an introduction to the subject matter, which centered on the renowned athlete Cristiano Ronaldo. Subsequently, the instructor provided the students with a series of discussion prompts centered on the topic. Subsequently, the students were directed to consult page 11 of their textbooks and peruse the passage in a cursory manner. Following a five-minute reading period,

the instructor prompted the students to share the information they had gathered about Cristiano Ronaldo from the text. Subsequently, the students were divided into groups of four and tasked with translating the text and identifying any unfamiliar vocabulary using online resources. Furthermore, the students were obliged to complete an individual worksheet, with the teacher authorizing the utilization of online dictionaries for the investigation of unfamiliar terminology within reasonable limits. The students were allotted approximately fifteen minutes to complete the task and subsequently present the findings of their respective groups.

This structured approach follows Thornbury (2005) stated that the use of discussion questions to stimulate critical thinking and facilitate meaningful conversations among students (Thornbury 2005). Meanwhile, Maidar and Mukti (1991) argue that discussion represents a learning method that involves the exchange of ideas, either in a small group or in a larger group, intending to acquire knowledge, reach a consensus, or formulate a decision regarding an existing issue (Widiastuti and Kania 2021). Additionally, Harmer (2007) also emphasizes on the significance of pre-discussion activities to enhance comprehension and engagement, thereby allowing students to develop a more profound understanding of the topic (Harmer 2007).

Picture 4.9 student activity discussion

Upon reviewing the image, it is evident that the students are actively participating in discussions and collaborating on the assigned task. The

students adeptly utilized their devices to assist in completing the task and translating complex words. Engaging in such discussion activities significantly contributes to fostering students' creativity and comprehension of the learning material.

Picture 4. 10 Student activity presentation the result of the discussion

As illustrated in the image, the students presented their task sheet before the class, in accordance with the teacher's request for a group to share their completed work. Despite initial reticence and a lack of confidence, the students displayed considerable courage as they read their translation aloud, with the teacher closely observing. The teacher's acknowledgement of their efforts, manifested in the form of applause, functioned as a form of positive reinforcement, encouraging them to persevere in presenting the discussion outcomes. This approach is in accordance with the fundamental principle of the discussion and debate strategy, which emphasizes the importance of acknowledging and encouraging group participation. In this particular case, the teacher adapted the discussion strategy in order to align it with the material being taught

The implementation of this strategy is consistent with the theoretical framework proposed by Thornbury (2005), which outlines seven techniques for effective discussion and debate in language teaching, emphasizing the value of active student engagement (Thornbury 2005). As Bierman, and Juvonen (2018) asserts, the promotion of participation and the expression of appreciation are of paramount importance in bolstering student confidence and establishing an optimal environment

for skill development (Saxer 2024). This approach is further supported by Harmer's (2007) perspective on the importance of constructive feedback in language instruction, which reinforces student motivation and fosters a more dynamic and interactive classroom experience. The incorporation of group presentations and teacher feedback serves to reinforce collaborative learning, whilst simultaneously enhancing students' abilities in both speaking and critical thinking(Harmer 2007).

Table 4.4 Technique of Discussion and Debate

Strategy	Technique	Yes	No
Discussion	• The teacher gives the students a topic, then the teacher divides the students into several groups • After the teacher divides the students into groups, the teacher gives the task sheet to the students. • Students work on the group assignment sheet together. • Students present the task sheet in front of the class. • The teacher gives appreciation and gives other groups the opportunity to give responses to the group that is advancing.	✓ ✓ ✓ ✓	
Debate	• The teacher gives the students a topic, then the teacher divides the students into several group.		✓

	• After that the students were asked by the teacher to argue about the pros and cons of the content of the topic.		✓

The table above illustrates the teacher's utilization of discussion and presentation techniques in the teaching of spoken language, following the stages and methods delineated in Thornbury's (2005) theoretical framework. The instructional process commenced with the introduction of a topic focusing on the football athlete Cristiano Ronaldo. This was followed by the division of students into groups, each of which was provided with a worksheet to facilitate collaborative discussion. Subsequently, the students engaged in group dialogue to explore the topic in greater depth. Thereafter, the teacher prompted group presentations and facilitated peer responses. Upon completion of the presentations, the instructor provided constructive feedback and recognition, thereby further reinforcing student participation (Thornbury 2005).

This strategy is consistent with Richards and Rodgers (2001) emphasize the significance of social interaction and authentic communication in the learning process. Techniques such as structured group discussions, student presentations, and peer and teacher feedback facilitate effective collaborative and communicative learning. Discussion and debate framework, in which the teacher employed five out of the seven techniques, including structured group discussions, student presentations, active listening, peer feedback, and teacher feedback (Richards and Rodgers 2002). Furthermore, Harmer (2007) emphasizes the value of these interactive methods in developing oral proficiency. He asserts that structured classroom interaction not only facilitates the growth of speaking abilities but also encourages

critical thinking, active involvement, and collaborative learning (Harmer 2007).

3. Evaluation

Based on the observations and interviews, it can be concluded that teachers rely on evaluations to gain an overview, implement improvements, and assess the learning process. During this stage, the teacher provides worksheets or assignments in the student guidebook. It is essential to make preparations to enhance teachers' readiness and ensure that the learning process is organized and aligned with learning objectives. This approach helps to make learning more engaging, creative, and innovative.

This statement reflects the implementation of formative evaluation, an approach utilized by teachers to monitor student progress and enhance the learning process, through the use of worksheets and assignments. Black & Wiliam (1998) highlight the importance of such evaluation for ensuring the achievement of learning objectives. Furthermore, thorough preparation aligns with the principles of Instructional Design Theory as set forth by Gagné et al. (2005), which ensures a more structured and creative learning process (Robert, Briggs 2020). Sukamti's (2008) Teacher Readiness Theory also supports the importance of preparation in enhancing the quality and innovation of teaching (Nastitik 2018).

> "Yes, we always conduct assessments. Formative assessment is consistently present in every learning process, while summative assessment is carried out at the end to determine whether the child is competent to take that assessment." (Interview on 13 August 2024)

> "Evaluation, they can actually practice even though, well, earlier, and for the evaluation, they need to add more vocabulary." (Interview on 23 August 2024)

The findings from the interviews indicate that the assessment and evaluation stages play a critical role in measuring students' comprehension of the material being taught. The primary purpose of evaluation is to provide feedback and make necessary adjustments to the learning process while ensuring the attainment of learning objectives. This view is supported by Nurhasanah,

Jayadi, and Sya'diah (2019), who argue that assessment and evaluation are integral not only for concluding the learning process but also for assessing the effectiveness of teaching and the achievement of student outcomes(siti nurhasanah, agus jayadi, rika sya'diah 2019).

Harmer (2007) echoes this sentiment, asserting that effective assessment is a fundamental component of the teaching process, as it measures students' understanding and informs improvements in instructional strategies (Harmer 2007). Similarly, Thornbury (2005) highlights that formative assessment, conducted both during and after instructional activities, enables educators to identify areas where students may require additional support, thereby enhancing the overall learning experience (Thornbury 2005). Collectively, these perspectives underscore the essential role of assessment and evaluation in facilitating student learning and ensuring the fulfillment of educational goals (Brown 2004).

C. The challenges and barriers that teachers encounter when implementing strategies in teaching speaking at the tenth grade of MAN 1 Kebumen

Based on observations and interviews with teachers and students conducted during four meetings, several obstacles to effective communication were identified. The students displayed a lack of confidence in their speaking abilities, which they attributed to several factors. These included a limited general knowledge and vocabulary, minimal speaking practice, apprehension about making mistakes, infrequent use and practice of speaking, lack of motivation to speak, limited interest in reading and speaking, and a lack of self-confidence (Murti 2022). Thornbury (2005) posits that such challenges can significantly impede language acquisition, underscoring the necessity of fostering a supportive environment that fosters risk-taking in language use (Thornbury 2005). Moreover, Harmer (2007) asserts that instilling students with confidence through positive reinforcement and providing ample opportunities for verbal expression is crucial for surmounting these impediments. These theories collectively highlight the necessity of addressing

these obstacles to facilitate more effective communication and enhance students' speaking skills (Harmer 2007). These challenges are substantiated by the findings of interviews with students and teachers, as detailed below.:

Based on interviews (Umi and Safina) students of class X5:

> "When we memorized the dialogue text on the table, we felt that we had memorized it and it was good, but when we went to the front of the class we felt nervous and sometimes our memorization was lost." (Interview on 13 August 2024).

The results of the interview indicate that the primary obstacle to implementing the teacher's strategy for teaching speaking is the students themselves, who exhibit a continued reluctance to engage in public speaking in English. With the acquisition of the courage to practice speaking skills, students can enhance their abilities. Frequent practice of speaking at home will further facilitate pronunciation and vocabulary acquisition (Yusuf and Zuraini 2016).

Based on the interview (Salamah) student of class X 2:

> "I feel unprepared, I am confused about string words in English how I am confused, for my vocabulary mastery is also still lacking." (Interview on 23 August 2024).

The results of interviews with students indicate that the primary obstacles to their speaking abilities are a lack of vocabulary and a lack of practice. This results in students feeling confused when attempting to string words together directly. This was also explained by teacher Siti Fatkhurohmah.

> "The challenges to implementing presentation and speaking strategies are that students are still confused and occasionally look back and lack vocabulary." (interview on 23 August 2024).

Another challenge encountered is the need to engage students in learning activities that align with the learning objectives and the teacher's lesson plan, fostering active participation in the classroom. The next obstacle is the lack of adequate facilities, such as internet access, which can impede the learning process. Insufficient internet connectivity can hinder the achievement of learning targets and prolong the learning process, as students must wait for the

internet to become available before they can proceed with their studies (Martin and Madigan 2007). Thornbury (2005) posits that the alignment of activities with explicit objectives is pivotal for optimizing student engagement and effective language acquisition. Furthermore, inadequate facilities, such as unreliable internet access, impede the learning process (Thornbury 2005). Mishra and Koehler (2006) posit that inadequate resources can impede the achievement of learning objectives and delay progress, as students must wait for connectivity to resume their studies (Beri and Sharma 2019). These theories collectively emphasize the significance of engaging activities and adequate resources in the effective teaching and learning process. This issue was also discussed in an interview with teacher Siti Fatkhurohmah.

> "The obstacle is when the internet is not running or the signal is difficult, it takes up a lot of time or." (Based on interview 30 August 2024).

In consideration of the aforementioned interview, it is recommended that educators develop engaging and communicative activities while employing appropriate pedagogical strategies to address these challenges. Thornbury (2005) underscores the significance of interactive and communicative methodologies in facilitating language acquisition, as these approaches promote active engagement and enhance students' speaking abilities (Thornbury 2005). Furthermore, Harmer (2007) endorses this position by promoting the incorporation of dynamic learning activities that encourage students to practice their English communication skills, thus affording them invaluable opportunities to enhance their language proficiency (Harmer 2007). Additionally, Johnson (2002) states that it is important to establish a connection between student learning and real-world contexts. Teachers can adapt lessons to be more contextual and based on long-term learning when the internet is unavailable or unreliable. This allows students to continue learning without relying on technology (Chornelia 2024).

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions. The conclusions are relevant to the findings and discussion. The suggestions contain some notes that are very important in the teacher's strategy in teaching English speaking. Based on the results of the research results are as follows:

A. Conclusion

This research identified four strategies employed by teachers in teaching English, with a particular focus on the teaching of speaking skills at MAN 1 Kebumen. These strategies encompass dialog practice, live listening, presentation and talk, and discussion. The rationale for selecting these strategies is to align them with the learning objectives, namely, to enhance students' speaking abilities and foster a more active and innovative learning environment.

The implementation of the aforementioned strategies is conducted following the steps delineated by Thornbury (2005) for each strategy utilized. The implementation of the dialog strategy is conducted in two stages. Initially, students are paired with their classmates, and then they engage in dialog practice on the topic presented by the instructor. Subsequently, the implementation of the live listening strategy is conducted in four stages. Initially, the teacher elucidates the topic. Subsequently, the students demonstrate increased attention to the teacher's explanations. In the third step, the teacher poses questions to the students concerning the audio material presented. The final step is for students to present arguments based on the audio they have heard. The subsequent strategy to be implemented is that of presentation and discussion. In implementing this strategy, the teacher performs four actions: firstly, the teacher requests that students introduce themselves; secondly, students commence with a participatory activity. The subsequent phase is the presentation of the objective, and the final phase is the

opportunity for students to engage in discourse and present their findings. The fourth strategy is discussion. In the implementation of the discussion strategy, the teacher employs five steps. Initially, the teacher presents a topic for discussion and subsequently forms students into several groups. Subsequently, the instructor provides students with a worksheet, and the subsequent phase entails group work and the presentation of the outcomes of the discussions in the classroom. The concluding step is the instructor's commendation of the group that has presented the discussion results.

An examination of data collected from interviews with teachers and students reveals the challenges pupils face in acquiring English speaking skills. The difficulties can be mainly ascribed to two main factors: the students' incomplete mastery of the language, resulting from insufficient practice and a limited vocabulary, and the limitations imposed by the teaching environment, namely in terms of time management and the accessibility of supportive learning resources.

B. Limitation

The study limitations of the thesis entitled "Teacher's Strategies in Teaching Speaking for the Tenth Grades Students of MAN 1 Kebumen are as follows:

1. The study only took one teacher and two classes from tenth-grade students of MAN 1 Kebumen.
2. The study's results cannot be generalized because it was only conducted in two classes at MAN 1 Kebumen.
3. The research was conducted with one teacher in the tenth-grade of MAN 1 Kebumen

C. Suggestion

Based on the findings and discussion of analysis data, the strategy has an impact on many aspects, including the teacher, students, and researcher. For more information, consider the following suggestions:

1. For the teacher

   As a result of this research, it is hoped the teacher to make fun activities that can collaborate with the strategies before. Teachers are encouraged to implement a variety of speaking strategies, provide detailed formative feedback, and foster a supportive classroom environment that promotes risk-taking and confidence in speaking.

2. For the researcher

   This research has identified the challenges and barriers to implementing the teacher's strategies in teaching speaking. It is hoped that the findings will be useful for addressing similar problems or situations. The results of this research are expected to aid future researchers who are interested in studying teacher strategies for speaking skills.

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APPENDICES

Appendix 1

CERTIFICATE OF HAVING CONDUCTED RESEARCH

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.3446/Un.19/D.FTIK/PP.05.3/08/2024 21 Agustus 2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala MAN 1 Kebumen
Kec. Kebumen
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Fida Lestari
2. NIM	: 2017404081
3. Semester	: 9 (Sembilan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Desa Tanahsari RT 01 RW 05 Kecamatan Kebumen Kabupaten Kebumen
6. Judul	: Teacher's Strategis in Teaching Speaking at the Tenth Grade Students of MAN 1 KEBUMEN

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Teacher's Strategis in Teaching Speaking at the Tenth Grade Students of MAN 1 KEBUMEN
2. Tempat / Lokasi	: MAN 1 KEBUMEN
3. Tanggal Riset	: 22-08-2024 s/d 22-10-2024
4. Metode Penelitian	: Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Siti Fatkhurohmah, S.Pd., M.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEBUMEN
MADRASAH ALIYAH NEGERI 1
Jalan Cincin Kota Nomor 44 Kebumen 54317
Telepon (0287) 381546
website : www.mansakebumen.sch.id
Email : mankebumen1@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 982.1/Ma.11.05.01/TL.00/09/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Kebumen , menerangkan dengan sesungguhnya bahwa :

N a m a	: FIDA LESTARI
N I M	: 2017404081
Perguruan Tinggi	: Universitas Islam Negeri Prof.KH. Saifudin Zuhri Purwokerto
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan/Prodi	: Tadris Bahasa Inggris

Benar-benar telah melaksanakan Penelitian di MAN 1 Kebumen untuk penyusunan skripsi dengan judul ***"Teacher's Strategis in Teaching Speaking at the Tenth Grade Students Of MAN 1 Kebumen"***, pada :13 Agustus 2024 s.d 30 Agustus 2024.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kebumen, 3 September 2024
Kepala,

KEMENTERIAN AGAMA REPUBLIK INDONESIA MADRASAH ALIYAH NEGERI 1 KEBUMEN

Wachid Adib

Appendix 2

CHECK LIST INSTRUMENT GUIDELINE

Check List Instrument Strategies Teaching Speaking

Nama : Fida Lestari

NIM : 2017404081

Title : Teacher's Strategies In Teaching Speaking for The Tent Grade Students of MAN 1 Kebumen

No	Strategies Teaching Speaking	Yes	No
1.	Role Play		
2.	Recordings and Transcripts		
3.	Dialogues Practicing		
4.	Drilling and Chants		
5.	Storytelling		
6.	Live Listening		
7.	Task Repetition		
8.	Conversation and Chat Classroom		
9.	Outside-class Speaking		
10.	Writing Task		
11.	Noticing-Gap-Activities		
12.	Discussion and Debate		
13.	Presentation and Talk		

Check List Instrument Strategies Teaching Speaking

Nama : Fida Lestari

NIM : 2017404081

Title : Teacher's Strategies In Teaching Speaking for the Tent Grade Students of MAN 1 Kebumen

No	Strategies	Technigue	Yes	No
1.	Role Play	• The teacher asks students to make a drama script • Then the student have to present it in front of the class • The teacher prepares the scenario will be presented • The teacher divided the students consist of some groups • The teacher giving explanation about the competence will be reached • For the students in each group do observe that scenario • Each group must be showed the result of the scenario • The teacher will give some addition comments • The teacher gives evaluation of the lesson • The teacher closes the lesson.		
2.	Recordings and Transcripts	• Teachers use transcripts • The teacher provide a transcript of one topic that corresponds to the recording		

		• Students listen and speak based on transcripts imitating native speakers from recordings.		
3.	Dialogues Practicing	✓ Students get paired with their friends ✓ The student practices the dialogue on the topic given by the teacher		
4.	Drilling Chant	• The student imitates words, phrases, and whole utterances modeled by the teacher • The student repeats words, phrases, and whole utterances modeled by the teacher • Students memorize certain words • The student imitates the repetition of words or sentences spoken by the teacher • The teacher focuses on accuracy		
5.	Storytelling	• The teacher asks the students to read a fairy tale • The teacher asks them to retell orally about the story they read		
6.	Live Listening	• The teacher tell about a topic, • Then student pay attention • The student asks questions • The student give criticism or arguments based on the topic.		
7.	Task Repetition	• The student repeating materials		

8.	Conversation and Chat Classroom	• The teacher asks students to practice with their friends.		
9.	Outside-class Speaking	• The teacher accompanies the students out of the classroom • The teacher asks students to observe their surroundings • Then, teacher asks students to tell what they have seen about their environment orally		
10.	Writing Task	• .The teacher requests that the students form groups. The teacher then instructs the students to write paper conservation. • The teacher oversees the students as they complete the paper conservation. • The teacher requests that they present it.		
11.	Noticing-Gap-Activities	• The teacher initiates the audio component of the lesson by setting the audio for students to listen to. The teacher then introduces the speakers on the cassette. • The students are required to listen to the audio and demonstrate an understanding of the speakers being listened to.		

		• The teacher plays the audio repeatedly from the audio source. • The teacher ensures that students are aware of the rationale behind each listening exercise by providing explanations at the appropriate pauses in the audio recording.		
12.	Discussion and Debate	• The teacher gives the students a topic, then the teacher divides the students into several groups • After the teacher divides the students into groups, the teacher gives the task sheet to the students. • Students work on the group assignment sheet together. • Students present the task sheet in front of the class. • The teacher gives appreciation and gives other groups the opportunity to give responses to the group that is advancing. • The teacher gives the students a topic, then the teacher divides the students into several group. After that the students were asked by the teacher to argue about the pros and cons of the content of the topic.		
13	Presentation and talk	• Students introduce themselves		

		• Students open the presentation with a participatory activity, asking questions of the audience, or stating facts. • Student conveys the objective • Student speaks and presents • Student engages the audience		

Appendix 3

INTERVIEW GUIDELINE FOR TEACHER PRE-OBSERVATION

TRANSCRIPT OF INTERVIEW TEACHER

Nama : Fida Lestari

NIM : 2017404081

Date :

Title : Teacher's Strategies In Teaching Speaking at the Tent Grade Students of MAN 1 Kebumen

1. Apakah Ibu bersedia menjadi narasumber untuk penelitian saya?
2. Ibu berapa lama mengajar di MAN 1 Kebumen?
3. Kalau boleh tau, Ibu mengajar di kelas berapa ya bu?
4. Untuk sekarang materi kelas 10 sudah sampai mana ya bu?
5. Bagaimana persiapan ibu sebelum mengajar, ketika mengajar dan juga setelah mengajar apa saja yang biasanya ibu lakukan?
6. Saya ingin bertanya mengenai strategi mengajar speaking dalam bahasa inggris yang ibu terapkan di sekolah MAN 1 Kebumen, Apakah ibu berkenan?
7. Terkait pembelajaran speaking yang ibu gunakan di dalam kelas itu apa saja ya strateginya?
8. Untuk setiap materi biasanya ibu menggunakan berapa strategi?
9. Alasan pemilihan strategi yang digunakan apa bu?
10. Untuk contoh dari strategi yang telah disampaikan, bagaimana langkah langkah yang ibu terapkan?

Appendix 4

INTERVIEW GUIDELINE FOR TEACHER OBSERVATION

TRANSCRIPT OF INTERVIEW TEACHER

Nama : Fida Lestari

NIM : 2017404081

Date :

Title : Teacher's Strategies In Teaching Speaking at the Tent Grade Students of MAN 1 Kebumen.

1. Bagaimana proses pembelajaran pada pertemuan ini?
2. Apakah berjalan sesuai dengan tujuan pembelajaran ?
3. Apa strategi yang ibu gunakan pada pertemuan kali ini?
4. Bagaimana penerapan strategi tesebut?
5. Apa alasan ibu memilih strategi tersebut?
6. Apa kelemahan dari strategi yang ibu pilih ?
7. Menurut ibu keunggulan dari strategi yang ibu gunakan itu apa saja?
8. Apa saja kendala yang dialami ketika menerapkan strategi tersebut dikelas?
9. Apakah persiapan yang dilakukan guru sebelum, saat mengajar dan setelah mengajar?
10. Apakah diakhir pembelajaran ada assessment?
11. Apa saja indikator yang digunakan guru dalam menilai speaking siswa?
12. Apakah selain strategi yang telah dilakukan apakah ada strategi lain yang dapat diterapkan guru?
13. Apakah strategi yang telah dipilih guru, apakah strategi tersebut efektive dalam meningkatkan skill speaking siswa?

Appendix 5

INTERVIEW GUIDELINE FOR STUDENT

TRANSCRIPT OF INTERVIEW STUDENT

Nama : Fida Lestari

NIM : 2017404081

Date :

Title : Teacher's Strategies In Teaching Speaking at the Tent Grade Students of MAN 1 Kebumen.

1. Apa saja persiapan anda sebelum pembelajaran, apakah anda biasanya belajar terlebih dahulu?
2. Bagaimana proses pembelajaran yang tadi sudah diajarkan guru, bisa diceritakan secara singkat apa saja yang dilakukan guru ketika mengajar?
3. Apakah anda mengalami kesulitan dalam mengikuti pembelajaran dikelas?
4. Apakah pembelajaran tersebut menyenangkan dan mudah untuk dipahami anda?
5. Apakah strategi mengajar yang digunakan guru membantu meningkatkan skill speaking anda?
6. Apakah ada saran dan masukan dari pembelajaran kali ini?

Appendix 6

Checklist of Observation

Check List Instrument Strategies Teaching Speaking

Nama : Fida Lestari

NIM : 2017404081

Title : Teacher's Strategies In Teaching Speaking for The Tent Grade Students of MAN 1 Kebumen

No	Strategies Teaching Speaking	Yes	No
1.	Role Play		
2.	Recordings and Transcripts		
3.	Dialogues Practicing	✓	
4.	Drilling and Chants		
5.	Storytelling		
6.	Live Listening	✓	
7.	Task Repetition		
8.	Conversation and Chat Classroom Classroom		
9.	Outside-class Speaking		
10.	Writing Task		
11.	Noticing-Gap-Activities		
12.	Discussion and Debate	✓	
13.	Debates Presentation & talk	✓	

		• Students listen and speak based on transcripts imitating native speakers from recordings.		
3.	Dialogues Practicing	• Students get paired with their friends • The student practices the dialogue on the topic given by the teacher	✓ ✓	
4.	Drilling Chant	• The student imitates words, phrases, and whole utterances modeled by the teacher • The student repeats words, phrases, and whole utterances modeled by the teacher • Students memorize certain words • The student imitates the repetition of words or sentences spoken by the teacher • The teacher focuses on accuracy		
5.	Storytelling	• The teacher asks the students to read a fairy tale • The teacher asks them to retell orally about the story they read		
6.	Live Listening	• The teacher tell about a topic, • Then student pay attention • The student asks questions • The student give criticism or arguments based on the topic.	✓ ✓ ✓ ✓	
7.	Task Repetition	• The student repeating materials		
8.	Conversation and Chat Classroom Classroom	• The teacher asks students to practice with their friends.		

9.	Outside-class Speaking	• The teacher accompanies the students out of the classroom • The teacher asks students to observe their surroundings • Then, teacher asks students to tell what they have seen about their environment orally		
10.	Writing Task	• .The teacher requests that the students form groups. The teacher then instructs the students to write paper conservation. • The teacher oversees the students as they complete the paper conservation. • The teacher requests that they present it.		
11.	Noticing-Gap-Activities	• The teacher initiates the audio component of the lesson by setting the audio for students to listen to. The teacher then introduces the speakers on the cassette. • The students are required to listen to the audio and demonstrate an understanding of the spenkers being listened to. • The teacher plays the audio repeatedly from the audio source. • The teacher ensures that students are aware of the rationale behind each listening exercise by providing explanations at the		
		appropriate pauses in the audio recording.		
12.	Discussion and Debate	• The teacher gives the students a topic, then the teacher divides the students into several groups • After the teacher divides the students into groups, the teacher gives the task sheet to the students. • Students work on the group assignment sheet together. • Students present the task sheet in front of the class. • The teacher gives appreciation and gives other groups the opportunity to give responses to the group that is advancing. • The teacher gives the students a topic, then the teacher divides the students into several group. After that the students were asked by the teacher to argue about the pros and cons of the content of the topic.		
13	Presentation and talk	• Students introduce themselves • Students open the presentation with a participatory activity,	✓ ✓	
		asking questions of the audience, or stating facts. • Student conveys the objective • Student speaks and presents • Student engages the audience	✓ ✓	

Mengetahui,

Siti Fatkhurrohmah, S.Pd., M.Pd

PROF. KH. SAIFUDDIN ZUHRI

Appendix 7

FIELD NOTE OBSERVATION GUIDELINE

Field Note : 1
Tanggal : 13 Agustus 2024
Kelas : X 5

Pada pertemuan pertama guru menggunakan strategi dialoges practicing. Proses pembelajaran diawali dengan memberikan salam dan greeting kepada siswa. Kemudian guru mengecek presensi siswa dan Guru kemudian menjelaskan terkait tujuan pembelajaran yang akan dicapai dan menyampaikan penilaian hasil pembelajaran. memberikan motivasi semangat belajar siswa agar kompetensi dan karakter yang sesusi dengan profil pelajar Pancasila.

Pada kegiatan inti guru membagi menjadi 4 kegiatan. Pada kegiatan pertama guru memberikan sebuah gambar tentang atlet berprestasi di cabang olahraga tertentu, tujuanya agar memancing rasa ingin tahu peserta didik dan memperluas wawasan peserta didik terhadap jenis olahraga baru, Guru juga menyakan beberapa perrtanyaan untuk mempersiapkan background knowledge peserta didik seperti "what do you see in the picture? Kemudian siswa menjawab " tu gambar atlet sepak bola" kemudian guru menjawab " who are they?" siswa menjawab " Cristiano Ronaldo " Guru menayakan kembali "What kind of sport do they play?" siswa menjawab " make a healty of physic and make a happy mrs " guru menanyakan kembali tentang pendapat peserta didik " what is your opinion about him?" siswa menjawab" he is handsome and popular. Pada kegiatan kedua yaitu bagian lets play sesuai dengan modul ajar yang guru buat. Guru menayangkan sebuah video tentang materi how to asking and giving opinion dalam sebuah layar yang disediakan dalam setiap kelas. Kemudian siswa diminta untuk menyimak dan memahami secara seksama. Setelah siswa menyimak video, guru dan siswa menjelaskan kembali secara singkat terkait materi dari video tersebut dan guru meminta siswa untuk menyebutkan apa saja ungkapan yang termasuk dalam asking opinion dan ungkapan apa saja yang termasuk giving opinion. Pada kegiatan ketiga guru memberikan contoh dialog asking and giving opinion dan siswa diminta untuk membaca dan memahami dan menemukan kata-kata yang sulit dipahami. Kemudian guru meminta siswa mengungkapkan kalimat terkait asking and giving opinion tentang barang ada di sekitar kelas yaitu tempat pensil. Guru menanyakan pada siswa "apa benda yang saya pegang? Apa pendapat kamu tentang pensil ini? apakah ini berwarna merah? Kemudian siswa menjawab "yes I agree with you". Setelah itu guru meminta siswa untuk membentuk kelompok berpasangan dan meminta siswa untuk membuat teks dialong dengan tema bebas tentang asking and giving opinion. Setelah itu siswa bersama teman pasangannya mendiskusikan teman dan teks dialogue bersama pasanganya. Hingga pada kegiatan keempat setelah siswa membuat teks dialogue kemudian siswa mempraktekan dialogue yang sudah dibuat dan dihafalkan didepan kelas. Siswa cukup antusias untuk praktek dialogue yang mereka lakukan walaupun pada awalnya mereka malu dan tidak mau namun mereka bisa mempraktekan teks dialougue yang dibuat dengan baik dan cukup lancar dan guru tidak lupa memberikan apresiasi dan memberikan point tambahan kepada siswa yang telah berani praktek dialog didepan kelas.

Pada kegiatan penutup guru menjelaskan bahwa untuk pertemuan selanjutnya yaitu melanjutkan praktek dialog hingga semua semua maju. Kemudian guru dan siswa meyimpulkan kembali materi yang telah dipelajari yaitu tentang asking and giving opinion berisi tentang pengertian dan contoh contoh ungkapan tentang asking and giving opinion. Diakhir, guru memberikan slam penutup.

Catatan lapangan ini sesuai dengan apa yang benar-benar terjadi selama proses pembelajaran.

Mengetahui,

Siti Fatkhurrohmah, S.Pd., M.Pd.

Field Note : 2
Tanggal : 20 Agustus 2024
Kelas : X 5

Diawal pembelajaran guru membuka dengan salam dan menanyakan kabar kemudian guru menyampaikan kegiatan yang akan dilakukan yaitu melanjutkan praktek dialog bersama dengan pasangan. Kemudiian guru tidak lupa untuk mengecek presensi siswa. Sebelum praktik dimulai guru sedikit mereview kegiatan pembelajaran sebelumnya yaitu dengan menanyakan materi yang sudah dilihat di video pada pertemuan sebelumnya yaitu tentang asking and giving opinion. Guru meminta siswa menyebutkan contoh ungkapan yang termasuk asking opinion dan ungkapan yang termasuk giving opinion.

Pada kegiatan inti ini setelah guru selesai mereview materi sbelumnya guru meminta siswa untuk praktek dialog didepan kelas dengan teman sebangku atau pasangan berdialog mereka. Siswa diberikan waktu untuk menghafalkan dan mempersiapkan praktek dialog dimeja masing masing sebelum mereka maju ke depan kelas untuk penilaian. Setelah 5 menit kemudian siswa diminta untuk maju kedepan untuk penilaian speaking praktek dialog di depan kelas. Mereka bergilliran maju depan hingga setelah tiga puluh menit, praktek dialog selesai guru memberikan sedikit masukan dan saran kepada setiap pasangan yang maju untuk menningkatakan kembali kepercayaan diri mereka ketika maju kedepan kelas. Kemudian guru tidak lupa untuk mengapresiasi siswa yang telah berani mempraktekan dialog dengan baik.

Setelah kegiatan praktek dialog seleasi guru melakukan evaluasi pemebelajaran dan hasli penilaian terkait praktek dialog yang telah dilakukan siwa. Kemudian guru memberitahu untuk materi pembelajaran pada pertemuan selanjutnya yaitu masih tentang asking and giving opinion dengan kegiatan yang berbeda. Dikahir jem pembelajaran guru mengucapkan salam dan menutup pertemuan.

Catatan lapangan ini sesuai dengan apa yang benar-benar terjadi selama proses pembelajaran

Mengetahui,

Siti Fatkhurrohmah, S.Pd., M.Pd.

Field Note : 3
Tanggal : 23 Agustus 2024
Kelas : X 2

Pertemuan ketiga guru menerapkan strategi live listening dan juga picture description. Pada kegiatan awal pembelajaran guru memasuki ruangan dengan mengucapkan salam dan memberikan semangat motivasi belajar dan juga menyampaikan tujuan pembelajaran yang akan dicapai. Kemudian guru melakukan presensi.

Pada kegiatan inti guru memberikan tayangan audio description tentang Cristiano Ronaldo di layar yang sudah ada di ruang kelas. Siswa memperhatikan rekaman audio dengan seksama. Kemudian guru menanyakan apa saja description yang dijelaskan di rekaman audio yang telah didengar kemudian siswa diberikan kesempatan menjawab seperti jawaban dari salah satu siswa yaitu "Ronaldo is famous, rich, and player football". Guru menanyakan pendapat siswa tentang Cristiano Ronaldo "whats your opinion about Cristiano Ronaldo?" siswa kemudian menjawab dengan menerapkan cara giving opinion dengan baik seperti" in my opinion he is tall,and handsome". Guru juga menjelaskan bagaimana cara mendeskripsikan sesuatu dengan melihat ciri fisik terlebih dahulu kemudian menyebutkan ciri dari sifatnya. Setelah kegiatan listening dan berfikir kritis, siswa diminta guru untuk membuat deskripsi dari tokoh atau idola masing masing. Guru memeberikan waktu siswa untuk menulis dan menghafalkan. Kemudian setelah 5-10 menit guru meminta siswa untuk maju kedepan kelas untuk mendeskripsikan tokoh idola yang mereka suka. Ketika siswa maju guru juga memperhatikan pronounciation siswa agar tepat dan mengajari bagaimana cara mengucapkanya dengan benar. Setelah itu guru memberikan apresiasi kepada siswa yang sudah berani maju kedepan kelas mendeskripsikan tokoh favorit mereka.

Pada kegiatan penutup siswa bersama guru melakukan evaluasi dan mereview ulang materi dan kegiatan yang telah dilakukan. Kemudian guru meminta siswa untuk tetap melatih speaking mereka dirumah. Guru menjelaskan materi yang akan dipelajari untuk kegiatan selanjutnya yaitu diskusi masih dengan deskripsi tentang Cristiano Ronaldo yang ada di buku siswa dan meminta siswa untuk belajar. Kemudian diakhir pembelajaran guru menutup dengan salam dan doa.

Catatan lapangan ini sesuai dengan apa yang benar-benar terjadi selama proses pembelajaran

Mengetahui,

Siti Fatkhurrohmah, S.Pd., M.Pd.

Field Note : 4
Tanggal : 30 Agustus 2024
Kelas : X 2

Pertemuan keempat guru menggunakan strategi diskusi. Pada kegiatan awal guru memasuki ruangan dengan memberikan salam dan dilanjutkan dengan greating dan memberikan motivasi kepada siswa agar semangat belajar. Guru juga tidak lupa menjelaskan tujuan pembelajaran yang akan dicapai. Guru mekakukan presensi dan guru mereview materi kegiatan sebelumya yaitu tentang description tentang Ronaldo.

Pada kegiatan inti guru meminta siswa untuk membuka buku siswa pada halaman 11. Kemudian guru meminta siswa untuk membaca secara singkat pada bacaan tersebut. Setelah 5 menit mereka membaca guru menanyakan informasi apa yang ada dibuku tersebut tentang Cristiano Ronaldo. Kemudian guru meminta siwa untuk membentuk kelompok dengan jumlah anggota 4 orang dalam satu kelompok. Guru memberikan tugas pada semua kelompok untuk menterjemahkan teks tersebut dan menuliskan vocabulary yang belum mereka ketahui dan mencari terjemahanya di internet. Guru memerikan kebebasan kepada siswa untuk mencari di sumber internet untuk menterjemahkan, namun tetap pada batasan yang wajar. Mereka hanya diperbolehkan untuk mencari di kamu online untuk mencari kata kata yang tidak mereka tahu untuk menerjemahkan paragraph tersebut. Mereka di berikan wakru berdiskusi sekitar 15 menit untuk menyelesaikan tugas dari guru, dan diminta untuk mempresentasikan hasil diskusi masing masing kelompok. Setelah itu guru meminta salah satu kelompok yang sudah selesai untuk mempresentasikan hasil kerja kelompok yang sudah dipresentasikan. Siswa yang maju mempresentasikan hasil diskusi kelompok terlihat cukup berani walaupun awalnya malu dan tidak percaya diri. Kemudian mereka membacakan hasil terjemahan mereka. Saat itu guru memperhatikan siswa ketika mereka membacakan hasil terjemahan mereka. Guru tidak lupa memberikan aprresiasi berupa tepuk tangan atas kebernian siswa yang telah mempresentasikan hasil diskusi mereka.

Pada kegiatan penutup guru dan siswa memberikan masukan terkait presentasi dari bebrapa kelompok yang sudah maju. Guru merivew materi yang sudah dipelajari dan memberitahu terkait materi yang akan dipelajari pada pertemuan berikutnya yaitu tentang deskriptif teks namun dengan penilaian skill yang berbeda. Pada kegiatan penutup guru menutup pembelajaran dengan menutup salam.

Catatan lapangan ini sesuai dengan apa yang benar-benar terjadi selama proses pembelajaran

Mengetahui,

Siti Fatkhurrohmah, S.Pd., M.Pd.

Appendix 8

INTERVIEW TRANSCRIPT

Pre-Observation
Penelit : "Baik ibu apakah ibu bersedia Menjadi narasumber untuk penelitian saya?"
Narasumber :"Ya bisa."
Peneliti: Kalau boleh tau ibu mengjar disini sudah berapa lama?"
Narasumber: "Ini tahun ke 18."
Peneliti: "Kalu boleh tau ibu mengajar kelas berapa saja?"
Narasumber: "Sekarang kelas 10."
Peneliti: "Untuk materi dari kelas 10 sekarang sudah sampai mana ya bu?"
Narasumber: "Inikan baru masuk ya kemarin materi asking and giving opinion kemudian sekarang mau masuk ke deskriptif teks."
Peneliti: "Ketika mengajar sendiri itu bagaimana persiapanya, apa saja yang diperlukan ibu?"
Narasumber: "Sesuai dengan materinya, untuk materi asking and giving opinion adalah video dialog ketika mereka mempraktekan, kemudian materi power point sudah dipersiapkan".
Peneliti: "untuk kegiatan diakhir pembelajaran itu biasanya ada tugas atau assessment ngga bu?"
Narsumber: "Ya, assessment selalu kita lakukan pasti selalu kita lakukan, assessment formatif kan selalu ada dalam setiap proses pembelajaran, kalau assessment sumatifnya diakhir kalau kita sudah selesai, untuk memastikan apakah anak sudah kompeten untuk melakukan assessment tersebut".
Peneliti: "Kemudian untuk strategi speaking sendiri ibu biasanya menggunakan apa saja?"

Narasumber:“untuk strategi speaking yang paling mudah ya berdialog, conservation, memainkan peran, siapa yang meminta dan siapa yang memberi pendapat.karna berdialog saya minta mereka untuk berpasangan dan menentukan apa yang nanti akan dippraktekan”.
Penliti: “Berarti strategi yang digunakan itu menyesuaikan ya bu”
Narasumber: “ Iya”
Peneliti: “Untuk alasan ibu memilih strategi tersebut apa ibu”?
Narasumber: “Ya supaya tujuan pembelajaran tercapai”.
Peneliti: “Kemudian Langkah -langkah penerapan strategi tersebut dalam kelas bagaimana ibu?”
Narasumber: “Mereka saya buat berpasangan kemudian saya minta mereka membuat dialog dengan materi yang sudah saya tentukan”.
Peneliti: “Baik ibu terimakasih waktunya”
Narasumber: “yaa”

Interview Teacher 1

Peneliti: “Bagaimana proses pembelajaran kali ini, apakah sudah sesuai dengan tujuan pembelajaran yang ibu inginkan?”
Narasumber: “sesuai, mereka bisa berbicara dengan bahasa inggris dengan baik”.
Penleiti “ Apa saja strategi yang digunakan pada pertemuan kali ini?”
Narasumber: “untuk tadi kita kasih mereka untuk tanya jawab mereka bisa menjawab dan merespon, di video mereka juga bisa melihat bagaimana percakapanya, dan mempraktikan sendiri,dan mempraktikan dialog yang sudah mereka buat dengan temannya”.
Peneliti: “Bagaimana penerapan awal yang dilakukan dalam kegiatan awal yang dilakukan sepertia persiapanya ibu?”
Narasumber: “untuk persiapanya tentu saja kami siapkan untuk link video, kalau untuk praktek secara langsung, tadi ya dengan memanfaatkan benda yang ada disekeliling ruang kita tadi sebenarnya banyak benda didalam kotak pensil didalam”.

Peneliti: “Baik ibu untuk selanjutnya apa alasan memilih strategi tersebut ibu?”
Narsumber: “Ya karena praktis dan lebih efisien”.
Peneliti:”ooh ya, karna praktis dan efieen ya bu, kemudian untuk kelemahan dari strategi yang ibu terapkan apa bu?”
Narasumber: “Kalau kelamaham kita seringnya melihat apa yang terbaik aja si mba. Ya kelemahan pasti adalah,kelemahanya paling ketika internet tidak jalan. Kita kadang kesulitan,wutuh waktu untuk itukan, jadi waktu kadang terbuanglah bahasanya seperti itu.”
Peneliti:”untuk di akhir pembelajaran apakah ada tugas ibu?”
Narasumber: “Kebetulan tadi yang satu jam ya, jadi paling untuk pertemuan selanjutnya yaitu melanjutkan praktek.”
Peneliti: “Apakah strategi yang dipilih, dapat meningkatkan skill speaking siswa?”
Narasumber: “Biasa pasti bisa, apalagi kalau saya kasih contohnya banyak ke anak dalam artian tidak hanya 1 contoh dan memanfaatkan benda yang ada diruang kelas tersebut untuk memancing siswa agar mereka speaking.”
Peneliti: “Untuk indikator-indikatot penilaian speaking yang ibu gunakan apa saja bu?”
Narasumber:”Pronounciationya pasti, kemudian ekspresinya, dan penggunaan ungkapan tadi yang sudah diajarkan tadi asking, giving and respondingnya dengan baik itu sudah masuk point disitu.”
Peneliti: “Ya ibu, teritmakasih bu.”
Narasumber: “Iya mba.”

Interview siswa 1

Peneliti: “ya ini dengan siapa aja ya?”
Siswa: “Nama saya Ummu Rodiyah dan saya Safina.”
Peneliti: “Untuk yang pertama,apa saja persiapan yang kalian lakukan itu bagaimana,belajar dulu atau bagaimana?”
Siswa: “Biasanya kalo malem itu belajar dulu.”
Peneliti: “Dalam pembelajaran bahasa inggris biasanya kalian praktek speaking dulu apa ngga?”
Siswa: “Biasanya praktek dulu mba sbelum pembelajaran, kaya praktik speaking, dirumah.”
Penliti:” Kemudian untuk proses pembelajaran yang tadi dilakukan, bisa untuk diceritakan?”
Siswa: “Gurunya tadi menjelaskan tentang bagaimana cara memberikan pendapat,meminta pendapat, dan merespon pendapat.”
Peneliti:’ Kemudian tadi sepertinya diminta untuk praktik dialog ya, itu bagaimana?”
Siswa: “iya yang pertama tadi bikin dialognya dulu, terus dihafalin,terus langsung dipraktekin langsung kak.”
Peneliti: “Kalian ada kesulitan apa tidak ketika diminta untuk praktek speaking?”
Siswa: “Ada, pertama malu kak kaya tadi, kadang kalo di meja hafalan inget tapi kalo udah maju kedepan kaya, tiba tiba bubyar yang dihafalin.”
Peneliti: “Tapi kalian bias mengatasi kesulitan itu ya?”
Siswa :” alhamdulillah bisa kak.”
Peneliti: “Menurut kalian pembelajaran tadi menyenangkan atau tidak?”
Siswa: “Menyenagkan kak.”
Peneliti: “Tadikan guru menerapkan strategi praktik dialog, nah menurut kalian praktek dialog itu bisa meningkatkan skill speaking kalian apa tidak?”
Siswa: “Bisa kak.”

Peneliti: “Ada saran dan masukan untuk pembelajaran kali ini atau tidak?”
Siswa: “untuk pembelajran kali ini ya menyenangkan kak.”
Peneliti: “Baik terimakasi ummu dan Sofiana.”
Siswa: “Sama-sama kak.”

Interview guru 2

Peneliti:”Baik ibu untuk pertemuan kali ini apakah sesuai dengan tujuan pembelajaran ibu?”
Narasumber:”Sesuai masih untuk speaking tapi mendeskripsikan tentang atlet.”
Peneliti:”Untuk strategi yang digunakan apay a bu?”
Narasumber:”Tadi kita setelkan audio ya, mereka menonton tentang deskripsi contohnya, kemudian mereka mempraktikan untuk mendeskripsikan.”
Peneliti:”Kemudian untuk pemilihan strategi tersebut apakah sudah tepat ibu?”
Narasumber:”Menurut saya sudah tepat karena mereka dikasih contoh dulukan tinggal, dan dibedakan antara deskripsi secara fisik sifat.”
Peneliti:”Untuk kelemahan dari strategi tersebut apa ibu?”
Narasumber:” aa anak masih kurang PD karena barangkali kurangnya vocabulary.”
Peneliti:”Berarti tadi maju juga banyak yang masih ini ya bu?”
Narasumber: “Nahh kan masih nengok gitu kan.”
Peneliti: “Berarti kendalanya untuk kali ini apa ibu?”
Narasumber: “ itu saya harus banyak pressure mereka improving vocabularynya untuk bisa ngomong harus banyak kosakata.”
Peneliti: “Untuk persiapan ibu tersendiri dari sebelum pembelajaran apa ibu?”
Narasumber: “Sebenarnya saya sudah mulai menyiapkan kata kata sulit yang dideskripsikan itu sangat membantu mereka mencarinya dan juga

untuk kosakata yang mereka tidak tau agar bisa ngomong untuk mendeskripsikan.”
Peneliti: “Iya, kemudian akhir pembelajaran tadi ibu melakukan evaluasi atau mereka ada tugas?”
Narasumber: “Evaluasi, mereka ternyata bisakan mempraktekan walaupun ya tadi,, dan untuk evaluasinya harus menambah kosakata lagi.”
Peneliti: “Ada tugas lagi atau tidak ibu?”
Narasumber: “ Tugasnya mereka untuk mencari kata sulit yang lain dari teks yang lain tidak hanya Ronaldo seperti itu.”
Peneliti: “Ya, untuk strategi tersebut apakah membantu skill speking siswa?”
Narasumber: “Bisa, sangat bisa, sangat bisa.”
Peneliti: “Baik ibu terimakasih.”
Narasumber: “Yas ama-sama.”

Interview siswa 2

Peneliti: “ Ya ini dengan siapa dari mana?”
Narasumber: “ Dengan Salamah Yuliati dari Grogol Penatus, Petanahan.”
Peneliti: “ Baik, ini siswa kelas 10 ya?”
Narasumber: “ Iya”
Peneliti: “Untuk yang pertama biasaya kalau pembelajaran sebelum pembelajarannya apa persiapan yang kamu lakukan dalam pembelajaran bahasa inggris?”
Narasumber: “Biasanya kalau malemnya, paling bac abaca materi sedikit.”
Peneliti: “Untuk Latihan speakingnya bagaimana, kadang kadang?”
Narasumber: “Emm iya”
Peneliti: “ Okey, untuk proses pembelajaran kali ini bagaimana, tadi gurunya suruh kamu ngapain?”
Narasumber: “Tadi disuruh speaking tentang deskripsi teks tentang Ronaldo.”
Peneliti: “Gimana perasaan kamu tadi?”
Narasumber: “ emm deg degan si, kaya kurang bisa dalam bahasa inggris, jadinya ya kaya kurang siap.”
Peneliti: “Tapi sudah melakukan yang terbaik tadi, udah bagus juga speakingnya. Kemudian ada kesulitan tersendiri ngga kalau belajar speaking.”
Narasumber: “ Lebih ke bingung kalau mau kata kata disusunya bagaimana.”
Peneliti: “Kalau untuk penguasaan kosakatanya tersendiri gimana?”
Narasumber: “Masih sedikit ka.”
Peneliti: “Untuk pembelajaran kali ini menurut kamu menyenangkan apa tidak?”
Narasumber: “ Menyenangkan.”
Peneliti: “Gurunya bagaimana?”
Narasumber: “Gurunya asik, terus kalau ngajar asiklah, mudah dipahami.”

Peneliti: “Strategi yang digunakan guru tadi bisa membantu kamu ngga si dalam meningkatkan speaking kamu?”
Narasumber: “Ya sangat membantu.”
Penliti: “Kemudian apa saran dan masukan untuk pembelajaran kali ini?”
Narasumber: “Mungkin kita lebih ke speakingnya ditambahin, ya biar bisa lebih menguasai.”
Peneliti: “Baik terimakasi.”
Narasumber: “ Sama-sama”

Interview Guru 3

Peneliti: “Baik ibu untuk pembelajaran kali ini apakah sesuai dengan tujuan pembelajaran yang ibu rencanakan?”
Narasumber: “Ya sesuai karena saya memang saya mengajarkan untuk diskusi dan sudah terjadi diskusi kan.”
Peneliti: “Baik ibu berarti untuk strategi yang digunakan itu discussion ya bu?”
Narasumber: “Ya”
Peneliti: “Penerapan strategi tersebut bagaimana ibu, tadi ibu meminta siswa untuk apa ibu?”
Narasumber: “Tadi saya meminta siswa untuk membuat kelompok dulu saya buat mereka kelompok empat empat.”
Peneliti: “Baik kemudian ibu menginstruksikan siswa untuk memberikan tugas apa yang harus dilaksanakan ditiap kelompok itu, mereka mendiskusikan kemudian mereka mempresentasikan.”
Peneliti: “Mendiskusika apa ibu lebih tepatnya?”
Narasumber: “Tadi tentang teks deskripsi.”
Peneliti: “Alasan pemilihan strategi tersebut apa ibu?”
Narasumber: “Karena agar anak aktif, itukan dari empat anak itu kan mereka saling terjadi komunikasi tanya ini, ini menjawab ini itukan jadi mereka aktif.”

Peneliti: “Untuk kelemahanya tersendiri gimana ibu?”
Narasumber: “Kelemahanya kalau kita tidak mengecek berkeliling, itu mereka kadang mereka tidak sesuai dengan yang materinya, karena mereka mengumpul.”
Peneliti: “Berarti terus mengawasi ya bu?”
Narasumber: “Ya berkala, tidak terus, ya berkala saja.”
Peneliti: “Untuk persiapan ibu tersendiri bagaimana ketika sebelum, ketika pembelajaran, dan setelah pembelajaran?”
Narasumber: “Sebelum kita siapkan apa yang akan didiskusikan terlebih dahulu, kemudian membuat kelompok, nah saat proses pelaksaan saya harus berkala mengecek apakah terjadi diskusi, progresnya bagaimana dan di akhir kita lihat hasilnya.”
Peneliti: “Baik diakhir pembelajaran apakah ada tugas atau tidak ibu?”
Narasumber: “Untuk tugasnya paling persiapan untuk materi selanjutnya.”
Peneliti: “Kemudian dari beberapa pertemuan ini kan, sudah ada beberapa strategi yang digunakan, nah apakah ada stategi lain yang digunakan?”
Narasumber: “Pastinya ada, supaya tidak bosenkan, umpanya saat ini diskusinya berkelompok 4, suatu saat kita buat kelompok besar, supaya lebih ekspresif lebih rame lebih ini karena ana banyak, suatu saat lagi kita ganti lagi stateginya.”
Peneliti: “Baik ibu terimakasih”
Narasumber: “Ya”

Interview siswa 3

Peneliti: “Ya dengan mas alfin ya?”
Narasumber: “Iya”
Peneliti: “Bagaimana proses pembelajaran tadi, tadi disuruh ngapain aja sama ibu guru?”
Narasumber: “Maju kedepan mempresentasikan hasil diskusi.”
Peneliti: “Menurut kamu pembelajaran kali ini menyenangkan apa tidak?”
Narasumber: “Menyenangkan karena gurunya enak kalau ngajar.”
Peneliti: “Guru kalau ngajar gimana apakah inovatif?”
Narasumber: “iya inovatif.”
Peneliti: “Kemudian untuk kesulitan saat maju kedepan atau speaking bagaimana, apa ada kesulitan?”
Narasumber: “ Tidak ada.”
Peneliti: “Untuk srategi yang digunakan guru tadi adalah diskusi dan presentasi, nah menurut kamu strategi tersebut bisa meningkatkan skill speaking kamu apa tidak?”
Narasumber: “Iya bisa.”
Peneliti: “Karena apa?
Narasumber: “Ya karena meningkatkan kepercayaan diri kak.”
Peneliti: “Kemudian untuk saran dan masukan pembelajaran kali ini ada apa tidak?”
Narasumber: “ sepertinya cukup.”
Peneliti: “Makasi mas alfin.”
Narasumber: “Ya”

Appendix 9

Interview with a teacher and student

AIRLANGGA

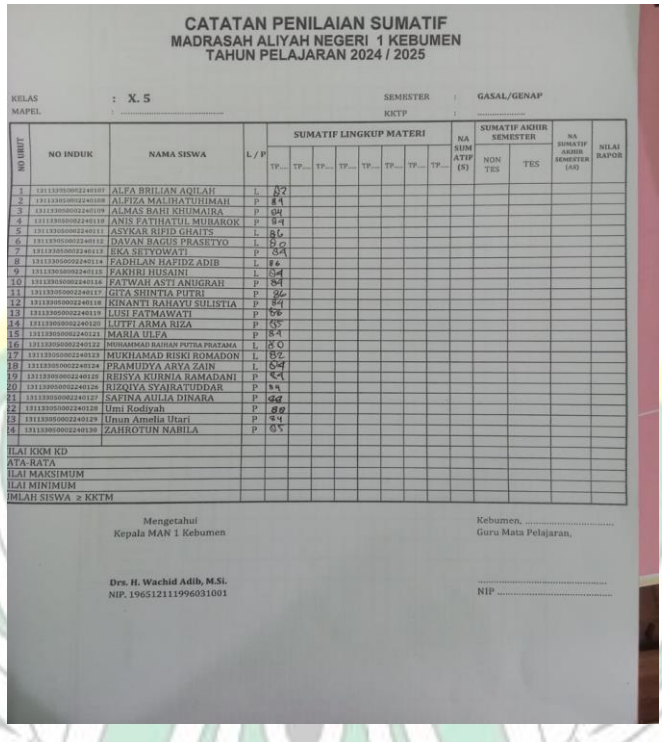
MAN 1 KEBUMEN

Appendix 10

Documentation of learning activities

Appendix 11

Students' Sroces of Dialogue Practice



CATATAN PENILAIAN SUMATIF
MADRASAH ALIYAH NEGERI 1 KEBUMEN
TAHUN PELAJARAN 2024 / 2025

KELAS : X. 5 SEMESTER : GASAL/GENAP
MAPEL : ..... KKTP : .....

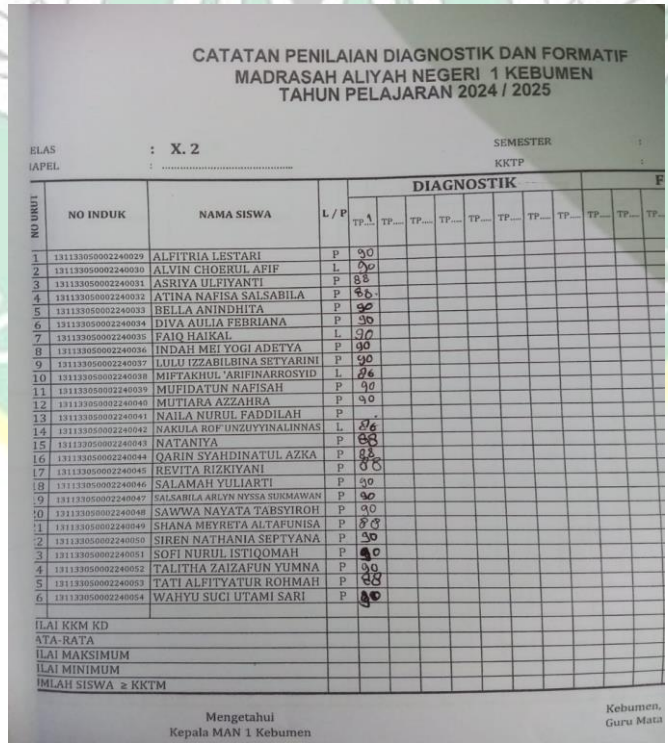
NO URUT	NO INDUK	NAMA SISWA	L / P	SUMATIF LINGKUP MATERI							NA SUM ATIF (S)	SUMATIF AKHIR SEMESTER		NA SUMATIF AKHIR SEMESTER (AS)	NILAI RAPOR
				TP...	TP....	TP....	TP....	TP....	TP....	TP....		NON TES	TES		
1	131133050002240107	ALFA BRILIAN AQILAH	L	87											
2	131133050002240108	ALFIZA MALIHATUHIMAH	P	89											
3	131133050002240109	ALMAS BAHI KHUMAIRA	P	94											
4	131133050002240110	ANIS FATIHATUL MUBAROK	P	94											
5	131133050002240111	ASYKAR RIFID GHAITS	L	86											
6	131133050002240112	DAVAN BAGUS PRASETYO	L	82											
7	131133050002240113	EKA SETYOWATI	P	83											
8	131133050002240114	FADHLAN HAFIDZ ADIB	L	86											
9	131133050002240115	FAKHRI HUSAINI	L	84											
10	131133050002240116	FATWAH ASTI ANUGRAH	P	84											
11	131133050002240117	GITA SHINTIA PUTRI	P	86											
12	131133050002240118	KINANTI RAHAYU SULISTIA	P	84											
13	131133050002240119	LUSI FATMAWATI	P	86											
14	131133050002240120	LUTFI ARMA RIZA	P	85											
15	131133050002240121	MARIA ULFA	P	84											
16	131133050002240122	MUHAMMAD RAIHAN PUTRA PRATAMA	L	80											
17	131133050002240123	MUKHAMAD RISKI ROMADON	L	82											
18	131133050002240124	PRAMUDYA ARYA ZAIN	L	84											
19	131133050002240125	REISYA KURNIA RAMADANI	P	84											
20	131133050002240126	RIZQIYA SYAIRATUDDAR	P	94											
21	131133050002240127	SAFINA AULIA DINARA	P	92											
22	131133050002240128	Umi Rodiyah	P	88											
23	131133050002240129	Unun Amelia Utari	P	84											
24	131133050002240130	ZAHROTUN NABILA	P	83											
NILAI KKM KD															
RATA-RATA															
NILAI MAKSIMUM															
NILAI MINIMUM															
JUMLAH SISWA ≥ KKTM															

Mengetahui
Kepala MAN 1 Kebumen

Drs. H. Wachid Adib, M.Si.
NIP. 196512111996031001

Kebumen, ...
Guru Mata Pelajaran,

.....
NIP .....



CATATAN PENILAIAN DIAGNOSTIK DAN FORMATIF
MADRASAH ALIYAH NEGERI 1 KEBUMEN
TAHUN PELAJARAN 2024 / 2025

KELAS : X. 2 SEMESTER :
MAPEL : ..... KKTP :

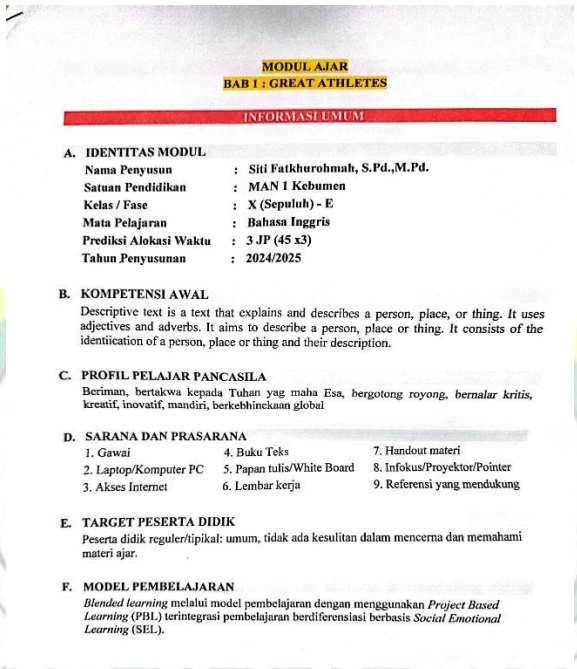
NO URUT	NO INDUK	NAMA SISWA	L / P	DIAGNOSTIK										F
				TP.1	TP....	TP....	TP....	TP....	TP....	TP....	TP....	TP....	TP....	TP...
1	131133050002240029	ALFITRIA LESTARI	P	90										
2	131133050002240030	ALVIN CHOERUL AFIF	L	80										
3	131133050002240031	ASRIYA ULFIYANTI	P	88										
4	131133050002240032	ATINA NAFISA SALSABILA	P	86										
5	131133050002240033	BELLA ANINDHITA	P	90										
6	131133050002240034	DIVA AULIA FEBRIANA	P	90										
7	131133050002240035	FAIQ HAIKAL	L	90										
8	131133050002240036	INDAH MEI YOGI ADETYA	P	90										
9	131133050002240037	LULU IZZABILBINA SETYARINI	P	90										
10	131133050002240038	MIFTAKHUL 'ARIFINARROSYID	L	86										
11	131133050002240039	MUFIDATUN NAFISAH	P	90										
12	131133050002240040	MUTIARA AZZAHRA	P	90										
13	131133050002240041	NAILA NURUL FADDILAH	P											
14	131133050002240042	NAKULA ROF'UNZUYYINALINNAS	L	86										
15	131133050002240043	NATANIYA	P	88										
16	131133050002240044	QARIN SYAHDINATUL AZKA	P	88										
17	131133050002240045	REVITA RIZKIYANI	P	88										
18	131133050002240046	SALAMAH YULIARTI	P	90										
19	131133050002240047	SALSABILA ARLYN NYSSA SUKMAWAN	P	90										
20	131133050002240048	SAWWA NAYATA TABSYIROH	P	90										
21	131133050002240049	SHANA MEYRETA ALTAFUNISA	P	88										
22	131133050002240050	SIREN NATHANIA SEPTYANA	P	90										
23	131133050002240051	SOFI NURUL ISTIQOMAH	P	90										
24	131133050002240052	TALITHA ZAIZAFUN YUMNA	P	90										
25	131133050002240053	TATI ALFITYATUR ROHMAH	P	88										
26	131133050002240054	WAHYU SUCI UTAMI SARI	P	90										
NILAI KKM KD														
RATA-RATA														
NILAI MAKSIMUM														
NILAI MINIMUM														
JUMLAH SISWA ≥ KKTM														

Mengetahui
Kepala MAN 1 Kebumen

Kebumen,
Guru Mata

Appendix 12

Lesson Plan



MODUL AJAR
BAB 1 : GREAT ATHLETES

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	:	**Siti Fatkhurohmah, S.Pd.,M.Pd.**
Satuan Pendidikan	:	**MAN 1 Kebumen**
Kelas / Fase	:	**X (Sepuluh) - E**
Mata Pelajaran	:	**Bahasa Inggris**
Prediksi Alokasi Waktu	:	**3 JP (45 x3)**
Tahun Penyusunan	:	**2024/2025**

B. KOMPETENSI AWAL

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identiication of a person, place or thing and their description.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

1. Gawai
2. Laptop/Komputer PC
3. Akses Internet
4. Buku Teks
5. Papan tulis/White Board
6. Lembar kerja
7. Handout materi
8. Infokus/Proyektor/Pointer
9. Referensi yang mendukung

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Memproduksi teks deskriptif lisan dan teks deskriptif tulis multimoda tentang *great athletes* sesuai dengan konteks dan tujuan yang hendak dicapai.

Mengungkapan pendapat

B. PEMAHAMAN BERMAKNA

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identiication of a person, place or thing and their description.

Asking and giving opinion adalah cara yang dilakukan seseorang untuk meminta dan memberi pendapat kepada orang lain.

C. PERTANYAAN PEMANTIK

- Who do you think is a great athlete?
- Do you believe that sports shape your virtues? Why?
- What is your opinion?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; *dan menyampaikan penilaian hasil* pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila***; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Task 1 Bagian A: Look and Discuss

- Guru menunjukkan gambar-gambar atlet berprestasi di cabang-cabang olahraga tertentu. Pada Buku Siswa diberikan contoh gambar atlet dari cabang olahraga Badminton (Gambar 1.2), Panjat Dinding (Gambar 1.3), Angkat Besi (Gambar 1.4), dan Sepak Bola (Gambar 1.5). Guru disarankan menyediakan gambar atlet dan olahraga yang berbeda dengan yang ada di Buku Siswa.
- Guru juga dapat menunjukkan gambar atlet dan olahraga yang belum terlalu dikenal di Indonesia untuk memancing rasa ingin tahu peserta didik dan untuk memperluas wawasan mereka terhadap jenis olahraga baru.
- Guru menanyakan beberapa pertanyaan pemantik yang membantu peserta didik mempersiapkan *background knowledge* mereka. Pertanyaan yang diberikan hendaknya merupakan pertanyaan bertingkat dari *close-ended ke open- ended*. Jika peserta didik mengalami kesulitan, pertanyaan dapat dapat diulang, diparafrasa atau dielaborasi lebih jauh.

Dipindai dengan CamScanner

Lampiran 2

BAHAN BACAAN GURU DAN PESERTA DIDIK

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022, hal. 20-44
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, hal. 3-28

Lampiran 3

GLOSARIUM

- **SPORTS,** is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment
- **PHYSICAL DESCRIPTION,** menggambarkan/mendeskripsikan ciri-ciri penampilan fisik sesuatu
- **WRITING ORGANIZER:** representasi visual terhadap sebuah konsep atau pemahaman yang membuat sebuah ide bisa dipahami dengan lebih baik. Bisa dalam bentuk tabel, graik ataupun diagram.

Lampiran 4

DAFTAR PUSTAKA

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022.
- Buku Panduan SiswaBahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022

- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk projek yang dibuat oleh peserta didik yang dipresentasikan.
- Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan projek itu.
- Ketika projek sudah selesai dikerjakan peserta didik, guru meminta peserta didik untuk menyajikan projek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- Guru meminta peserta didik untuk membaca potongan teks *deskripsi tentang seorang* atlet Paralympic dan merambah laman yang disediakan untuk *mengetahui lebih jauh* tentang atlet tersebut.

Remedial

- Guru menjelaskan bahwa peserta didik perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.

G. REFLEKSI

- Guru menjelaskan bahwa peserta didik perlu melakukan releksi atas apa yang telah mereka pelajari.
- Guru menjelaskan bahwa releksi yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena releksi peserta didik memberikan gambaran bagi guru bagaimana perasaan peserta didik tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran dan hal-hal yang sudah dipelajari peserta didik.

Kebumen, 15 Juli 2024

Mengetahui

Guru Mapel

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Siti Fatkhurohman, S.Pd.,M.Pd.
NIP. 197712242006042010

- Guru memfasilitasi peserta didik membaca teks tentang Cristiano Ronaldo dan meminta mereka mengonirmasi informasi yang ingin diketahui dengan informasi yang ada dalam teks.
- Guru meminta peserta didik menjawab pertanyaan secara berkelompok dan mendiskusikannya.
- Guru bersama peserta didik mendiskusikan jawaban.

Task 3 Bagian C: Read and Discover

- Guru meminta peserta didik membaca kembali teks dengan berfokus pada setiap paragraf.
- Guru meminta peserta didik menemukan paragraf yang memuat informasi yang ditanyakan pada tabel.
- Guru dan peserta didik memeriksa dan mendiskusikan jawaban bersama-sama.
- Guru meminta peserta didik menuliskan informasi yang telah mereka pelajari tentang atlet berprestasi dari teks yang sudah dibaca di dalam kotak yang telah disediakan.

Task 3 Bagian D: Take Notes

- Guru meminta peserta didik untuk menuliskan kata dan ungkapan yang mereka pelajari dalam teks pada *Vocabulary Box*.

Task 3 Bagian E: Let's Dig Deeper

- Guru menyiapkan artikel multimoda biograi singkat seorang atlet berprestasi (artikel yang dimaksud adalah artikel yang menggunakan teks verbal dan gambar). Guru dapat juga merujuk peserta didik melihat teks tentang Cristiano Ronaldo pada Buku Siswa.
- Guru menyampaikan pada peserta didik bahwa gambar yang muncul bersama teks tulis juga menyampaikan pesan pada pemirsanya. Pesan ini dapat sama dengan isi pesan yang disampaikan oleh teks verbal atau dapat juga berbeda. Tetapi, gambar dan teks verbal yang digunakan pada teks multimoda seperti pada artikel biograi ini bekerjasama menyampaikan pesan teks secara keseluruhan.
- Guru meminta peserta didik menjawab pertanyaan sebagaimana diberikan di Buku Siswa. Guru dapat menambahkan beberapa pertanyaan berkaitan dengan gambar yang digunakan, misalnya:
  - *Why is it in black and white? (if the portrait is in black and white)*
  - *Does the picture give you a sense of time? What clues give you that information?*
  - *Did you feel any emotions when you irst saw the picture?*
  - *What emotions do you think the painter/photographer was trying to show to you?*
  - *Do you like the picture? Which part of the picture that stands out?*
- Guru dapat menambahkan pertanyaan lainnya yang relevan.
- Guru dan peserta didik memeriksa dan mendiskusikan jawaban bersama-sama.
- Guru menyimak jawaban yang diberikan peserta didik dan memberi masukan terkait penggunaan kata/ungkapan Bahasa Inggris bila diperlukan.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.

- Guru mengecek gambar peserta didik setelah informasi verbal selesai disampaikan dan mereka sudah selesai menggambar.
- Pengecekan dilakukan pada keterwakilan informasi verbal pada gambar.
- Pengecekan juga dapat dilakukan dengan meminta peserta didik yang menggambar mendeskripsikan balik gambar yang dibuatnya secara verbal.

Task 2 Bagian E: Use Your Words

- Guru meminta peserta didik untuk mencari informasi tentang atlet favorit mereka.
- Guru meminta peserta didik menuliskan informasi tentang atlet tersebut dengan melengkapi kalimat yang disediakan (lihat Buku Siswa).
- Guru mengecek kesesuaian kalimat yang dibuat peserta didik.
- Guru dan peserta didik mendiskusikan dan melakukan revisi terhadap kalimat-kalimat yang dibuat peserta didik bila diperlukan.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila***; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Task 3 Bagian A: Look and Discuss

- Guru meminta peserta didik memirsa gambar tentang seorang atlet berprestasi.
- Guru meminta peserta didik menuliskan informasi yang telah mereka ketahui dan informasi yang ingin mereka ketahui lebih jauh tentang atlet yang ada pada gambar, di dalam kotak yang telah disediakan.
- Guru memeriksa kalimat yang dibuat peserta didik pada kotak yang telah disediakan dan melakukan revisi bersama peserta didik bila diperlukan.

Task 3 Bagian B: Let's Read

- Guru menanyakan kembali informasi yang ingin diketahui peserta didik tentang atlet pada gambar yang ditunjukkan di Task 3 Bagian A.

Kegiatan Inti (90 Menit)

Task 2 Bagian A: Listen and Check

- Guru memberitahu peserta didik bahwa mereka akan mendengarkan rekaman audio tentang atlet berprestasi yang mendunia.
- Guru membimbing peserta didik mempelajari pernyataan pada tabel untuk menentukan kesesuaiannya dengan rekaman audio tentang seorang atlet berprestasi yang akan didengar.
- Guru memperdengarkan rekaman audio tentang seorang atlet berprestasi.

  Berikut transkrip rekaman audio tentang seorang atlet berprestasi:

  - *Cristiano Ronaldo dos Santos Aveiro (Cristiano Ronaldo) was born on 5 February 1985 in Funchal, Madeira, Portugal into a very poor family. He is a very famous Portuguese football player and the most expensive player in the world. Ronaldo is now the face of football and becomes one of the greatest football players in the world.*
  - *Cristiano Ronaldo has an athletic body with a height of 186 centimeters and weighs 83 kilogram. His skin color is olive with a beardless face and distinctive smile. He has round, light brown eyes. His short, dark brown and wavy hair along with his round face makes him look masculine and handsome.*
  - *His favorite color is white and he loves to wear a watch whenever he goes out with his family and friends. This makes him very fashionable.*
- Guru dan peserta didik mengecek jawaban dari pertanyaan di poin b.

Task 2 Bagian B: Listen and Discuss

- Guru meminta peserta didik menyimak kembali rekaman untuk menjawab pertanyaan-pertanyaan sebagaimana yang ada di Buku Siswa.
- Guru dan peserta didik mendiskusikan jawaban.

Task 2 Bagian C: Listen and Circle

- Guru meminta peserta didik kembali menyimak rekaman untuk menentukan kata yang muncul dalam rekaman dengan cara melingkari kata yang sudah disediakan.
- Guru meminta peserta didik saling memeriksa jawaban.
- Guru meminta peserta didik memilih minimal tiga kata dari kata-kata yang sudah dilingkari untuk dibuat kalimat sederhana.
- Guru memeriksa kalimat yang dibuat oleh peserta didik dan memberi perbaikan bila diperlukan.

Task 2 Bagian D: Let's Practice

- Guru menginformasikan kepada peserta didik bahwa mereka akan menyimak deskripsi seorang atlet yang disampaikan secara lisan oleh teman mereka dan mereka harus menggambar atlet tersebut dalam kotak yang disediakan.
- Guru memfasilitasi peserta didik untuk melakukan kegiatan ini dengan memberikan contoh.

  Contoh kegiatan yang disarankan:

  - Guru meminta seorang peserta didik untuk menggambar seorang atlet berdasarkan deskripsi yang diucapkan guru.

  Berikut contoh pertanyaan yang dapat diajukan guru:

  - *What do you see in the picture?*
  - *Who are they?*
  - *What kind of sport do they play?*
  - *What makes them great at sports? Why do you think so?*
  - *What is your opinion about her/him?*

Task 1 Bagian B: Let's Play

- Guru menayangkan video bagaimana meminta, memberi dan merespon pendapat.
- Guru membagi peserta didik ke dalam beberapa kelompok.
- Guru meminta peserta didik membuat dialog tentang giving asking opinion.
- Guru memberikan contoh giving, asking and responding opinion
- Guru mengonirmasi pertanyaan dan jawaban yang muncul saat peserta didik melakukan tanya jawab tentang pendapat

Task 1 Bagian C: Let's Write

- Guru memfasilitasi peserta didik menemukan kata-kata kunci yang muncul pada saat tanya jawab tentang pendapat dengan menuliskannya di papan tulis.
- Guru meminta peserta didik menuliskan dialog dengan pasangan nya.

Task 1 Bagian D: Role Play

- Guru meminta peserta didik secara bergantian melakukan praktek *dialog*
- Guru meminta peserta didik untuk memperhatikan kelompok *lain yang sedang praktek*

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila***; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

LAMPIRAN- LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

Q : What do you think are two most important traits that should be owned by great athletes?

A : .....
.....

Q : What are two physical descriptions that you use to describe Cristiano Ronaldo?

A : .....
.....

Q : Mention two facts about Cristiano Ronaldo that you believe make him a great athlete.

A : .....
.....

Q : What are three descriptive words that you use the most when drawing a person?

A : .....
.....

Q : How did you start your descriptive paragraph? What did you write in the introduction part of a descriptive paragraph?

A : .....
.....

Q : What information did you have/put in the paragraph to describe a person?

A : .....
.....

Q : Write two sentences that you used in your paragraph when you describe physical appearance.

A : .....
.....

Q : Write two sentences that you used in your paragraph when you describe personality.

A : .....
.....

Lampiran 2

BAHAN BACAAN GURU DAN PESERTA DIDIK

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022, hal. 20-44
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, hal. 3-28

Lampiran 3

GLOSARIUM

- **SPORTS,** is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment
- **PHYSICAL DESCRIPTION,** menggambarkan/mendeskripsikan ciri-ciri penampilan fisik sesuatu
- **WRITING ORGANIZER:** representasi visual terhadap sebuah konsep atau pemahaman yang membuat sebuah ide bisa dipahami dengan lebih baik. Bisa dalam bentuk tabel, graik ataupun diagram.

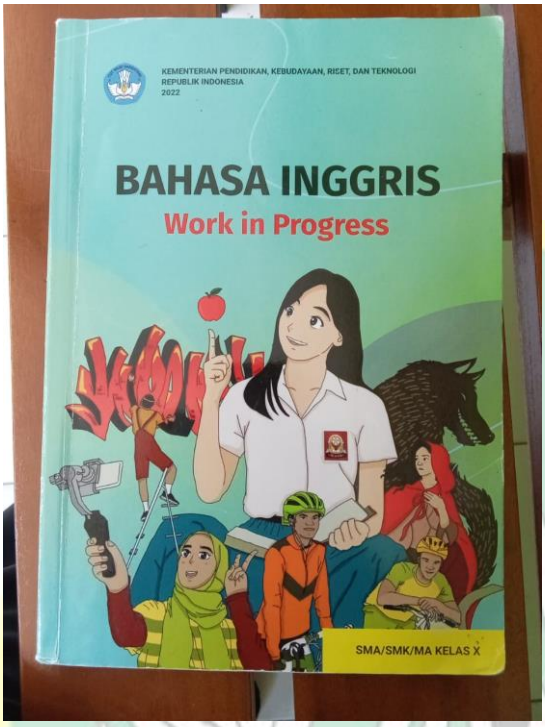
Lampiran 4

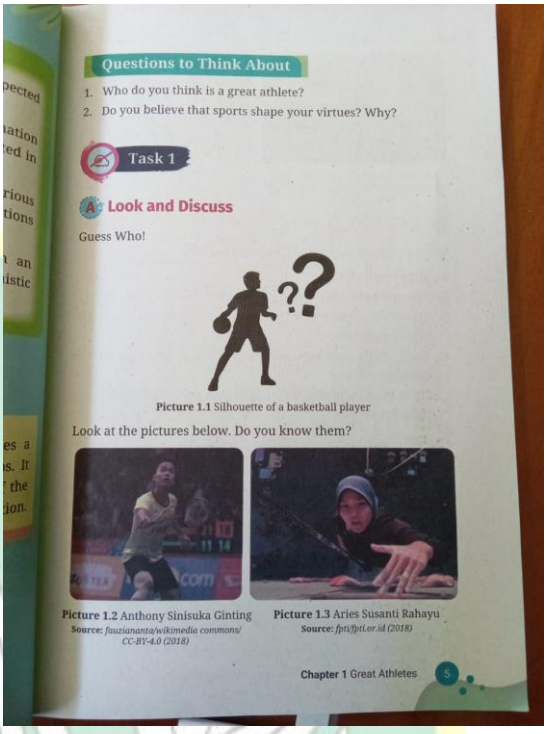
DAFTAR PUSTAKA

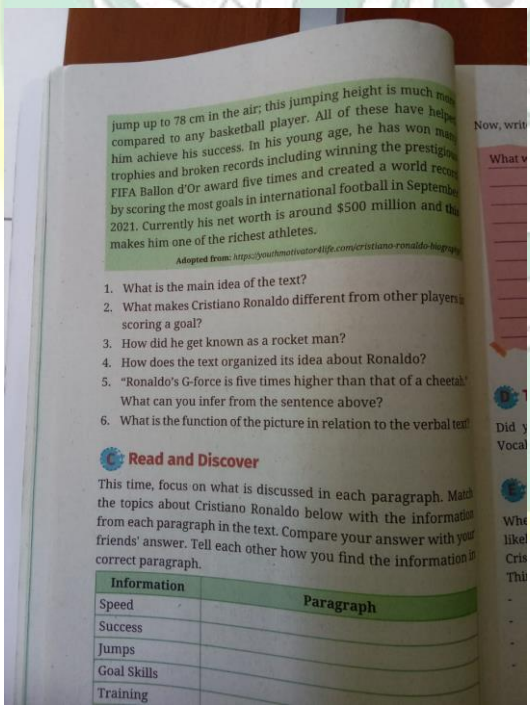
- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022.
- Buku Panduan SiswaBahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, Kemdikbudristek, Jakarta 2022

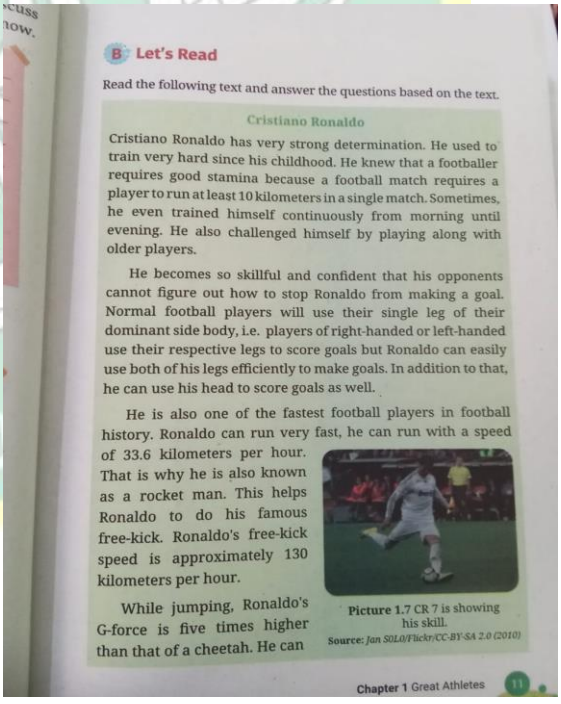
Appendix 13

Students Book





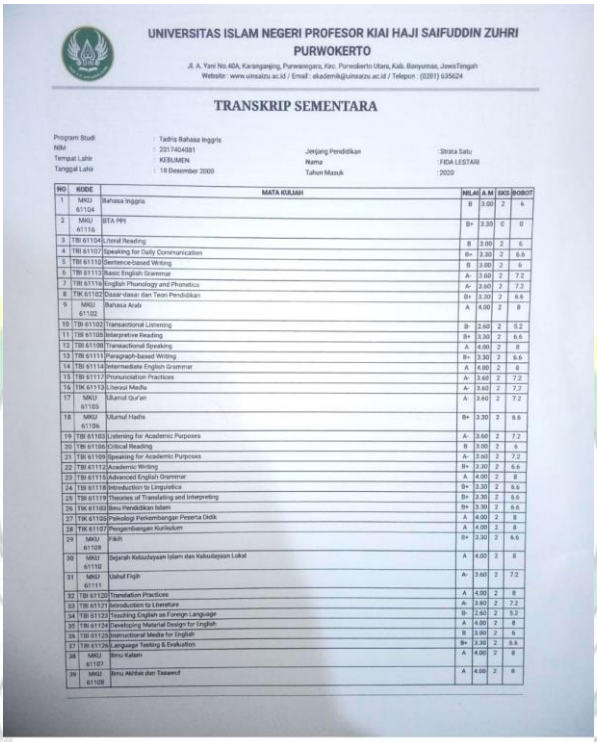




Appendix 14

Checker Plagiarism

Appendix 15



UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI
PURWOKERTO

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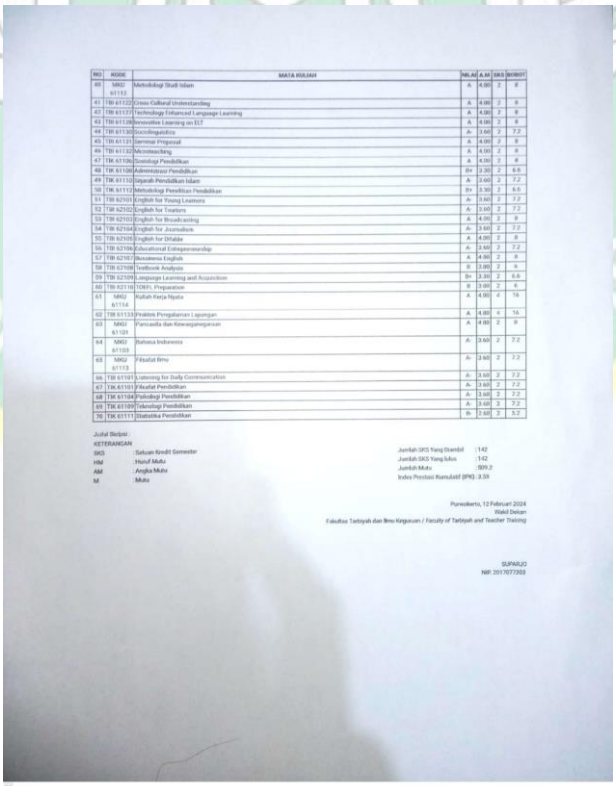
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

Program Studi	: Tadris Bahasa Inggris		
NIM	: 2017404091	Jenjang Pendidikan	: Strata Satu
Tempat Lahir	: KEBUMEN	Nama	: FIDA LESTARI
Tanggal Lahir	: 18 Desember 2000	Tahun Masuk	: 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 61104	Bahasa Inggris	B	3.00	2	6
2	MKU 61116	BTA PPI	B+	3.30	0	0
3	TBI 61104	Literal Reading	B	3.00	2	6
4	TBI 61107	Speaking for Daily Communication	B+	3.30	2	6.6
5	TBI 61110	Sentence-based Writing	B	3.00	2	6
6	TBI 61113	Basic English Grammar	A-	3.60	2	7.2
7	TBI 61116	English Phonology and Phonetics	A-	3.60	2	7.2
8	TIK 61102	Dasar-dasar dan Teori Pendidikan	B+	3.30	2	6.6
9	MKU 61102	Bahasa Arab	A	4.00	2	8
10	TBI 61102	Transactional Listening	B-	2.60	2	5.2
11	TBI 61105	Interpretive Reading	B+	3.30	2	6.6
12	TBI 61108	Transactional Speaking	A	4.00	2	8
13	TBI 61111	Paragraph-based Writing	B+	3.30	2	6.6
14	TBI 61114	Intermediate English Grammar	A	4.00	2	8
15	TBI 61117	Pronunciation Practices	A-	3.60	2	7.2
16	TIK 61113	Literasi Media	A-	3.60	2	7.2
17	MKU 61105	Ulumul Qur'an	A-	3.60	2	7.2
18	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
19	TBI 61103	Listening for Academic Purposes	A-	3.60	2	7.2
20	TBI 61106	Critical Reading	B	3.00	2	6
21	TBI 61109	Speaking for Academic Purposes	A-	3.60	2	7.2
22	TBI 61112	Academic Writing	B+	3.30	2	6.6
23	TBI 61115	Advanced English Grammar	A	4.00	2	8
24	TBI 61118	Introduction to Linguistics	B+	3.30	2	6.6
25	TBI 61119	Theories of Translating and Interpreting	B+	3.30	2	6.6
26	TIK 61103	Ilmu Pendidikan Islam	B+	3.30	2	6.6
27	TIK 61105	Psikologi Perkembangan Peserta Didik	A	4.00	2	8
28	TIK 61107	Pengembangan Kurikulum	A	4.00	2	8
29	MKU 61109	Fikih	B+	3.30	2	6.6
30	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4.00	2	8
31	MKU 61111	Ushul Fiqih	A-	3.60	2	7.2
32	TBI 61120	Translation Practices	A	4.00	2	8
33	TBI 61121	Introduction to Literature	A-	3.60	2	7.2
34	TBI 61122	Teaching English as Foreign Language	B-	2.60	2	5.2
35	TBI 61124	Developing Material Design for English	A	4.00	2	8
36	TBI 61125	Instructional Media for English	B	3.00	2	6
37	TBI 61126	Language Testing & Evaluation	B+	3.30	2	6.6
38	MKU 61107	Ilmu Kalam	A	4.00	2	8
39	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8



NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
40	MKU 61112	Metodologi Studi Islam	A	4.00	2	8
41	TBI 61122	Cross-Cultural Understanding	A	4.00	2	8
42	TBI 61127	Technology Enhanced Language Learning	A	4.00	2	8
43	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
44	TBI 61130	Sociolinguistics	A-	3.60	2	7.2
45	TBI 61131	Seminar Proposal	A	4.00	2	8
46	TBI 61132	Microteaching	A	4.00	2	8
47	TIK 61106	Sosiologi Pendidikan	A	4.00	2	8
48	TIK 61108	Administrasi Pendidikan	B+	3.30	2	6.6
49	TIK 61110	Sejarah Pendidikan Islam	A-	3.60	2	7.2
50	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
51	TBI 62101	English for Young Learners	A-	3.60	2	7.2
52	TBI 62102	English for Teaters	A-	3.60	2	7.2
53	TBI 62103	English for Broadcasting	A	4.00	2	8
54	TBI 62104	English for Journalism	A-	3.60	2	7.2
55	TBI 62105	English for Dfable	A	4.00	2	8
56	TBI 62106	Educational Entrepreneurship	A-	3.60	2	7.2
57	TBI 62107	Bussiness English	A	4.00	2	8
58	TBI 62108	Textbook Analysis	B	3.00	2	6
59	TBI 62109	Language Learning and Acquisition	B+	3.30	2	6.6
60	TBI 62110	TOEFL Preparation	B	3.00	2	6
61	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
62	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
63	MKU 61103	Pancasila dan Kewarganegaraan	A	4.00	2	8
64	MKU 61103	Bahasa Indonesia	A-	3.60	2	7.2
65	MKU 61113	Filsafat Ilmu	A-	3.60	2	7.2
66	TBI 61101	Listening for Daily Communication	A-	3.60	2	7.2
67	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
68	TIK 61104	Psikologi Pendidikan	A-	3.60	2	7.2
69	TIK 61109	Teknologi Pendidikan	A-	3.60	2	7.2
70	TIK 61111	Statistika Pendidikan	B-	2.60	2	5.2

Judul Skripsi :

KETERANGAN

SKS	: Satuan Kredit Semester	Jumlah SKS Yang Diambil	: 142
HM	: Huruf Mutu	Jumlah SKS Yang Lulus	: 142
AM	: Angka Mutu	Jumlah Mutu	: 509.2
M	: Mutu	Indeks Prestasi Kumulatif (IPK)	: 3.59

Purwokerto, 12 Februari 2024
Wakil Dekan
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Motto Hidup	: Lakukan yang terbaik dan jangan menyerah
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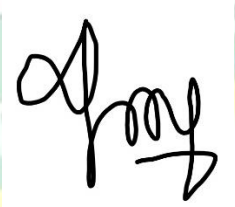
Sekretaris Komunitas Javelin (2022-2023)

Purwokerto, 18 September 2024
Hormat saya,



Fida Lestari