

**THE TEACHER'S STRATEGIES
FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM
FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH
PURWOKERTO, BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya 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**

By

**FIANI AZIZAH
Student Number. 2017404085**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

Here with I,

Name : Fiani Azizah
Student Number : 2017404085
Grade : Undergraduate
Faculty : Tarbiya and Teaching Training
Study Program : English Education Study Program

Declare that the thesis I wrote the title **"The Teacher's Strategies for Teaching Speaking Skills Using Pearson Curriculum for Grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto, Banyumas"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institution have been properly cited.

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Fiani Azizah
S.N. 2017404085



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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.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:

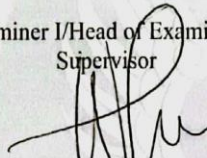
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PURWOKERTO, BANYUMAS**

Written by Fiani Azizah (Student Number. 2017404085) English Education Study Program, Education Departement, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

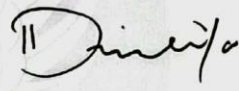
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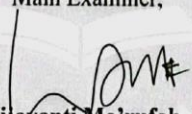
Examiner I/Head of Examiners/
Supervisor


Windharivati Dyah K., M.A., M.Pd
NIDN. 2001049001

Examiner II/Secretary,

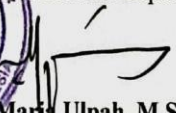

Khairunnisa Dwinalida, M.Pd
NIP. 19921115 201903 2 034

Main Examiner,


Desi Wilavanti Ma'rufah, M.Pd
NIP. 19921215 201801 2 003



Legalized by:
The Head of Education Departement,


Dr. Maria Ulpah, M.Si.
NIP. 1980111 5200501 2 004

OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Departement
Faculty of Tarbiya and Teacher Training
State Islamic University of Prof. K.H. Saifuddin Zuhri
in Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, the through this letter I convey that:

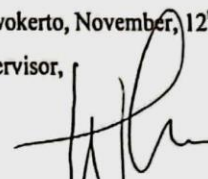
Name : Fiani Azizah
Student Number : 2017404085
Departement : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : The Teacher's Strategies for Teaching Speaking Skills
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Irsyad Al-Islamiyyah Purwokerto, Banyumas

I recommended the thesis to be submitted to the Head of Education Departement Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, November, 12th 2024

Supervisor,



Windharyati Dyah K., M.A., M.Pd.
NIDN.2001049001

MOTTO

**“Today must be better than yesterday,
and tomorrow must be better than today”.**



DEDICATION

I dedicate this thesis to:

My beloved father (Sunardi) and my beloved mother (Supini)

Thank you for all the love, support, and prayers that never break. You are the biggest inspiration in my life.

My beloved sister and brothers, thank you for your encouragement, motivation, and for being my best friend and role model.

And all of the people who helped and encouraged me to finish this thesis.



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5. Dr. Maria Ulpah, M. Si., the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Abdal Chaqil Harimi, M.Pd.I., the Secretary of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

7. Desi Wijayanti Ma'rufah, M. Pd., the English Education Study Program Coordinator in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
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In conclusion, I would like to say that this work can provide useful knowledge and information to readers, although the author recognizes that this work has weaknesses and is far from perfect. Therefore, any constructive criticism and suggestions will be gladly accepted.

Wassalamu'alaikum Wr.Wb.

Purwokerto, November, 12th 2024



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FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH
PURWOKERTO, BANYUMAS**

Fiani Azizah
S.N. 2017404085

English Education Study Program
Faculty of Tarbiya and Teacher Training
State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto

Abstract: This qualitative research aimed to investigate the implementation of the Pearson curriculum in teaching speaking skills to Grade 10 students at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto. The study employed non-participant observation to analyze teacher-student interactions and teaching strategies. The findings revealed that the English teacher utilized a variety of strategies. The teachers actively create a conducive learning environment through brainstorming activities, encouraging students to generate ideas and participate in discussions. To provide diverse speaking opportunities, teachers incorporate activities such as interviewing and role-playing, allowing students to practice real-world communication scenarios. Teachers use authentic teaching materials, like picture-describing tasks, to enhance vocabulary and sentence structure development. Technology integration through the Pearson English portal offers interactive exercises and resources to complement classroom learning. These strategies were also used by teachers as strategies to address speaking problems such as lack of vocabulary, lack of conversation topics, worries or fears, and doubts or lack of confidence. The successful implementation of the Pearson curriculum in this school demonstrates its potential to enhance English teaching. Further research could examine the long-term effects of these strategies on students' overall language proficiency.

Keywords: *Pearson curriculum implementation, teaching speaking, speaking skills, teacher's strategies.*

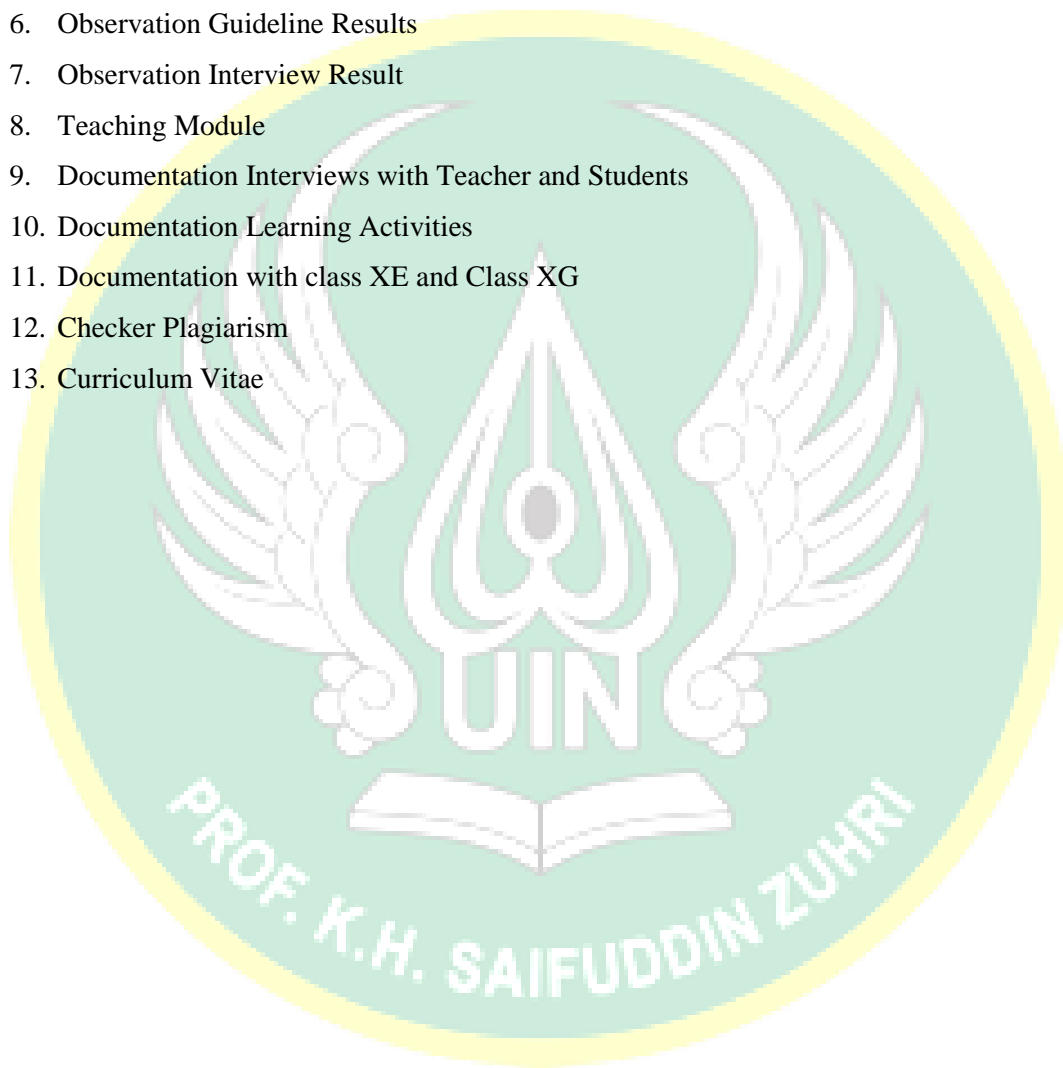
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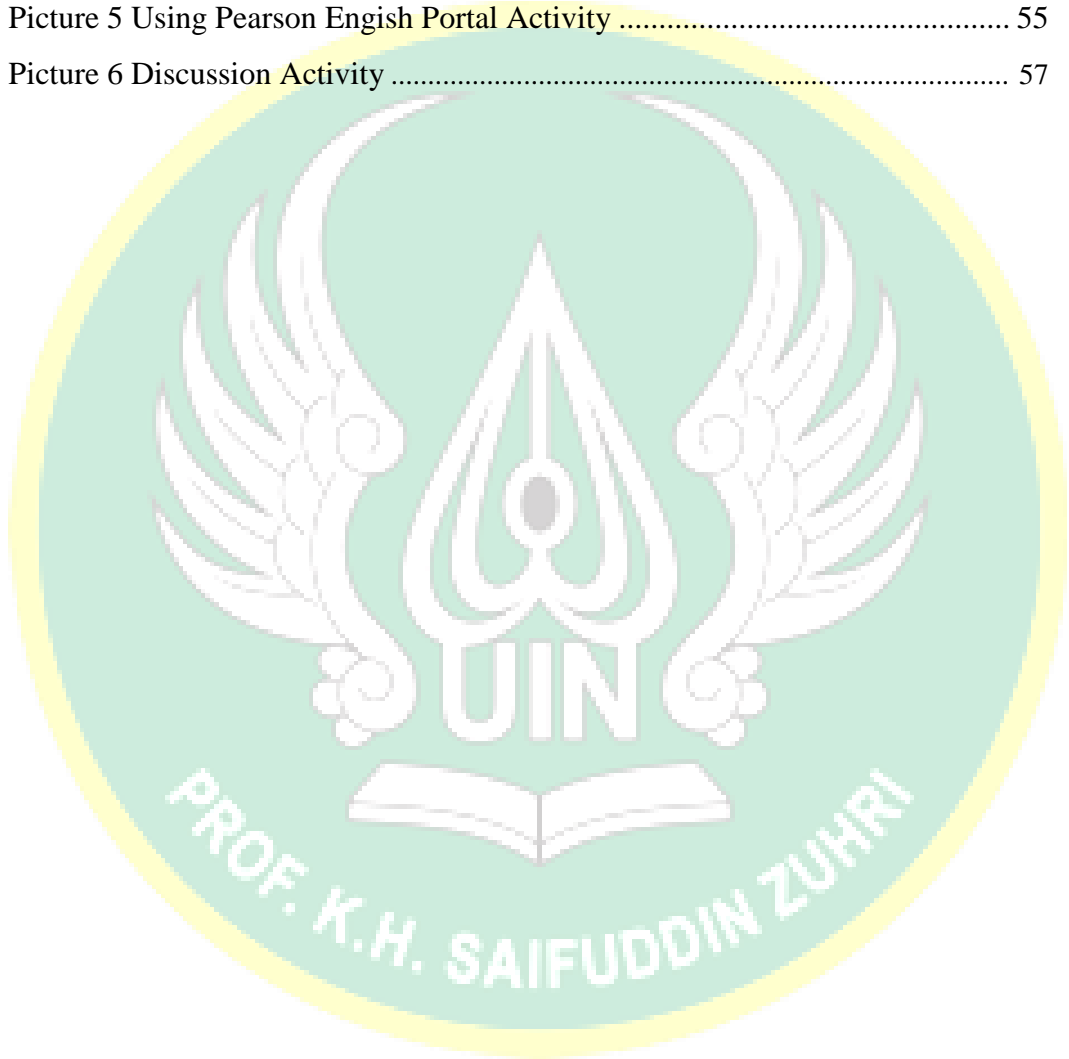
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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, conceptual definitions, research questions, research objectives and research structure.

A. Background of the Study

In this era, English is one of the most commonly used languages for communication (Akçay et al. 2015). In some countries, the international language is called a second language. Language is one of the basic human needs and cannot be separated from life. As social beings, humans need language to communicate with others and to meet their needs. Communication is a very important human need. Humans create language by forming words that have meaning and can be understood by humans. They can express their thoughts, information, and feelings directly through speech. In Indonesia, English is considered as a foreign language and is supported by the National Education Standards Act, 2013, Article 23, and Article 771. Schwab (2016) further notes that this influence is in everything, not only what is done but who is doing it. Language is part of everyone identity. Today, English is spoken language worldwide of diplomacy, trade, tourism, education, science, entertainment, information, IT, and the media (Giddens, 2000). Moreover, English is widely spoken as the language of teaching for a variety of fields such as communication, technology, internet and software, which have been at the heart of this century's needs (Crystal, 1997). But, over time, the use of English in Indonesia has grown increasingly popular and is becoming a vital requirement for Indonesians.

The main objectives of learning English at the school, university, and general level is to improve the ability to communicate in English, which is a global language used in a variety of fields such as business, science, and technology (Crystal, 1997). Therefore, English was chosen as one of the main subjects in the school curriculum in Indonesia (Sudrajat, 2011). As Thornbury (2005), indicates speaking is an integral part of the English curriculum as it

underpins a growing range of speech skills which are closely linked to hearing. Therefore, language skills allow students to make connections between what they know and what they learn. Speaking is also a way of communicating ideas and messages orally. In order for students to communicate, teachers must use language in real communication.

Speaking is a fundamental skill in language learning, allowing individuals to express ideas, share experiences, and interact with others. As Brown (2001) emphasizes, speaking is a complex process involving the integration of various linguistic and cognitive abilities. It requires not only the production of accurate language but also the ability to convey meaning effectively and appropriately. The importance of speaking skills extends beyond the classroom. In today's globalized world, good communication is essential for academic, professional, and personal success. As Thornbury (2005) indicated, speaking enables individuals to participate fully in social and cultural activities, build relationships, and negotiate their way through diverse situations.

The purpose of English language learning is to create a pleasant atmosphere for social interaction and communication for the participants. In line with this, Hakim (2015) found that Indonesian students generally reject English because they do not have a large vocabulary or idiomatic expressions to express their ideas in English. They often have difficulties in choosing the right words, forming correct sentences, and conveying information effectively. Thornbury (2005) believes that the lack of regular speaking practice will hinder the development of students' fluency and accuracy. In addition, as Harmer (2007) explains, many students lack the confidence to speak in front of the class. They are afraid of making mistakes and being negatively evaluated by their classmates. This situation is in line with Kayi's (2006) findings, which indicate that the lack of diverse language input related to students' interests is also one of the factors that hinder the development of speaking skills.

Teaching speaking is not only a process of imparting knowledge but also an active and constructive process that involves students in the learning process. Using appropriate teaching strategies is essential for developing students' speaking skills. By using a variety of techniques, teachers can create an engaging and supportive learning environment that encourages language development. These strategies not only help students overcome language barriers but also increase their confidence and language proficiency. Harmer (2007) emphasizes the importance of creating a supportive learning environment and encouraging students to take risks when communicating. Appropriate teaching strategies can help students become more confident and comfortable using language.

Teachers play an important role in the English language learning process. An educator must have experience and knowledge in teaching languages, as well as the ability to choose the right learning strategies that can improve students' speaking skills. According to Leo (2013), educators play an important role in changing, advancing, and disseminating knowledge in science, technology, and art through educational media. According to Tika's research (2021), high school students often find English lessons, especially those that focus on speaking, quite challenging. Therefore, teachers should create various effective strategies that aim to help students improve their speaking skills. In addition, both Andriyani (2021) and Ghulam (2021) highlighted the importance of careful planning when choosing learning strategies that are in line with educational goals.

This research highlights a successful approach to enhancing the speaking ability of senior high school students. SMA IT Al-Irsyad Al-Islamiyyah Purwokerto was chosen as the research site because it implements the Pearson curriculum, which is considered capable of offering interesting and thematic concepts for English language learning. The material provided is themed so that it is easy to understand, emphasizing the importance of learning something that is useful for students and not just focusing on English itself. SMA IT Al-Irsyad Al-Islamiyyah Purwokerto started using the Pearson

curriculum for English language development in 2020. Learning English is being actively pursued and the courses provided are based on everyday life. SMA IT Al-Irsyad Al-Islamiyyah Purwokerto is an Islamic-based private school where most of the students come from Purwokerto city.

In this study, the researcher chose the strategy of the SMA IT Al-Irsyad Al-Islamiyyah Purwokerto teacher in teaching speaking skills using the Pearson curriculum in grade 10 because this school applied the new curriculum in the learning process. The successful use of the Pearson curriculum proved that SMA IT Al-Irsyad Al-Islamiyyah Purwokerto had successfully implemented this new curriculum. This success can be seen in the number of students who reached the English proficiency standard. The consistent improvement in IELTS scores (the school's target is an IELTS score of 6 to 6.5 upon graduation) demonstrates adequate English language skills for study abroad or professional communication. The results achieved by students in challenging public speaking competitions demonstrate the success of Pearson curriculum in developing English language skills. In other words, this school not only implements the new curriculum but is also able to demonstrate its success in improving students' abilities. This made SMA IT Al-Irsyad Al-Islamiyyah Purwokerto one of the schools that should be emulated by other schools that intend to improve speaking skills. Therefore, researcher is interested in knowing what strategies that teachers used to improve the learning of speaking skills.

There have been previous studies on the same topic. Based on the research from Soni (2017), he highlighted the effectiveness of the Pearson Global English program in improving students' English communication skills. According to Imani (2020) and Mulyanti (2022), they highlighted various strategies of teaching speaking such as storytelling, role-playing, discussions, games, brainstorming, video vlogs, memorization, vocabulary, describing pictures, and presentations. The limitations of previous research are that it only focuses on general strategies for teaching speaking (e.g., discussion, role play) without considering the specific context of the Pearson curriculum. There is a

necessity to explore ways to modify the Pearson curriculum to enhance its flexibility in fostering speaking abilities and to customize teaching methods according to students' skill levels and learning preferences. This research can help teachers develop more accurate strategies for teaching speaking skills.

Pearson's curriculum offers a unique approach to developing students' speaking skills. The curriculum is designed to create an authentic learning environment where students can interact with English in contexts relevant to their daily lives. The Pearson curriculum focuses on meaningful communication and encourages students to actively participate in a variety of speaking activities. In addition, the integration of innovative use of technology and performance-oriented assessment further enriches students' learning experience. Based on the uniqueness of Pearson's curriculum approach, the researcher is interested in analyzing the teaching strategies implemented by the teacher for speaking skills based on the Pearson curriculum at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto.

B. Conceptual Definition

Research on Strategies to Improve English Language Skills at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto (Descriptive Study at SMA IT Al-Irsyad Purwokerto in the Academic Year (2023/2024) requires the use of certain key phrases. It is explained as the following:

1. Definition of Speaking

A range of definitions for the word “speaking” have been developed by researchers studying language learning. In Webster’s New World Dictionary, speaking is uttering words orally, communicating is speaking, making requests, and speeches (Nunan, 1995). According to Chaney (1998), the process of expressing ideas through verbal and nonverbal symbols in different contexts is a form of making and sharing meaning. Brown (1994), Burns, and Joyce (1997), define speaking as an interactive process of making meaning that includes the production, reception, and processing of information.

According to Bygate (1987), speaking is the production of aural signals that produce different verbal responses in listeners. To create meaningful sentences, it is considered to be a systematic combination of sounds. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Torky (2006), define speaking as a two-way process that includes the communication of opinions, information, or emotions. In this top-down view, the content of the dialogue is considered to be spoken text. In common time and in a shared context, collaboration between two or more people.

2. Definition of Teaching Strategy

Teaching is an activity where teachers impart knowledge to students. Teaching refers to all processes and activities that aim to impart knowledge, skills and understanding at all levels of education (Ayua, 2017). It is also a process that helps students expand their knowledge. Teaching is the daily activity of helping others learn to do something, and a lot of people take part in it on an ongoing basis (Cohenin et al, 2009).

Strategy is a plan of action designed to achieve a specific goal. To make learning activities effective and efficient, teachers and students should engage in strategic activities during the teaching process. According to Zulfian et al. (2018), different teaching strategies mean different ways of helping students learn. This shows that strategies cannot be ignored in the field of teaching.

According to Brown (1999), educators must possess the ability to implement diverse pedagogical strategies and make informed judgments regarding the optimal application of each strategy, considering their potential efficacy across various contexts. According to Brown (2001), the process of teaching speaking to students aims to help them speak in English.

3. Definition of Pearson Curriculum

Pearson's curriculum is International curriculum that applies International certification that uses Edexcel Pearson program for its

students. According to Pearson Education Ltd (2024), Pearson is a global learning company UK based which provides content, assessments and digital services educational and operates in 70 countries.

This curriculum covers a wide range of educational qualifications, including GCSE (General Certificates of Secondary Education), A-levels and International GCSE. The Pearson Education curriculum is designed to provide students with the skills and knowledge needed to succeed in education and careers. Pearson Education also provides a wide variety of resources to help teachers teach, including professional development courses and online learning resources. Although Pearson Education is best known for its English curriculum, the company also provides curriculum for a variety of other subjects, such as math, science and history (Pearson Education, 2024)

C. Research Questions

The researcher is interested to determine, “what are the teaching strategies implemented by the teacher for speaking skills based on the Pearson curriculum for Grade 10 at SMA IT Al Irsyad Al-Islamiyyah Purwokerto?”

D. The Objectives and Significances of the Research

There are two types of research as follows:

1. The Objective of the Study

The purpose of this study is to analyze the teaching strategies implemented by the teacher for speaking skills based on the Pearson curriculum for Grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto.

2. The Significances of the Research

The significance of the research are:

a. Theoretically

- 1) The researcher expects that this research can be useful for teachers, especially in terms of teacher strategies for teaching speaking skills.

- 2) The researcher hopes that this study can provide more information related to teachers' strategies for teaching speaking skills.
 - 3) This research can be used as a reference for further research.
- b. Practically

- 1) For writer

This research is expected to provide more knowledge to the author about teacher information and strategies for teaching speaking skills.

- 2) For teacher

The results of this study are expected to motivate teachers to identify strategies for teaching speaking skills in an effective and interesting way.

- 3) For other researchers

This research can help other researchers find references for further studies in terms of relevant and linear variables. Furthermore, researchers may help them determine the starting point for investigating teaching strategies or implementing a Pearson curriculum.

E. Structure of the Research

To make it easier for everyone to understand the contents of the research, researcher systematically discusses important points, which are divided into five chapters as follows:

1. Chapter I is introduction. It includes research background, operational definition, research questions, research objectives and significance, relevant research observations, literature observations, research methods, and research structure.
2. Chapter II explains the theory of strategies for teaching speaking skills using the Pearson curriculum.
3. Chapter III describes research methods and discusses research design, research location, research topics, research objects, data acquisition

instruments, data collection techniques, data analysis techniques, and triangulation.

4. Chapter IV discusses the results and discussion regarding strategies for teaching speaking skills using the Pearson curriculum.
5. Chapter V explains the research conclusions and suggestions. In this chapter the author concludes by providing limitations and several suggestions for research.



CHAPTER II

THEORETICAL REVIEW

This chapter provides an overview of the relevant literature for this study. An overview of previous research is given and relevant theories are outlined.

A. Speaking Skills

1. Definition of Speaking

English has four skills that students should learn. They are speaking, listening, reading, and writing. In addition, students should be able to master language elements such as vocabulary, pronunciation, and grammar. Speaking is an important part of the language learning process, as one of the basic skills of English. In Fulcher's (2003) opinion, speaking is the use of a language for verbal communication with others. According to Maxom (2009), the most important skill that teachers must learn to teach English at school is speaking. Students speak to other people about their ideas, feelings, and desires. At school, students learn to speak English more easily because there are teachers and friends who can become their facilitators and partners to practice English.

Nurokhma (2009) defines speaking as the ability to communicate orally. This ability is very important for students to interact with others. However, many students find it difficult to speak in English due to a lack of confidence. Fear of mistakes and negative judgment from peers can inhibit students from actively participating in speaking activities. In other words, uninteresting learning methods, such as teacher-centered learning, can also hinder the development of students' communication skills (Leong and Ahmad, 2017). To create a conducive learning atmosphere, teachers need to create a safe and supportive environment where students feel comfortable participating in speaking activities. Thus, students will be more courageous to try speaking and increase their confidence.

Speaking is learned from the moment they start secondary school, but it is not easy for students to interaction with other communicate in English. They will start to speak and use language to express their ideas, share information, communication, feelings, and thoughts. According to Chaney (1998), the process of expressing ideas through verbal and nonverbal symbols in different contexts is a form of making sharing and meaning. Brown (1994) and Burns & Joyce (1997) define speaking as an interactive process of making meaning that includes the production, reception, and processing of information.

In some situations, speaking is used to give instructions or get things done, for example, to describe something or someone, to complain about people's behavior, to request and provide services, and so on. In the teaching and learning process, the teacher pays less attention to speaking. Therefore, if students do not have the opportunity to speak in language classes, they will quickly lose interest in learning. Students who do not develop strong oral skills during this time will find it difficult to keep up with their peers in later years. Based on the characteristics of the problem, it can be solved by providing the right technique (Hughes, 2002).

According to Bygate (1987), speaking is the production of aural signals that produce different verbal responses in listeners. To create meaningful sentences, it is considered to be a systematic combination of sounds. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Torky (2006) defined speaking as a two-way process that includes the communication of opinions, information, or emotions. In this top-down view, the content of the dialogue is considered to be spoken text. In common time and in a shared context, collaboration between two or more people.

Based on the above definition of speaking, researcher can conclude that speaking is the ability to use language and to convey ideas, information, suggestions, and messages orally to others in daily life.

2. Function of Speaking

According to Richard (2008), a useful distinction has been recognized between the transactional function of speech (focused on information exchange) and the interactive function of speech (used to establish and maintain social interaction). The following to Richard (2008), three sub-functions of speech are:

a) Talk as Interaction

This function includes communication for social purposes, such as maintaining social relationships, exchanging greetings, and participating in conversations with others. The main purpose of dialog as interaction is to establish and maintain social relationships.

b) Talk as Transaction

Speeches are used to convey information, make a request, or achieve a specific goal. In these cases, the focus is on conveying the message and making sure the listener understands it clearly. Examples of dialog as a transaction include class discussions, problem-solving activities, and asking for directions.

c) Talk as Performance

The purpose of a speech is to inform, persuade, or entertain the audience. A more formal approach is often required, focusing on the message and the audience. Examples of speech as performance are lectures, talks, or presentations.

Each speaking activity has different forms and functions and requires different teaching methods and strategies to develop speaking skills effectively.

3. The Aspects of Speaking

Aspects of speaking refer to various components or features that contribute to effective communication through spoken language. These aspects are essential for developing and improving effective communication and interaction skills. According to Brown (2001), students

must fulfill several criteria to determine whether their communication is good or not.

a) Vocabulary

Language develops based on vocabulary. This is very important because if people do not have words in their heads, then they cannot communicate. Using the right word in the right situation depends on one's vocabulary and the context in which the word is used.

b) Grammar

The use of grammar allows for proper sentence structure. It is important for speakers to be able to organize their words using grammar correctly in order to speak English effectively.

c) Fluency

Fluency is the ability to communicate fluently and quickly, without hesitation or pauses. This includes mastery of the language, which is essential for effective communication.

d) Pronunciation

Pronunciation is the correct pronunciation of sounds and words and is essential for clear and effective communication. It is closely related to the reciprocal relationship between the speaker and the listener.

e) Comprehension

Comprehension is the ability to understand the meaning of spoken words. It is the ability of the listener to effectively process and interpret the speaker's message.

4. Purpose of Speaking

The main purpose of speaking is to communicate. Speech is an important tool to convey ideas to an audience or to the speaker personally. Therefore, speaking is important. According to Tarigan (2008), speaking has four basic purposes, namely:

a) To inform

To inform means that the speaker wants to convey his thoughts, knowledge, feelings, and opinions to the listener and share information for a specific purpose. In this case, the speaker is simply stating a fact.

b) To entertain

To entertain means that the speaker aims to make the audience happier with something that is chosen primarily for its entertainment value. For example, if the teacher tells a funny story in front of the class, then parents will tell the funny story to their children. This will make language interesting for people.

c) To persuade

To persuade means persuading the listener to perform a certain action. Teachers should leave a positive impression in their learning by giving examples of how to teach the material to students.

d) To discuss

To discuss something indicates that the speaker wants to talk about it. Because speaking is meant to be a tool of planning and conversation.

B. Strategies in Teaching Speaking

1. Teaching Speaking

The most important aspects of the teaching and learning process is teaching speaking. Teaching strategies are techniques, methods, or plans of classroom activities or interactions used by teacher to achieve specific teaching and learning objectives. These strategies can include various approaches, methods, and techniques to help students develop skills, such as cooperative learning, modeling strategies, using English songs and worksheets, and other activities that improve speaking skills (Reiser and Dick, 1996).

According to Hughes (2003), the goal of teaching speaking is to help students develop the comprehension and production skills necessary to interact successfully in the language. Consequently, the goal of teaching

speaking should be to help students become more proficient communicators, since this will enable them to express themselves and learn how to adhere to social and cultural norms in any setting involving communication (Kayi, 2006).

The main reason for teaching speaking is to develop fluency, the ability to express thoughts intelligently, naturally, accurately, and without hesitation (Ur, 2000). Teaching speaking skills generally emphasizes activities aimed at increasing student activity.

2. Strategies in Teaching Speaking

According to Brown (2007), a strategy is a systematic approach applied by language learners to solve problems or achieve certain goals in language learning. This strategy involves the use of structured techniques and methods to manage and utilize language information effectively, especially in the context of developing speaking skills. In the context of education, strategies are approaches that teachers use to support students in the learning process.

According to Banks (1991), teaching strategies are the ways in which teaching materials are presented or teaching activities are conducted. Teaching strategies are tools used by teachers to explain suitable activities and materials for students during the teaching process. It is hoped that the objectives of the teaching and learning process can be achieved. These strategies can include various methods, such as active learning, assessment-based, group-based, advanced strategies, organizational strategies, and multi-level strategy.

As mentioned by Ur (1991), teachers can use many strategies in the teaching process. There are some of the strategies that teachers can use in speaking classes:

a. Using group works

Group work can increase speaking opportunities in limited time and can also reduce barriers for students who do not feel like speaking in front of the class.

b. Activities are based on simple language

In general, the level of language required for discussion should be lower than that used in language intensive learning activities in the same classes. The language used should be easy for the participants to understand, so that they can speak fluently and without hesitation. It is a good idea to teach or review basic vocabulary before starting the activity.

c. Choosing topics and tasks carefully to stimulate interest

In general, the clearer the purpose of the discussion, the more motivated participants will be to participate. According to Harmer (2007), when students provide appropriate topics and tasks, students who understand each other and have sufficient English skills will participate freely and enthusiastically.

d. Providing guidance or training on discussion skills

To start a group discussion, each group must choose a leader. The leader's job is to make sure all members actively participate and give everyone a fair chance to speak. In the meantime, the leader is also in charge of keeping the discussion focused on the predetermined topic and directing the conversation towards a constructive conclusion. Thus, it is expected that each group member feels comfortable expressing their ideas and opinions, and the group discussion can produce creative solutions.

e. Ensuring learners speak the target language

The implementation of a peer-to-peer monitoring mechanism, where a group member is designated to monitor the use of the target language, proved effective in raising participants' awareness of the importance of the target language. Although there were no formal sanctions, the presence of these monitors created a more purposeful learning environment and motivated the participants to participate actively.

The best way to keep students using the target language is to (1) try to model them in the target language and (2) remind them to always use the language. The teacher reminds students to use the target language. In addition, it is also important to monitor students' activities.

From the above theoretical explanation, it can be seen that the strategy of teaching English words has four functions: (1) using group work; (2) simple language-based activities; (3) providing interaction or discussion skills training; and (4) having students use the target language.

According to Hamruni (2009), a strategy is a way used by someone to achieve something that can be done effectively and efficiently. The success of a speaking course depends on the strategies the teacher uses in the classroom. According to Kayi (2006), there are several strategies that teachers can use when teaching spoken English:

a. Discussion

Small group discussions can be of three to five students discussing effective active activities or strategies to improve students' skills, as all components of the class (teachers and students) can play a role in the teaching process. They practice their speaking skills with their relatives regularly.

b. Role Play

Another way to get students talking is through role-playing. Students pretend to be in various social contexts and play various social roles. In role-playing activities, the teacher provides information to students, such as who they are and what they think and feel.

c. Simulation

Simulations are very similar to role-playing games, but the difference between simulations and role-playing games is that they are more participatory. Simulations allow students to bring objects into the classroom to create a real environment. For example, if a student performs as a singer, he will bring a microphone to sing, etc. Role-

playing games and simulations have many advantages. First, they motivate students because they are fun. Second, they boost the confidence of hesitant students because they play different roles in role plays and simulations and do not have to speak for themselves, which means they do not have to take responsibility.

d. Information gap

This activity requires students to work in pairs. One student has information that the other partner does not have, and the partners share their information. Information gap-filling activities serve a variety of purposes, such as solving a problem or gathering information. In addition, each partner plays an important role because the task cannot be completed if each partner does not provide the information that the other partner needs. These activities are effective because everyone has a chance to speak in detail in the target language.

e. Brainstorming

Students are given a limited amount of time to come up with ideas on a particular topic. Depending on the situation, individual or group brainstorming is effective, and learners can come up with ideas quickly and freely. The benefit of brainstorming is that students' ideas are not subject to criticism.

f. Storytelling

Students can briefly summarize a story or fairy tale they have heard from someone before, or they can create their own story to tell their classmates. Storytelling encourages creative thinking. It also helps students express ideas in the form of an introduction, development, and ending, including the characteristics and framework that a story should have. Students can tell riddles or jokes. For example, at the beginning of each class, the teacher can ask some students to tell a riddle or a small joke as an introduction. In this way, the teacher can not only improve students' speaking skills but also attract the attention of the whole class.

g. Interviews

Students can interview different people about a chosen topic. However, students should prepare their own interview questions. Interviewing people not only gives students a chance to practice their speaking skills in class but also outside of class and helps them socialize. After the interviews, each student can present their research to the class. In addition, students can interview each other and introduce their partners to the class.

h. Reporting

Before class, students read newspapers or magazines and tell their friends in class about what they find most interesting. Students can also talk in front of the class about whether they have experienced something in their daily lives that is worth sharing with their friends.

i. Answer and Questions

Answering and questioning activities affect the development of students' skills as they answer the teacher's questions and can also ask the teacher if they feel comfortable with the seriousness of the material.

j. Picture Describing

One way to use pictures in presentations is to give students just one picture and ask them to describe the picture. For this activity, students can work in groups, and each group receives a different picture. Students discuss the picture with their group, and then a presenter from each group presents the picture in front of the class. This activity develops students' creativity and imagination, as well as their public speaking skills.

k. Finding the Difference

For this activity, students can work in pairs, and each pair is given two pictures that have differences, for example, a picture of a boy playing soccer and a picture of a girl playing tennis. Students work in pairs to discuss the similarities and/or differences in the pictures.

Based on the theories above, it can be concluded that methods and techniques in the oral learning process can help teachers learn English orally and make the material easier for students to understand.

C. Pearson Curriculum

1. Definition of Pearson Curriculum

According to Pearson Education (2024), Pearson is a global education company. Pearson specializes in completing and assessing educational courses and providing technology-based learning services. The company offers a range of products and services, including online courses, textbooks, learning platforms, and educational support for different stages of learning. The company primarily serves the education industry, college students, and professionals seeking continuous learning.

Pearson Education was founded in 1998 and is based in London, UK. Pearson Education has been renamed Pearson since 2011 and is the principal subsidiary of Pearson plc, which focuses solely on educational publishing and services (Pearson Education, 2024). The Pearson curriculum is a curriculum developed by Pearson Education Ltd., a British education company. It emphasizes practical skills and critical thinking and stresses global values that are vital for students' futures in a competitive global market. Pearson curriculum believes that learning opens up opportunities, creating fulfilling careers and better lives. Therefore, Pearson curriculum mission is to help people advance in life through learning.

2. Characteristics of the Pearson Curriculum

According to Pearson Education (2024), the Pearson curriculum is known for several main characteristics, such as:

a. Use of Technology

The Pearson curriculum emphasizes the use of technology in education, including online learning, learning software, and a variety of digital tools to enhance the student learning experience.

b. Student Access to Technology

The Pearson curriculum provides students with access to modern technology, which can enrich their learning. However, a key challenge is the technology gap among students in Indonesia.

c. Global Standards Education

Pearson's curriculum aims to equip students with relevant skills and knowledge to face global challenges. It also emphasizes the development of critical thinking skills and practical skills..

d. Flexibility

The Pearson curriculum provides flexibility in the teaching and learning process, allowing students to choose subjects that match their interests and potential.

e. Skill Development

Pearson's curriculum emphasizes the development of universal skills such as critical thinking, collaboration, and effective communication, as well as practical skills required in a global marketplace.

3. Strategies for Teaching Speaking Skills Using the Pearson Curriculum

Strategies for teaching speaking skills using Pearson curriculum refer to a range of methods and approaches designed to help teachers effectively develop students' speaking skills in an English-speaking environment. Pearson curriculum provides a range of resources and guidance to help teachers implement effective teaching strategies.

According to Pearson Education (2024), the Pearson curriculum offers various strategies that teachers can use to effectively teach English speaking skills to students. Here are some of the strategies:

a. Creating a Conducive Environment for Speaking

A good speaking environment is essentially a setting that encourages ease and comfort in communication, allowing individuals to express themselves and be heard. Slavin (2011) states that classroom management, or providing a conducive environment for learning, is a

strategy teachers use to create positive and productive classroom experiences. It is shaped by various physical and social elements.

In the study conducted by Roestiyah et al. (1995), it was found that the classroom learning environment plays a significant role in creating a conducive speaking environment. This environment can be categorized into two main components, which are:

1. Physical Environment

The physical environment refers to the tangible surroundings that make up a person's surroundings. It includes factors such as:

1) Neatness and Organization

A clean, well organized, and tidy classroom environment is essential for optimal learning. Such a space minimizes distractions, allowing students to fully focus on their studies. A tidy classroom also helps to create a positive, welcoming atmosphere, fostering a conducive learning environment where students feel comfortable and engaged.

2) Natural Light and Ventilation

Natural light and good ventilation are key to a comfortable and stimulating learning environment. Plenty of sunlight can improve mood, increase concentration, and even enhance cognitive abilities. Additionally, well-circulated fresh air helps maintain indoor air quality, reduces the risk of allergies and respiratory illnesses, and increases student alertness.

3) Comfortable Seating

Desks and chairs should be strategically arranged to ensure that all students have the best classroom view and comfort. Proper seating arrangements facilitate interaction between teachers and students, encourage active participation, and minimize distractions. Comfortable chairs promote good

posture and reduce physical discomfort, allowing students to better focus on learning.

2. Social Environment

The social environment plays a big role in how students speak and whether students feel comfortable. The following is a breakdown, such as:

1) One-on-one conversations

One-on-one conversations tend to be informal, use casual language, and provide more space for individuals to express themselves. This relaxed atmosphere allows for more open and honest communication, thus building a stronger and deeper connection between the two parties. In addition, one-on-one conversations also provide opportunities for individuals to get more personalized and specific feedback, which can help in self-development.

2) Small groups (3-5 people)

Small groups, typically consisting of 3 to 5 people, offer a dynamic communication setting. The conversational style can range from informal to semi-formal depending on the groups nature, whether it's a gathering of friends or colleagues. This format encourages balanced participation, allowing individuals to share their thoughts and actively listen to others. Such interactions foster collaboration, idea exchange, and a deeper understanding among group members.

3) Large groups (presentations, lectures)

Large groups, such as those attending presentations or discussions, often require formal language. Although the level of participation of the audience may fluctuate, the speaker usually has more control over the direction of the talk. While presentations tend to be one-sided, discussions can foster

more interactive participation and enable a dynamic exchange of ideas and perspectives.

Here are some examples of how teachers can create a conducive speaking environment: (a) creating a safe and supportive classroom where students feel comfortable to speak English without fear of being wrong; (b) encouraging students to respect and value each other's opinions; and (c) using a variety of activities that encourage student interaction and participation.

b. Providing Diverse Speaking Opportunities.

In order to ensure that all voices are included and every participant feels valued, there are several key strategies that can be employed to provide diverse speaking opportunities, regardless of one's identity or status. According to Agung (2018), students who are used to speaking on different topics in class are more confident in expressing their opinions and ideas. Here are some examples of the strategies, such as:

- 1) Using different types of speaking activities, such as group discussions, presentations, debates, and role plays.
- 2) Providing students with topics that are interesting and relevant to their interests.
- 3) Providing constructive and positive feedback to students to help them improve their speaking skills.

c. Using Authentic Teaching Materials

Authentic materials in English teaching are real resources that are not created specifically for language teaching. They are designed for real communication and convey meaning and information naturally. Based on Waters (2014), authentic teaching materials can help students better understand the world around them and connect their learning to real life. Examples of authentic materials are:

- 1) Using authentic teaching materials, such as videos, news articles, and songs, to help students learn English in a realistic context.

2) Encouraging students to use English in their daily lives.

Using authentic materials can increase students' motivation and willingness to take risks when using English because they are exposed to it in real-life situations. This approach is particularly effective in communicative language teaching (CLT) and other approaches that emphasize the use of authentic language.

d. Integrating Technology

Integrating technology in education refers to the meaningful use of technology to achieve learning goals. This approach involves the strategic application of technological resources and practices to improve learning and enhance educational outcomes. According to Idris (2016), the Pearson curriculum offers a range of technology-based resources that can help teachers create effective and engaging speaking lessons. Here are some of the benefits of integrating technology into education:

1) Improving learning experience

Technology integration can make learning more fun and interactive. For example, using interactive whiteboards or digital tools can encourage students to participate more actively in class discussions and activities.

2) Personalizing learning

Technology enables personalized learning by providing students with customized lesson plans and learning materials at their own pace. This helps students learn more effectively and efficiently.

3) Improving work quality

Technology can improve the quality of student work by providing tools that encourage creativity and critical thinking. For example, using digital tools to write assignments can make the work more detailed and better structured.

4) Increasing accessibility

Technology integration ensures that all students, regardless of their background or abilities, have equal access to educational resources. This includes providing accommodations for student with disabilities and ensuring that all students have access to digital learning materials.

5) Enhancing Collaboration

Technology facilitates collaborative work by allowing students to work together on projects remotely. This can help students who are shy or introverted participate more effectively in group discussions and activities.

e. Providing Ongoing Support

Ackerman (2022), a professor of psychology at the University of Michigan, believes in the importance of building strong, supportive relationships to improve mental and emotional health. Ongoing support can help people cope with stress, trauma, and other life difficulties. Providing ongoing support includes a variety of strategies and activities designed to help students improve their oral communication skills.

Here are some important aspects of ongoing support. There are:

1) Regular practice and feedback

Teachers should provide opportunities for students to practice speaking regularly, including role plays, discussions, and demonstrations. Feedback should be given to help students improve their pronunciation, grammar, and vocabulary.

2) Technology integration

Modern technology can be used to improve speaking skills. For example, teachers can use video conferencing tools to simulate real conversations, and students can record themselves speaking to get feedback on their pronunciation and fluency.

3) Storytelling and story completion

Storytelling and story completion activities can help students develop their storytelling skills and improve their language skills. Teachers can use stories to introduce new vocabulary and grammatical structures, and students can practice telling stories in groups or individually.

4) Games and activities

Games such as snakes and ladders, telephone, sentence competitions, etc. can be used to make presentations more interesting and entertaining. These activities encourage students to communicate and interact with each other in English.

5) Language environment

Teachers should create a language environment outside the classroom, talk to students in English, name important things, or construct things in English. This helps students practice speaking skills in the real world.

6) Monitoring and evaluation

Teachers should monitor students' speech production to identify areas that can be improved. Regular checks, such as those for other activities such as speaking tests, can help track progress and provide feedback to students.

7) Collaboration and adaptation

Teachers should collaborate with other teachers and departments to ensure that speaking skills are integrated into the curriculum and that students receive ongoing support. They should also adjust teaching methods based on student feedback and needs.

8) Technology and media

Using multimedia resources such as films that contain English dialogue can help students imitate native speakers and improve

their pronunciation and fluency. Teachers can also use online platforms to provide additional speaking practice and resources.

D. Teacher Challenges in Teaching Speaking Using the Pearson Curriculum

Teacher challenges are difficulties and obstacles that teachers may face in their professional practice. These challenges depending on a number of factors, including the level of education being taught, the location and demographics of the students, the resources available, and the teacher's own experience and training. Dhakal (2018) states that speaking activities can be the most difficult for students and teachers in terms of the emotional components involved, and therefore, teaching speaking skills can be challenging for teachers. In addition, some students may find language learning boring because it is too easy, while others may find it challenging.

According to Aziz and Khasinathan (2021), students are afraid of speaking incorrectly in English because difficult to express their ideas in English, they prefer to avoid using the language and express themselves in their own language. In addition, some students have limited vocabulary, which causes them difficulty communicating in English. Teaching English may seem like any other language, but it comes with its own set of challenges. The challenges teachers face when teaching speaking skills using Pearson curriculum vary and depend on a number of factors. Based on Lynch (2008), states that teachers often face the following problems when teaching spoken English:

1. Lack of students motivations

Student lack of motivation, such as shyness, fear of making mistakes, lack of interest in learning, and so on, relates to their ability to participate in classroom activities. Lack of motivation occurs when students feel uncomfortable or afraid to participate freely in language learning.

2. Insufficient time

The primary issues in teaching English are a lack of resources, curriculum, and time. All three of these subject areas need to be developed at the same time in order for teaching and learning to be successful.

3. Over-crowded English classes

A classroom is usually considered to be the area of the school where lessons are conducted. A classroom is very crowded, and when a teacher has more students than the recommended number, it is said to be an overcrowded classroom. An over-crowded classroom has more students than the classroom can accommodate.

According to Davis and Pearse (2008), describe three real-life situations where teachers experience difficulties in teaching spoken language:

1. Many students find it difficult to speak in front of large groups

This is especially the case when speaking in a foreign language, as students may be afraid of making many mistakes in their presentation.

2. Pronunciation must be recognizable in order to be understood

In a person's first language, it is difficult to hear the voice of someone with a strong regional accent, and it is also difficult to understand what foreign speakers mean when they ask, "Ease...eat...tree...jet? Like, "Is it yet?

3. Speaking happens in "real time"

When it comes to speaking, similar to listening, speakers typically lack the chance to meticulously craft their statements. The predominant mode of communication is talking, which necessitates multitasking, actively listening to others, seizing opportunities to speak, adapting to abrupt shifts in conversation, and conjuring up responses during extended periods of silence.

In addition to the student-related challenges mentioned above, the following challenges often arise when teaching oral skills:

1. Students have poor English proficiency.
2. Students are not very positive towards learning English oral skills, the teacher's teaching methods, and the oral topics in the textbook.
3. Students' participation in speaking is not satisfactory.

4. Students rarely try to improve their own oral skills. They are completely dependent on their teachers. They have high expectations of their teachers.

E. Review of Relevant Studies

To avoid unnecessary duplication, the authors reviewed several studies relevant to this study. Researchers can compare the results of each experience implementing teacher strategies in a speaking classroom. Additionally, researchers can infer the extent to which strategies can help teachers implement speaking instruction in their classrooms. There are several studies relevant to this study, including:

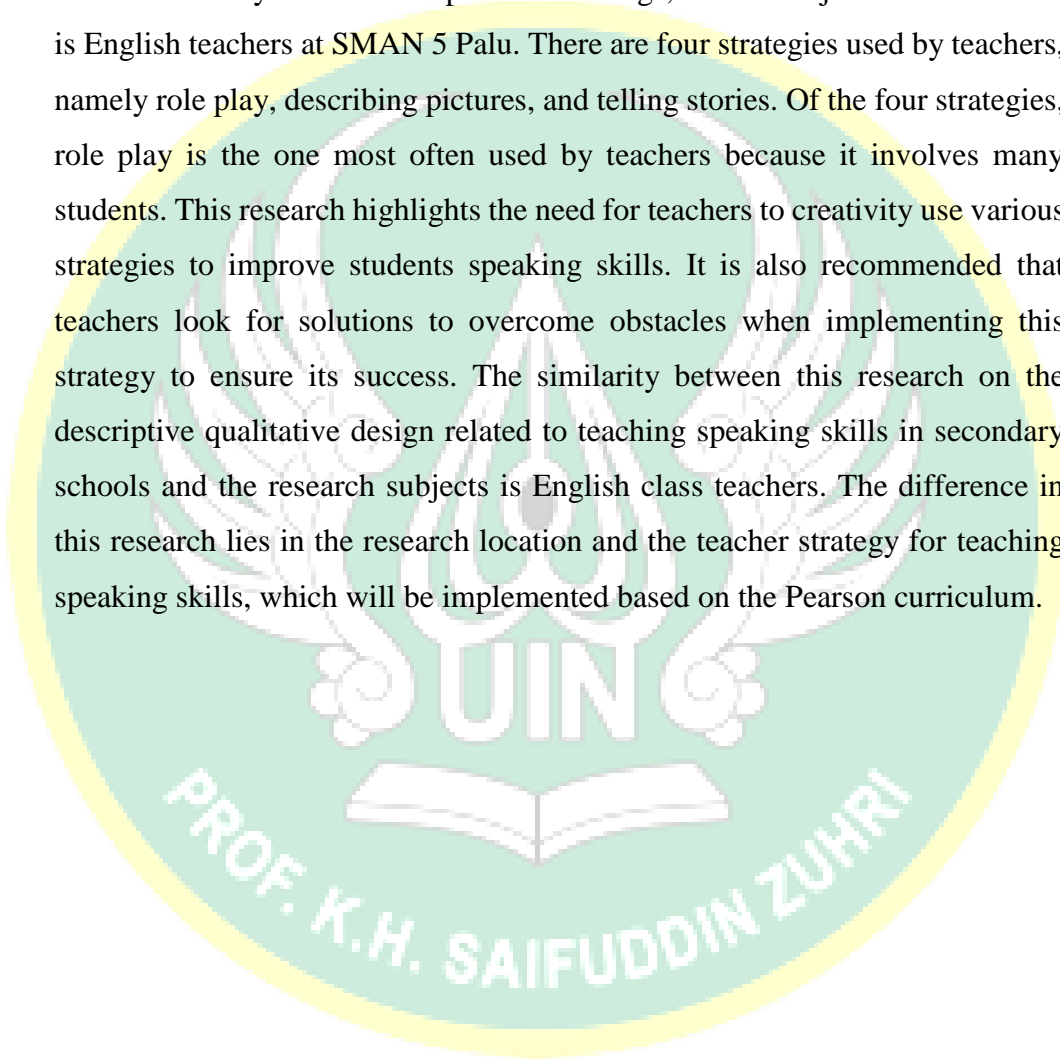
First is a research by Dr. Kiran Soni (2017), entitled "*The Effectiveness of English Communication Using Pearson Global English Curriculum.*" This study aims to examine the effectiveness and efficacy of English communication in higher education. The successful implementation of English communication workshops will bring enormous benefits to students in terms of improving their skills, talents, and experiences through better workshops, trainings, and courses, acquiring more quality knowledge, gaining student information and satisfaction, and most importantly, ensuring students' long-term success. The main objective of this study was to determine teachers' perceptions of the training modules offered in Pearson's GITS training courses. In this research, several parameters that affect lecturer satisfaction are studied. The tests to be used in this study are reliability tests, frequency distributions, descriptive analyses, and one sample T test. This research is an attempt to evaluate the effectiveness of one of the training curricula provided by Pearson in training. This curriculum helps the students to understand the world they live in and understand their role in the global society. The similarity of this study is that the Pearson curriculum is used in teaching speaking, and the research object is English teachers. The difference between this study and others is the location of the research, the type of research, and the level of teaching.

Second is a thesis by Re Tali Imani (2020), entitled *“Teachers’ Strategies in Teaching Speaking at 8th Grade SMP Al-Irsyad Al-Islamiyyah Purwokerto.”* Is a student of English Department Education who graduated from the State Institute of Islamic Studies, Purwokerto. Her thesis is entitled "Teacher's Strategies in Teaching Speaking in Class 8E of Al Irsyad Al Islamiyyah Junior High School, Purwokerto." The research used a descriptive-qualitative approach and took place in two classes at the school, namely Class 8E and Class 8J. According to her research, the various teaching strategies used include storytelling, role-playing, discussion, games, brainstorming, video-vlog, memorization, vocabulary, and demonstration. She stated that these strategies were effective in improving students' motivation and speaking skills. Re Tali's research focused on teachers' strategies in teaching speaking at Al-Irsyad Al-Islamiyyah Junior High School, Purwokerto. She found nine strategies in her research in two classes using a descriptive-qualitative approach. The similarity between the previous research and this research is that the teacher's strategies for teaching speaking skills are the same, and the subject is an English teacher. The research also used qualitative methods. There is a difference in the previous study regarding the implementation of teaching speaking skills; the previous study was conducted in a junior high school, while this research was conducted in a senior high school.

Third research by Haliza (2020), entitled *“Analysis of Teachers’ Strategies in Teaching English at SMA 1 Batukliang in the 2020/2021 Academic Year.”* This study is to find out the teaching strategies of English teachers. Improve speaking skills and describe implementation teachers strategies for teaching speaking skills in SMAN 1 Batukliang Class XI. The research methods are observation and interviews. The results of this study showed that teachers used two strategies: NHT (Number Together) and TPS (Think, Pair, and Share). NHT strategies can help. This gives students more confidence when participating; it promotes group encouragement and helps them understand difficult concepts. TPS strategies can guide students to actively participate in speaking activities. Actively participate in speaking engagements. Similarity in

this study is the focus of research on teachers' English learning strategies. This study differs in the level of the teaching classes, the location of the study, and the curriculum used.

The last is a research from Mulyanti (2022), entitled *“Teachers’ Strategies in Teaching Speaking in Secondary Schools.”* This research it uses descriptive methods to analyze data and explain the findings, and the subject of this research is English teachers at SMAN 5 Palu. There are four strategies used by teachers, namely role play, describing pictures, and telling stories. Of the four strategies, role play is the one most often used by teachers because it involves many students. This research highlights the need for teachers to creativity use various strategies to improve students speaking skills. It is also recommended that teachers look for solutions to overcome obstacles when implementing this strategy to ensure its success. The similarity between this research on the descriptive qualitative design related to teaching speaking skills in secondary schools and the research subjects is English class teachers. The difference in this research lies in the research location and the teacher strategy for teaching speaking skills, which will be implemented based on the Pearson curriculum.



CHAPTER III

RESEARCH METHODOLOGY

Methods of research, as well as how the writer is to carry out his research in response to a research question, will be discussed in this chapter. The discussion about the types of research, the sources of data, the subject, the object of the research, techniques of data collection, and techniques of data analysis.

A. Type of the Research

This research used qualitative analysis. Qualitative research is a type of research to investigate, discover, describe, and explain the qualities or features of social influence that cannot be explained, measured, or described through quantitative approaches. According to Creswell (2018), qualitative research is a research approach that aims to understand and interpret the meaning of a social or cultural phenomenon from the perspective of the participants. This approach includes a variety of methods and techniques, such as interviews, observation, document analysis, and case studies.

The researcher used fieldwork in this study. Researcher collect data by visiting the research location and directly observing the object under study. Burgess (2005) explained that field research is a learning situation where researchers must understand the behavior and activities of themselves and research subjects.

This qualitative research, conducted through aims to delve into the implementation of the Pearson curriculum in grade 10 speaking skill classes at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto. By observing teacher-student interactions and analyzing the employed teaching strategies, this study seeks to gain a comprehensive understanding of how the curriculum Pearson is enacted in a specific educational context.

B. Research Location

This study was conducted at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto which located at Professor Dr. Suharso Street, Arcawinangun, East Purwokerto, Banyumas, Central Java. The school has been implementing the Pearson curriculum for three years. According to information cited by LPP Al-Irsyad (2020), LPP Al-Irsyad Al-Islamiyyah Purwokerto and PEARSON are collaborating to develop English courses. Al-Irsyad Al-Islamiyyah Purwokerto High School's collaborative implementation of Pearson's policy has resulted in improved quality English teaching and the creation of students who are more proficient in international languages.

C. Research Subject and Object

The research subjects and objects are as follows:

a. Subject

The subject of the research data is a 10th grade teacher at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto, where the class implements the Pearson curriculum to enhance the language learning potential of English language learning.

b. Object

The object of the research is the teaching strategies implemented by the teacher for speaking skills based on the Pearson curriculum for grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto.

D. Techniques of Data Collection

Data collection techniques are a very important step in research and must be conducted in a targeted and controlled manner. Data collection procedures and techniques must be followed to ensure the accuracy and quality of the data obtained. Sugiyono (2013) stated that the data collection technique is the most strategic step in research because the main goal of the research is to obtain data. In this research, the researcher uses three data collection techniques, which are:

a. Observation

According to Hadi (1986), as cited in Sugiono (2013), observation is something a complex process, a process composed of various biological and psychological processes. According to Lull (1982), observations are typically classified based on the engagement of researchers, which includes both participant and non-participant observation. According to Williems (1982) and Young (1975), observations should be classified as structured or unstructured based on how the researcher structures the observation.

The non-participant observation was conducted as part of this study that aims to describe in detail the strategies used by teachers when teaching speaking skills in accordance with the Pearson curriculum. The researcher observed the classroom directly, observation checklists and recorded any events relevant to the focus of the study. In addition, the researcher used a pre-designed observation guide to ensure that the observation covered all aspects that needed to be observed.

This study used observation guidelines to analyze details observed during observations at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto. These observation guidelines consist of written notes designed to analyze information gained during instructional activities. The researcher used the video recordings to analyze classroom activities and understand student behaviors that cannot be recorded in written form. By integrating written notes and video recordings, the researcher can collect and analyze data effectively, gaining a deeper understanding of the teacher strategies for teaching speaking implemented by curriculum Pearson for grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto.

Table 1, below presents the schedule of observation activities that have been carried out periodically. There were five observations, starting from September 21, 2024, to October 22, 2024.

Table 1. Observations Activity

No	Date	Activity
1	21 September 2024	Observation 1
2	01 October 2024	Observation 2
3	08 October 2024	Observation 3
4	12 October 2024	Observation 4
5	22 October 2024	Observation 5

According to Table 1, the first observation conducted on September 21, 2024, was designed to observe students' interaction in a learning activity. In this activity, students and teachers reviewed the materials taught in preparation for the midterm exam. In the second observation conducted on October 1, 2024, the learning activity conducted by the teacher was a discussion and introduction to the application through the Pearson English portal. The third observation, conducted on October 8, 2024, was a learning activity that started with a brainstorming strategy and images as a learning medium. Students could describe a person or character that they admired. In the fourth observation conducted on October 12, 2024, the activity conducted included the teacher giving students time to discuss and create dialogue scripts in pairs, after which each group performed a role play. In the fifth observation, conducted on October 22, 2024, the activities conducted were interviews with couples or groups and their practice in front of the teacher.

b. Interview

An interview is an interactive process between an interviewer and a respondent designed to obtain in-depth and detailed information about the topic being researched. According to Sugiyono (2016), interviews are a data collection technique that aims to find problems that must be researched. Interviews can also serve as a follow-up to respondent questionnaires, and the questions asked can be open-ended or closed-ended.

In this case, the researcher obtained information about the object by interviewing Mrs. Atsmania Rahmawati, an English teacher in grade 10th at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto. The researcher interviewed the teacher to gain their understanding of the Pearson curriculum, the challenges they faced, and the strategies they used. The purpose of conducting semi-structured interviews was to explore the processes and strategies that teacher used to teach speaking English when implementing the Pearson curriculum. The interview allowed the researcher to obtain detailed information, ask follow-up questions, formulate responses from participants to better understand perspectives, and gather multiple perspectives from different sources. The participants of this study were English teachers of Grade 10 and student representatives of Grades XE and XG. We conducted face-to-face interviews that lasted 10 to 20 minutes. Data were collected through two interviews.

Based on table 2 below, it presents the schedule of interview activities. There were two interviews, starting on October 12, 2024, and October 22, 2024.

Table 2. Interview Activity

No	Date	Activity
1	12 October 2024	Interview 1
2	22 October 2024	Interview 2

According to Table 2, the first interview activity was conducted with XE students; the second interview activity was conducted with XG students and the 10th grade English teacher.

c. Documentation

The documentation method is a data search method using information sources in the form of records, medical records, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, and

other written or recorded documents. According to Sugiyono (2010), documents can be in the form of written text or images that can be used to obtain information.

The purpose of documentation is multi-faceted, encompassing data collection, data completion, data verification, analysis of past phenomena, and gaining a comprehensive understanding of the research context. RPP (lesson plans) is the focus of data collection. The data were analyzed in depth to reconstruct the strategies used by the teachers to learn speaking skills and to understand how the Pearson curriculum is implemented in the context of speaking skills learning. The records in this study were designed to verify and supplement the data obtained through direct observation.

E. Techniques of Data Analysis

This study used descriptive qualitative methods to analyze the data. According to Miles and Huberman in Sugiyono (2010), data analysis is the process of systematically searching and compiling data. There are three data analysis activities in qualitative descriptive research. Those are:

a. Data reduction

Data reduction in qualitative data analysis involves collecting, organizing, and simplifying data. Data reduction is the initial stage of qualitative data analysis which aims to produce a deep and comprehensive understanding of the data collected. This study analyzes various strategies implemented by 10th grade English teachers at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto in teaching speaking skills using the Pearson curriculum. These strategies include the use of varied learning techniques and methods, the utilization of interesting learning materials and media, the provision of feedback, and the creation of a conducive and supportive learning atmosphere. The implementation of these strategies contributes to the improvement of students' speaking skills.

b. Data Display

According to Miles and Huberman (1984), data display in qualitative data analysis involves the visual and narrative presentation of information. This process involves presenting data in the form of tables, charts, graphs, and narratives that can help researchers better understand the data and more easily communicate the results of the analysis to others. Data display can also help researchers discover patterns or themes that emerge from the collected data. When presenting the data, the researchers reduced the data to sentence form. Miles and Huberman (1984) in Sugiyono (2010) stated that in qualitative research, the most common form of data display is narrative text. Therefore, the researcher arranged the data in a good narrative text order for easy understanding.

c. Verification and Conclusion

According to Miles and Huberman (1984), drawing conclusion in qualitative data analysis involves reviewing the data and developing concepts or theories. This is done to ensure that the conclusions drawn are supported by strong and consistent evidence. Validation also involves retesting the original conclusion with additional data to make the conclusion more credible. Therefore, validation is an important step to ensure the validity and reliability of qualitative data analysis conclusions. To ensure the reliability and validity of the data, the researcher used triangulation techniques. This involves comparing information gathered from different sources, including interviews, observations, and documents.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims to provide answers to the research questions of this study. The findings of this study are based on the data collected through observation and interviews. The focus of this chapter is to find out the teaching strategies implemented by the teacher for speaking skills based on the Pearson curriculum for Grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto.

A. The Teaching Strategies Implemented by the Teacher for Speaking Skills based on the Pearson Curriculum for Grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto

In the process of obtaining data, the researcher selected a 10th grade English teacher as the subject of the study. The name of this teacher is Mrs. AR. She has a cheerful, friendly personality and gets along well with students. This makes students feel comfortable and enjoy the lessons. The study aimed to obtain a thorough comprehension of her teaching methods and their influence on the students. The researcher conducted in-depth interviews with SF, HR, and L, the class of (XE), and KS, AZ, and NS (XG), students from different classes.

Through in-depth observations and interviews, this study found that teacher have implemented various strategies to develop students' speaking skills. These strategies include:

1. Creating a Conducive Environment for Speaking

The classroom is an inherently diverse place, filled with students from different cultures, backgrounds, and language skills. Therefore, teachers must create a safe space where students feel comfortable, give them time to reflect on their answers, and allow their classmates' comments to be constructive. Positive reinforcement and constructive feedback in a safe classroom environment are essential to boosting students' self-esteem and confidence in using the target language. Slavin (2002) believes that teachers should build good relationships with students so that they feel valued and

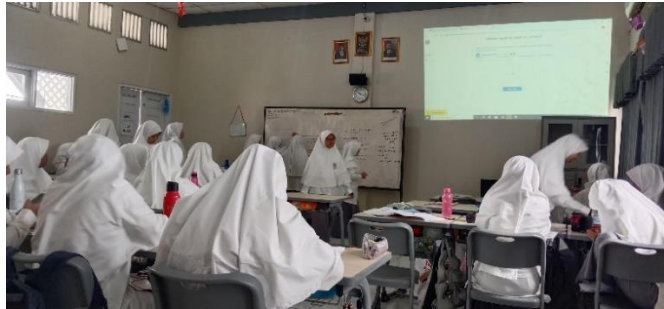
understood. This relationship can greatly enhance students' participation and willingness to speak. This strategy can create a conducive environment such as:

a. Brainstorming

Brainstorming is usually conducted at the beginning of the class. Brainstorming inspires students to think creatively and generate many ideas in a short period of time. Osborn (1958) states that brainstorming is an efficient way to collect ideas among a group of people and to find creative solutions to complex problems. Teachers use brainstorming to assess students' speaking skills and its components, such as vocabulary acquisition, pronunciation, and students' understanding of the topic. Before the brainstorming activity, the researcher observed that most students tended to participate passively in class discussions. They often listened to the teacher's explanations instead of giving answers.

In addition, the vocabulary used by students was still limited, especially in more complex discussions. But after the teacher conducted the brainstorming activity, the students' participation increased significantly. Students were more active in contributing ideas, asking questions, and responding to their friends' ideas. Most students said that they felt more confident. They felt that the supportive and non-judgmental atmosphere in the classroom gave them more courage to express their ideas. According to Meyers and Jones (1993), active learning means giving students opportunities to speak, listen, write, read, and think meaningfully about the content, ideas, issues, and concerns of academic subjects.

Based on picture 1, it can be seen that students are very enthusiastic about providing creative ideas to solve problems related to the subject matter.



Picture 1. Brainstorming Activity

According to picture 1, it can be seen that the warm and energetic atmosphere of the class encourages students to speak up. Through brainstorming activities, they not only learn language but also practice critical and creative thinking skills. Ausubel's theory of meaningful learning emphasizes the importance of connecting new knowledge with students' existing knowledge. Brainstorming can help students connect new knowledge with previous experiences and understandings, making learning more meaningful. Ausubel (1960) noted that when a new idea enters consciousness, it is processed and grouped under one or more concepts that already exist in the student's cognitive structure. They are not only recipients of information but also discoverers of knowledge. This will make learning more meaningful and memorable.

The brainstorming activity that the teacher does is very interesting and involves all students. This activity begins with the teacher providing a topic or problem related to the ongoing language learning material. The topic of the learning activity is about knowing the characteristics or personality of an idolized figure. The teacher conducts the brainstorming activity by asking questions such as "Do you recognize this picture?" "What do you know about the character?" and "How do we describe someone in English?".

After the question is asked, students have time to think and brainstorm as many ideas as possible. You can write these ideas on the board. During the brainstorming process, the teacher creates a safe and comfortable atmosphere where all students can participate freely without worrying about doing something wrong. Harmer (2015) believes that when students feel comfortable and valued in class, their motivation to learn is higher. Students will have more confidence to try new things and overcome challenges. The ideas that emerge are then discussed together. The teacher acts as a facilitator who helps direct the discussion and ensures all ideas get attention. The observation results showed that brainstorming activities increased students' motivation. They seemed more enthusiastic and motivated to find solutions to the problems they faced.

In an interview with the English teacher.

“During the brainstorming session, students expressed their ideas without hesitation and enthusiastically, which showed that they felt comfortable and encouraged to actively contribute to the problem-solving process.” (Interview with English teacher, 22 October 2024)

Brainstorming activities also helped students expand their vocabulary, especially vocabulary related to the topics discussed. Students said that after participating in brainstorming activities, they became more accustomed to thinking critically and analyzing information. The strategy of brainstorming in English language teaching successfully stimulated students' creativity in generating new ideas. The brainstorming strategy in Pearson's curriculum can enhance student engagement and learning outcomes. This approach is in line with Ausubel's strong theory of fostering connections between new and existing knowledge.

The brainstorming strategy is an interesting learning method that is good at enhancing students' concept understanding and critical thinking skills. In the context of the Pearson curriculum, which

emphasizes skill development. The research shows that the brainstorming strategy can enhance students' concept understanding and shows that students are better able to understand the material after applying the brainstorming strategy. This is in line with the principles of the Pearson curriculum, which emphasizes the importance of deep understanding of teaching materials.

Brainstorming not only helps in understanding concepts but also enhances students' critical thinking skills. This method encourages students to analyze problems, explore various solutions, and argue logically. Research shows that students who engage in brainstorming activities have better critical thinking skills compared to those who learn through traditional methods. These skills are particularly important in the Pearson curriculum, which emphasizes analytical and problem-solving abilities. Hatimah (2003) states that brainstorming is a way to gather ideas or opinions from each learner about a problem.

2. Providing Diverse Speaking Opportunities

Providing diverse speaking opportunities in the context of language learning (especially English) means providing learners with diverse speaking opportunities. This is not just about asking students to speak but creating a learning environment that encourages them to use language in a variety of situations, express ideas and feelings, and interact with a range of topics. Brown (2007) argues that providing a variety of speaking opportunities not only helps students develop their language skills but also increases their confidence in communicating. Brown emphasizes that different speaking experiences allow students to learn from each other through social interaction. Providing diverse speaking opportunities aims to create a learning environment that supports students as they practice speaking in a variety of contexts. This includes:

a. Interviews

As an interactive learning method, interviews provide students with many opportunities to develop their speaking skills. When interviews are well integrated into Pearson curriculum, they can be a powerful tool for achieving broader learning goals. Pearson curriculum strongly supports the use of active learning methods that are relevant to the real world. As a learning method that allows students to interact directly with others, interviews fit well with Pearson's curriculum principle of focusing on authentic communication. Interviews involve direct interaction between two or more people and create communication situations that are natural and relevant to everyday life. Mohammed and Ibrahim (2019) define authentic communication in interviews as a form of interaction that emphasizes honesty, openness, and a genuine exchange of ideas between the interviewer and the interviewee. They emphasize the importance of communication that is not only formal but also creates an atmosphere where both parties can exchange ideas in depth.

Through interviews, students have the opportunity to practice a variety of language functions, including asking questions, responding, and sharing their opinions. They gain skills in crafting pertinent questions, listening attentively to responses, and noting key information. By selecting topics that captivate their interest, students can delve deeper into their passions. Kayi's (2006) perspective on the significance of context in language acquisition can be applied to interview exercises, where students can opt for subjects that are meaningful to their experiences and interests. This choice of engaging topics can enhance motivation and foster greater involvement in the learning process. Consequently, students not only acquire language skills but also cultivate critical thinking abilities and creativity.

The scripts can be seen in the following table.

Table 3. Interview about Dreams for the Future

Khanza	"Hey guys, did you know that tomorrow we have an interview with our guidance counselor to decide on our college majors?"
Jasmine	"Yeah, I heard. I'm ready to say what I want."
Shona	"Me too. I already have an idea. What about you guys?"
Khanza	"It's easy, I want to be a doctor. I've loved biology since I was a kid and really want to help sick people."
Jasmine	"Wow, that's noble. As for me, I want to be a programmer. It's fun to create your own apps or games. Maybe I can start a startup someday."
Shona	"That's cool too. As for me, I'm more into art. I really want to be a graphic designer. I love unique and creative designs. Maybe I can design products or make comics someday."
Khanza	"Wow, all of your aspirations are cool. I hope we can all achieve what we want."
Jasmine	"Ameen. But are you ready if they ask why you chose that major?"
Shona	"Of course. I've been thinking about it for a long time. I'll just explain the reason."
Khanza	"Yeah, that's right. We already have our own passions."
Jasmine	"Okay then, let's be enthusiastic for tomorrow's interview. I hope it goes smoothly!"
Shona	"Ameen."

Based on the dialog table 1 above, a scenario is presented where students are preparing for an interview with a counselor to discuss their future plans, especially regarding the choice of major.

Each student expressed their desire and reasons for choosing a specific major such as medicine, programming, and graphic design.

Based on the dialog above, it can be used as teaching material to practice English speaking, listening, and interaction skills. In addition, it can inspire students to discuss the importance of planning for the future and pursuing their dreams. Students can also learn new vocabulary related to education and future planning.

Picture 2 below illustrates when the interviews took place.



Picture 2. Interviews Activity

Picture 2 above shows a very interesting interview activity. Before the interview activity began, each student formed a group consisting of 2–3 students. After that, the teacher assigns students to write a script containing questions they want to ask their friends. The teacher gave the students time to discuss and create a dialog script as the interviewer and interviewee. After everything is ready, students can practice it in front of the teacher to get a score. Teachers ask open-ended questions to students who have difficulty asking or answering questions to their friends. In addition to giving students constructive feedback, teachers try to create a comfortable atmosphere so that students can feel confident when conducting interview activities without fear of making mistakes.

According to Slavin (2011), by providing opportunities for students to interact actively and meaningfully, interviews can create a positive and interactive learning environment. Based on the Pearson curriculum, it emphasizes communication and active learning and strongly supports the use of the interview method to develop students' oral skills. This method allows students to: (1) learn to express their ideas and ask questions directly; (2) through face-to-face interaction, students become more confident when speaking in front of others; (3) interviews encourage students to use a variety of vocabulary and sentence structures; (4) in addition to speaking, students also learn to listen carefully to understand the other person's responses. The use of the interview method not only enhances speaking skills in English but also strengthens students' confidence through hands-on practice, constructive feedback, and the development of social skills.

b. Role Play

Role-playing encourages students to interact directly with real-life situations so that they can practice their speaking skills in a relevant environment. Role-playing enables students to express and convey their ideas more easily without worrying about making mistakes, and encourages them to use a variety of new vocabulary that is appropriate to the context. Richards-Amato (2003) believes that role-playing allows learners to explore their skills.

This engaging method not only offers a structured atmosphere to practice speaking English, but also makes the learning experience more interesting and less boring. Through role play, students can utilize their acquired knowledge in simulated real-life situations, enriching their understanding of the language and improving their overall communication skills. Harmer (2007) believes that role-playing games can provide students with a realistic

environment to practice communication, making it easier for them to retain and apply what they have learned.

Based on the researcher observations, the scripts created by the students were not only limited to daily conversation exercises at school but also reflected their interests and creativity. Students actively create dialogues that are relevant to their daily lives, such as discussions related to their ideals, hobbies, and also famous figures that they idolize.

Based on table 4, students can explore their creativity and interest in storytelling. The script can be seen in the following table.

Table 4. Conversation at the School

Siswa A	Did you see the new BTS music video?
Siswa B	Yeah, it was amazing! I love their choreography.
Siswa A	Me too! Jimin is my favorite. He's such a great dancer.
Siswa B	I like Jungkook. His voice is so powerful.
Siswa A	I know. Who's your favorite group?
Siswa B	I'm also a big fan of Blackpink. They're really talented.

According to dialog table 4, the two students are discussing K-Pop music groups, especially BTS and Blackpink. They share their opinions about their favorite members and latest music videos.

As shown in picture 3 below, two students practice in front of the class; this activity is called role playing.



Picture 3. Role Play Activity

Based on picture 3, it can be seen that students look enthusiastic in the process of role-play activities. The teacher creates a conducive atmosphere and motivates students to actively participate in role-play activities. In the role-play activity, each student was given the roles of interviewer and interviewee. They then practiced dialoguing using English according to the role given. The teacher then directed the students to pair up, and some pairs took turns going to the front of the class to practice their dialogue in front of their classmates. Other students then give responses, such as giving applause for their friend's performance.

In an interview with the English teacher.

“As a teacher, I actively guide students to better understand their roles and give them constructive feedback. I also provide students with opportunities to develop their own ideas so that they have the confidence to express their opinions without fear.” (Interview with the English teacher, 22 October 2024)

Role play is an interesting and powerful learning strategy to build students' speaking skills. In the context of implementing the Pearson curriculum, this method can help students develop their speaking skills through simulating real situations that encourage active interaction and communication. According to Richards (2003), that role-playing allows students to practice language skills in an environment that mimics real-life situations, improving their

speaking skills and confidence. This method encourages interaction between students, which is crucial for language acquisition.

The practice of role-playing utilizes a variety of communication skills, enhances language fluency, facilitates classroom interaction, and increases motivation (Ladousse, 1995). The role play method can be an integral part of language learning based on the Pearson curriculum because (1) students will be more confident in expressing language in different situations relevant to daily life; (2) every student has the opportunity to speak and interact with their classmates; (3) through role play, students can overcome the fear of public speaking and increase self-confidence; (4) role play can be adapted to various topics and language levels in the Pearson curriculum.

3. Using Authentic Teaching Materials

Authentic teaching materials are learning materials that come directly from real life. These can be texts, audio and video files, or physical objects used in the real world. Gilmore (2007) believes that authentic materials play an important role in foreign language learning. These materials not only make learning more interesting but also help students develop a wider range of language skills and prepare them for active communication in an increasingly globalized world. Authentic teaching materials employ various methods to engage learners and promote real-world language use, such as:

a. Describing Pictures

Describing pictures is a very useful teaching method to enhance students' speaking skills. This activity not only helps students learn vocabulary and grammar, but also develops critical thinking skills, creativity, and self-confidence. Describing pictures is one of the most potent strategies for authentic teaching materials based on Pearson curriculum. Using pictures can make learning more meaningful, interesting, and relevant to students' lives. Harmer

(2007) explains that describing pictures is a useful way to develop students' speaking skills, especially in the early stages of learning. This activity allows students to practice language use in an authentic and fun environment.

As shown in Picture 4 below, the activity requires students to look closely at the picture and then describe what they see in it.



Picture 4. Describing Picture Activity

Based on picture 4, as a learning activity, the teacher shows a picture of a professional journalist who inspires many people, especially the younger generation, namely Najwa Shihab. The activities and topics discussed by Najwa Shihab are very relevant to students' daily lives. Therefore, students are encouraged to express their opinions and analyze their personality style, body language, and facial expressions. Using a character like Najwa Shihab as an example makes learning more interesting and relevant for students. In addition, students are motivated to develop critical thinking skills and useful communication skills.

The picture-description strategy is a language learning technique that uses pictures as stimulation to get students talking. Rofiqi (2021) claims that one strategy for teaching English is describing a picture, which entails showing students a picture and having them describe it in front of the class. By looking at pictures, students are encouraged to use the vocabulary, sentence structure, and grammar they have learned to describe what they see. According

to Brown (2001), the importance of providing a meaningful context in language learning is emphasized. Images can provide visual context and help students understand the meaning of words and sentence structures.

Romadhona (2019) states that images serve as valuable pedagogical tools, enhancing student engagement and understanding. More than just decoration, images can contribute meaningfully to the learning process. When relevant and stimulating visual aids are integrated into learning materials, students will be more motivated and actively participate in learning activities. Visual representations can stimulate students' imaginations, turning abstract concepts into concrete and easy-to-understand. In addition, images can create a more interesting and interactive learning environment, reduce cognitive fatigue, and maintain students' interest. Ultimately, the strategic use of images can optimize the teaching and learning process, leading to enhanced student learning outcomes.

The picture describing Najwa Shihab's photo as a stimulus, students can practice describing her physical appearance, such as her short hair and distinctive style of dress. In addition, students can also analyze her facial expressions in various situations and describe the personality characteristics that radiate from these expressions. This activity not only trains students in the use of appropriate vocabulary but also helps them develop observation and analysis skills.

In an interview with the English teacher.

“I have found the picture describing strategy to be very interesting in encouraging students to speak more and use a more diverse vocabulary.” (Interview with the English teacher, 22 October 2024)

When explaining pictures, not only mentioning what is seen but also training students to think critically, analyze, and express ideas well. Here are some aspects that can be integrated based on the Pearson curriculum in describing images: (1) Pictures can be used to introduce new vocabulary relevant to the theme; (2) Encourage students to use specific and varied words in describing; (3) Train students to make complete and meaningful sentences; (4) Teach students to use conjunctions to connect ideas; (5) Encourage students to express their opinions and feelings about pictures; (6) Invite students to imagine and create stories based on pictures. According to Slavin (2015), by integrating describing pictures into the Pearson curriculum, teachers can measure student achievement in terms of vocabulary acquisition, concept understanding and communication skills.

4. Integrating Technology

Integrating technology refers to the strategic use of digital tools and resources to enhance teaching and learning processes. It's not just about introducing technology into the classroom; it's about seamlessly blending it into the curriculum to improve student engagement, critical thinking, and overall educational outcomes. Smaldino, Lowther, & Russell (2008) define integrating technology as the strategic use of technology tools to enhance teaching and learning. This means that technology is not just added to the classroom but is carefully selected and used to improve student outcomes. Integrating technology employs different strategies to enhance educational objectives, such as:

a. Using Pearson English Portal

Pearson English Portal is a digital platform specifically designed to support English language learning. It offers a range of features and resources that teachers and students can use to enhance the English learning experience. Based on Pearson Education (2024), Pearson, as a leading provider of English curriculum,

strongly emphasizes the importance of technology integration in learning.

Figure 5 below shows students looking enthusiastic about learning English using the Pearson English Portal.



Picture 5. Using Pearson English Portal Activity

Based on Figure 5 above, students look serious and enthusiastic, paying attention to the LCD screen, which will be used as a medium for learning English using the Pearson English Portal. The use of technology in learning like this not only makes the learning process more interesting but also allows students to learn at their own pace. With various features provided, such as interactive exercises, learning videos, and discussion forums, students can deepen their understanding of English more effectively. Pearson English Portal successfully creates an interactive and inspiring learning environment. By utilizing this technology, learning English is no longer boring. Instead, students can learn while playing and being creative.

According to Pearson Education (2024), the Pearson curriculum is designed to provide comprehensive and effective English language learning. The curriculum emphasizes the development of four key language skills (reading, writing, speaking, and listening), as well as vocabulary and grammar. Pearson English Portal is one of the digital platforms developed to support the implementation of the Pearson curriculum. Some of the advantages

of Pearson English Portal in the English learning process include: (1) Pearson English Portal provides a variety of learning materials, such as text, audio, video, and interactive exercises, which are tailored to students' ability levels; (2) Students can learn at their own pace and repeat material that has not been understood; (3) Teachers can monitor students' learning progress individually and provide more personalized feedback; (4) The use of technology in learning makes the learning process more interesting and interactive; (5) This portal can be accessed anytime and anywhere, so students can study outside of school hours.

The benefits of learning using the Pearson English Portal include: (1) Engaging and interactive materials can increase students' motivation to learn; (2) With regular and purposeful practice, students can contribute to considerable improvement in all four of their language skills; (3) Materials and exercises in the portal are often matched to standardized exam formats, helping students prepare for exams; (4) Some features in the portal allow students to collaborate with their classmates, enhancing communication and cooperation skills. According to Pearson Education (2024), the Pearson English Portal is a very useful tool in supporting English language learning. With proper utilization, this portal can help students achieve optimal learning outcomes. However, the successful implementation of this portal also depends on various factors, such as the readiness of students, teachers, and schools, as well as support from various related parties.

5. Providing Ongoing Support

Providing ongoing support in the context of education, particularly with reference to the Pearson curriculum, means providing consistent and ongoing support to students through the learning process. This support is not only limited to the subject matter but also includes the emotional, social, and overall skill development of the student.

Based on Lai's (2011) opinion on metacognition, it is very relevant to the concept of providing ongoing support in the Pearson curriculum. Teachers can provide ongoing support by developing students' metacognitive skills, teaching metacognitive strategies, and creating a learning environment that encourages students to become independent learners. This is a way to provide ongoing support, such as:

a. Discussion

Discussion is a valuable learning method in the Pearson curriculum. By encouraging students to actively participate in the learning process, discussions can help them develop important skills they will need in life. Collaboration learning is a method that encourages students to work together in groups. According to Pearson Education (2024), collaborative learning is a way to shift the focus away from traditional teacher-centered teaching. Instead, it involves group-based activities and cooperative interactions between students. This shift puts students at the center of the learning process as active participants and makes collaborative learning fun and exciting. Pearson's curriculum emphasizes active and collaborative learning and strongly supports the use of discussion strategies in speaking English teaching.

As can be seen from picture 6, students were very enthusiastic about discussing, solving problems, and exchanging ideas.



Picture 6. Discussion Activity

Based on picture 6, students are divided into groups for stimulating discussions. Discussion strategies are important for promoting interaction among students, sharing ideas, and encouraging students to work in teams. Through discussions, students not only gain new knowledge but also develop social and critical thinking skills that are very useful in daily life. Discussion is one of the strategies that teachers use to develop students' speaking skills. Discussion activities encourage students to actively interact, listen to others' opinions, and learn to express their own ideas or arguments effectively. According to the researcher observation of the learning activities, the teacher presents an image as a medium through which students can be encouraged to think critically and form opinions. The image can also provide a connection to the topic being discussed. Mohammed and Ibrahim's (2019) research provides support for the use of discussion strategies in teaching speaking skills. By combining authentic materials and discussions, teachers can create a more interactive, engaging environment, and the teacher can provide ongoing support.

The topic of discussion should be relevant and interesting to students, so that they are motivated to participate. Fried-Booth (2002) argues that teachers should motivate students in the learning process and foster self-confidence in students so that students feel that they are actively learning and able to achieve their goals. In discussion activities, students can express their ideas or arguments clearly and easily for their friends to understand. In this way, their friends can respond and present their arguments. Each student must present his or her argument in a small group or in front of the class; so that other students can get information and express their opinions. Teachers provide support that can encourage students to think critically and be confident in expressing their opinions.

In an interview with one of the students of class XE.

“The way teachers overcome learners who lack confidence in speaking/discussing using English is that teachers try to invite and provoke learners to always try to speak in English without fear of being wrong or shy in expressing their opinions. The teacher also provides motivation and correction when learners are less precise in expressing their opinions in English.” (Interview with SF, student of class XE, October 12, 2024)

The Pearson curriculum emphasizes active and student-centered learning. Meaningful discussions can be a powerful tool to provide ongoing support to students. Here are some strategies that can be implemented: (1) Every student has the right to express opinions without fear of judgment; (2) Teachers should build strong relationships with students so that they feel comfortable asking questions and sharing; (3) Help students to interact with each other and build ideas together; (4) Help students understand the main concepts discussed in the discussion; (5) Help students understand their mistakes and find solutions; (6) Encourage students to develop critical thinking skills and analyze arguments.

Dewey (1916) believed that education should focus not only on the dissemination of knowledge but also on the development of critical thinking skills and the ability to work with others. Through discussion, students can explore new ideas and broaden their horizons, which is an important part of the active and contextualized learning process. Discussion based on continuous support is one of the powerful strategies to enhance the learning outcomes. By creating a safe and supportive environment and using appropriate strategies, teachers can help students reach their full learning potential.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions, limitations, and recommendations of the study. This section contains the conclusions drawn by the researcher based on the information obtained; this section also presents the limitations of the study; and this section ends with the researcher's recommendations for students, teachers, and future researchers.

A. Conclusion

According to the findings, the 10th grade English teacher at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto used various strategies to teach speaking skills. The implementation of Pearson curriculum-based speaking skill teaching strategies at Al-Irsyad Al-Islamiyyah IT High School Purwokerto has shown encouraging results. The teachers actively create a conducive learning environment through brainstorming activities, encouraging students to generate ideas and participate in discussions. To provide diverse speaking opportunities, teachers incorporate activities such as interviewing and role-playing, allowing students to practice real-world communication scenarios. Authentic teaching materials, such as picture-describing tasks, are used to enhance vocabulary and sentence structure development. In addition, technology integration through the Pearson English portal offers interactive exercises and resources to complement classroom learning. These strategies were also used by teacher as strategies to address speaking problems such as lack of vocabulary, lack of conversation topics, worries or fears, and doubts or lack of confidence.

B. Limitation of Study

The author acknowledges the limitations of this study to improve the validity, instruction, and effectiveness of the study. The author acknowledges the limitations of this study. The authors had limited time to conduct observations, interviews, and record-keeping. Although the use of different learning strategies showed good results, the observations also revealed some

challenges, such as a lack of sufficient time to optimally implement all strategies. Therefore, more careful planning is needed to manage study time. The presence of student activities and midterm exams affected the limited time for the study. The study was conducted from September 21 to October 22. The authors also had to adapt to the limited time.

C. Suggestions

This research is expected to have benefits not only for researcher but also for English teacher, students at the 10th grade of SMA IT Al-Irsyad Al-Islamiyyah Purwokerto, Banyumas, and future researchers.

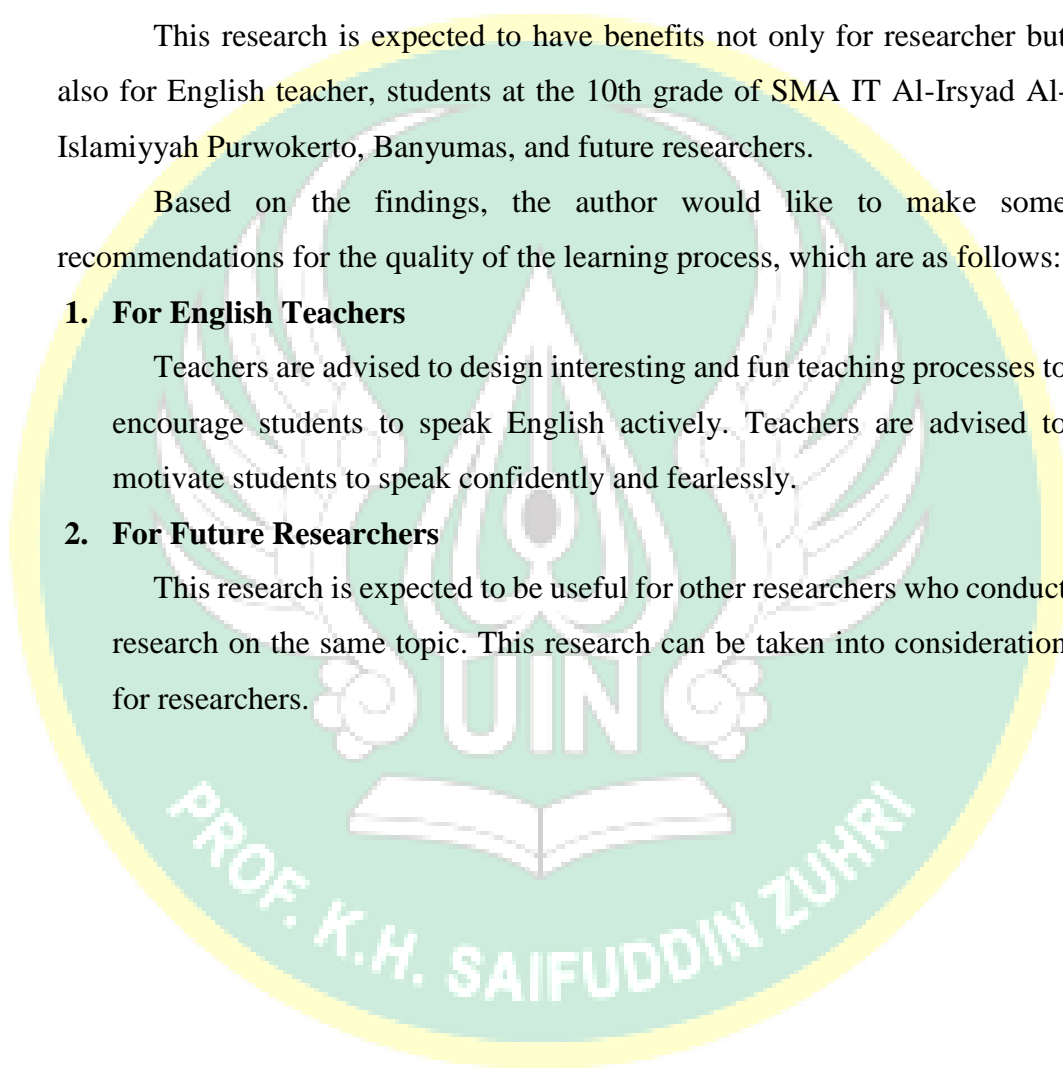
Based on the findings, the author would like to make some recommendations for the quality of the learning process, which are as follows:

1. For English Teachers

Teachers are advised to design interesting and fun teaching processes to encourage students to speak English actively. Teachers are advised to motivate students to speak confidently and fearlessly.

2. For Future Researchers

This research is expected to be useful for other researchers who conduct research on the same topic. This research can be taken into consideration for researchers.



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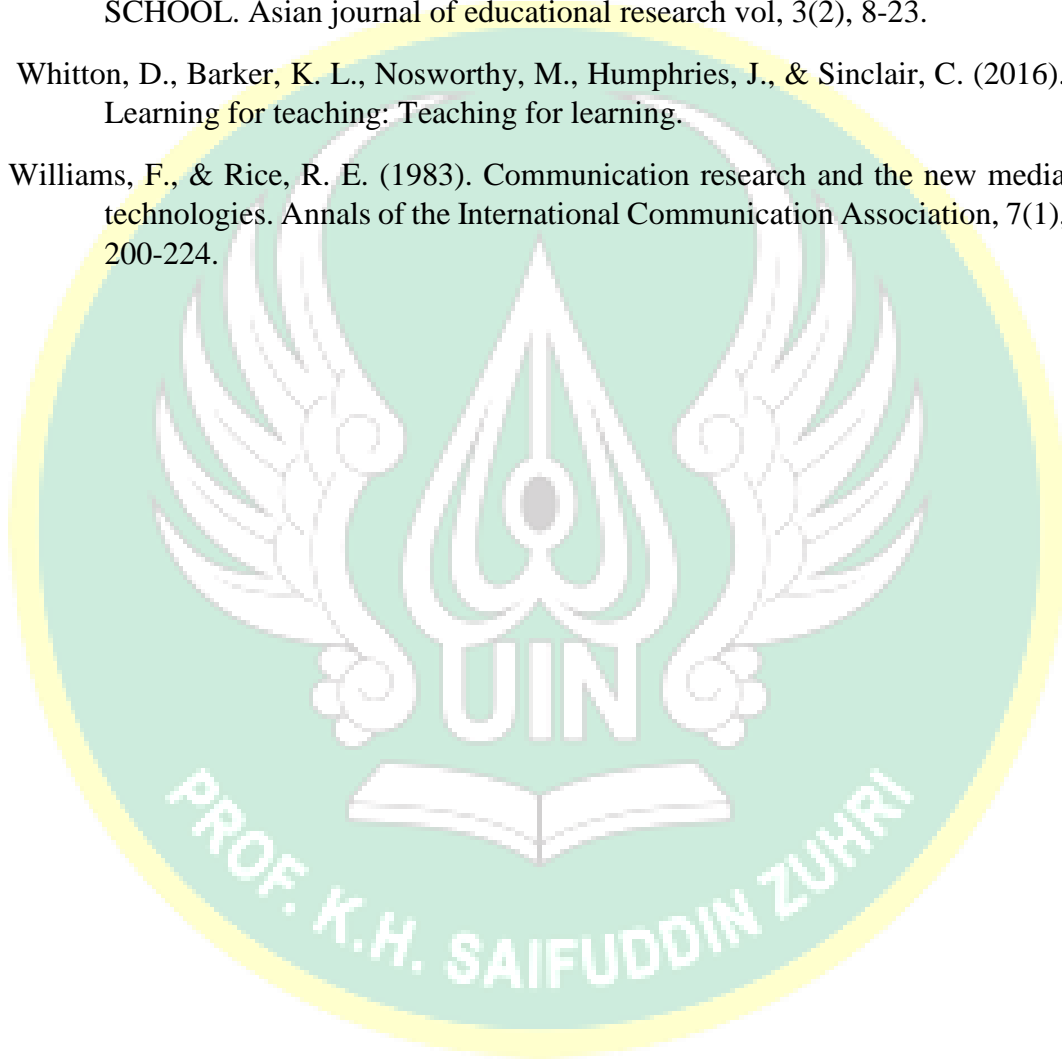
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Appendix 1: The Official Letter of Individual Research



Nomor : 440/10307/L-1.5/IV-2024 09 Syawal 1445 H
Lampiran : - 18 April 2024 M
Hal : Jawaban Permohonan Izin Observasi Pendahuluan

Ykh. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri
Purwokerto

Assalamualaikum Warahmatullahi Wabarakatuh

Segala puji hanyalah milik Allah SWT, Rabb semesta alam. Shalawat dan salam semoga terlimpah kepada junjungan kita Rasulullah Muhammad Saw, keluarga, sahabat dan seluruh pengikutnya yang istiqamah di jalan Islam.

Memperhatikan surat Bapak/Ibu nomor: B.m.306/Un.19/D.FTIK/PP.05.3/17/2024 tanggal 17 April 2024 perihal Permohonan Ijin Observasi Pendahuluan, dengan ini disampaikan bahwa pada prinsipnya kami memberikan izin kepada Saudara:

Nama : Fiani Azizah
NIM : 2017404085
Program Studi : Tadris Bahasa Inggris

untuk melaksanakan observasi pendahuluan sebagai syarat penyusunan skripsi.

Demikian surat ini kami sampaikan. Atas perhatian Bapak/Ibu, kami mengucapkan terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh

Kepala Sekolah
Faizul Munif, S.Si.
NIA. 103.07.2802763

Appendix 2: The Official Letter of Finished Research



SURAT KETERANGAN

Nomor: 154/10307/L-I.5/X-2024

Yang bertanda tangan di bawah ini kepala SMA IT Al Irsyad Al Islamiyyah Purwokerto Kecamatan Purwokerto Timur Kabupaten Banyumas, dengan ini menerangkan bahwa:

Nama	: Fiani Azizah
NIM	: 2017404085
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jenjang	: S1
Perguruan Tinggi	: Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto

nama tersebut di atas telah melakukan Observasi Pendahuluan di SMA IT Al Irsyad Al Islamiyyah Purwokerto yang dilaksanakan pada tanggal 1 Juni 2024 s.d selesai.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 29 Oktober 2024



Appendix 3: The Letter of Research Instrument Validation

SURAT VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Agus Husein As Sabiq, M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa observasi checklist, notes dan pedoman wawancara yang akan digunakan untuk penelitian berjudul "The Teacher's Strategies for Teaching Speaking Skills Using Pearson curriculum for Grade 10 at SMA IT Al-Irsyad Al-Islamiyyah Purwokerto, Banyumas" yang dibuat oleh:

Nama : Fiani Azizah

NIM : 2017404085

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

☒ Layak digunakan

☐ Layak digunakan dengan revisi

☐ Tidak layak digunakan

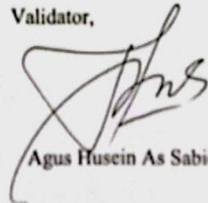
Catatan (bila perlu)

.....
.....
.....

Demikian keterangan ini dibuat sebagaimana mestinya.

Purwokerto, 10 September 2024

Validator,



Agus Husein As Sabiq, M.Pd.

Appendix 4: Observation Instrument Guideline

OBSERVATION CHECKLIST STRATEGIES TEACHING SPEAKING

No	Strategy	Meeting					
		1	2	3	4	5	6
1	Discussion (Page 2)						
2	Role Play (Page 4)						
3	Simulation (Page 7)						
4	Information Gap (Page 10)						
5	Brainstorming (Page 12)						
6	Storytelling (Page 14)						
7	Interviews (Page 17)						
8	Reporting (Page 20)						
9	Answer and Questions (Page 22)						
10	Picture Describing (Page 24)						
11	Finding the Difference (Page 27)						

Instrument Observation Field Note Strategies Teaching Speaking before Validation

1. Instrument Observation Guideline

Date :
 Teacher :
 Class :
 Material :
 Strategy : Discussion

No	Aspect of the Observation	Note
1.	Preparation: <ol style="list-style-type: none"> The teacher plans creating a conducive environment for speaking, including the objectives, materials, and time allocation. The environment prepared are relevant and interesting to students and supported by physical and social environment. The teacher organizes the classroom layout and divides students into effective groups. 	
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher gives opening greetings and prays. The teacher asks reflective questions to help students understand the material to be learned. The teacher attracts students' attention and gives clear instructions. Main Activity <ol style="list-style-type: none"> The teacher ensured all students actively participated, and build the environment went smoothly. The teacher divides students into small groups of three to five students. 	

	<ul style="list-style-type: none"> c. The teacher assigns each group a specific skill or topic related to the class curriculum (e.g., critical thinking, problem solving, and communication). d. The teacher observed students utilize language with relaxed language and freedom to express their opinions. e. The teacher ensured facilitates for environment successfully and provides constructive feedback. <p>3. Closing</p> <ul style="list-style-type: none"> a. The teacher assigns follow-up tasks that are pertinent to the lessons learned. 	
3.	<p>Follow Up:</p> <ul style="list-style-type: none"> a. The teacher gives specific and constructive feedback to students. b. The teacher corrects students' environment errors in an effective way. 	
4.	<p>Strategy:</p> <ul style="list-style-type: none"> a. Neatness and Organization: The teacher should be arranged a clean, well organize and tidy classroom environment is essential for optimal learning. b. Comfortable Seating: The teacher should be strategically arranged desks and chairs to ensure that all students have the best classroom view and comfort. c. Objectives Clearly Set: The teacher arranged objectives for each discussion activity will be set, such as improving students' ability to express opinions, respond to others' opinions, or reach agreement within the group. 	

	<p>d. One-on-one conversations: The teacher tend to be informal, use casual language, and provide more space for individuals to express their students.</p> <p>e. Small groups (3-5 people): The teacher arranged small groups, typically consisting of 3 to 5 people, offer a dynamic communication setting.</p>	
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2. Instrument Observation Checklist

Date :
Teacher :
Class :
Material :
Strategy : Brainstorming

No	Aspect of the Observation	Note
1.	<p>Preparation:</p> <p>a. The teacher prepared a series of open-ended questions that stimulate critical thinking.</p> <p>b. The teacher divides students into heterogeneous small groups based on ability.</p>	
2.	<p>Activity:</p> <p>1. Opening</p> <p>a. The teacher clear and engaging introduction before the brainstorming activity influences the students' initial involvement in the learning process.</p> <p>b. Teachers who employ motivational strategies can enhance students' active participation in brainstorming activities.</p>	

	<p>2. Main Activity</p> <ul style="list-style-type: none"> a. The teacher's clear and challenging brainstorming tasks affected the quality of ideas generated by the students. b. The teacher ensured task design and a conducive classroom atmosphere can influence the level of active participation of all students in brainstorming activities. c. The teacher created brainstorming activities can enhance students' ability to generate creative and diverse ideas. <p>3. Closing</p> <ul style="list-style-type: none"> a. The activity of summarizing the main ideas by the teacher can help students understand the results of brainstorming and improve concept understanding. b. Constructive and motivating feedback from the teacher can increase students' confidence in conveying ideas and improve the quality of subsequent ideas. 	
3.	<p>Follow Up:</p> <ul style="list-style-type: none"> a. The relevance of follow-up tasks to the brainstorming results can improve students' understanding of the concepts learned. b. Providing constructive corrections to student errors in follow-up tasks can improve the quality of student work. c. Teacher encouragement to students to develop their ideas further can improve students' creativity and critical thinking skills. 	
4.	<p>Strategy:</p> <ul style="list-style-type: none"> a. Gathering ideas: The teacher arranged students actively contribute ideas orally and in writing in brainstorming. 	

	<p>b. Increasing self-confidence:</p> <p>The teacher provided for students show more open body gestures and louder voices during presentations after brainstorming activities, such as making eye contact with the audience and speaking with a clear voice volume.</p> <p>c. Developing vocabulary:</p> <p>The teacher arranged students successfully identified new words and relevant expressions through the brainstorming activity and used them in group discussions.</p> <p>d. Improving critical thinking skills:</p> <p>The teacher provided students were able to compare and evaluate different ideas that emerged in the brainstorming, as well as provide logical reasons to support their choices.</p>	
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3. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Role Play

No	Aspect of the Observation	Note
1.	<p>Preparation:</p> <p>a. The teacher starts the lesson by asked an open-ended question related to the topic in expressing their opinions and ideas.</p> <p>b. The teacher starts to make groups discussion, prepare various themes for presentation, dabates, and role plays.</p> <p>c. The teacher gives examples of simple topics that are insteristing and relevant to</p>	

	their interest involving the use of the vocabulary to be learned.	
2.	<p>Activity:</p> <p>1. Opening</p> <ul style="list-style-type: none"> a. The teacher gives opening greetings and prays. b. The teacher asks reflective questions to help students understand the material to be learned. c. The teacher attracts students' attention and gives clear instructions. <p>2. Main Activity</p> <ul style="list-style-type: none"> a. Task assignment: The teacher assigns tasks to each group, such as creating dialogs, developing scenarios, or solving problems. b. Preparation time: The teacher are given sufficient time to discuss and prepare for the students. c. Role play implementation: The teacher performs their work in front of the class. d. Teacher monitoring: The teacher observes the role play and provides assistance if needed. <p>3. Closing</p> <ul style="list-style-type: none"> a. Class discussion: The teacher invites students to discuss their experiences during the role play. b. Feedback: The teacher gives feedback to each group, either in the form of praise or suggestions for improvement. c. Reflection: The teacher asked students to reflect on their learning. d. Closing: The teacher summarizes the key points that have been learned. 	

3.	<p>Follow Up:</p> <ul style="list-style-type: none"> a. Feedback: Teachers provide specific and improvement-focused feedback. b. Error correction: Teachers correct students' mistakes without making them feel inferior. c. Reinforcement: The teacher provides positive reinforcement for student success. 	
4.	<p>Strategy:</p> <ul style="list-style-type: none"> a. Planning and Preparation: <ul style="list-style-type: none"> 1) The teacher prepared object for role-playing activities. 2) The teacher arranged topic that is relevant and interesting to the students is selected. 3) The teacher arranged teaching materials such as sample dialogs, vocabulary cards, or props are prepared. 4) The teacher prepared students are divided into balanced groups for effective participation. b. Provide Model: <ul style="list-style-type: none"> 1) The teacher prepared a short role play is modeled to demonstrate proper execution. 2) The teacher arranged clear and simple language that students can understand. 3) The teacher arranged importance of vocal variety, facial expressions, and body language. c. Set Clear Tasks: <ul style="list-style-type: none"> 1) The teacher assigns specific and clear tasks to each group. 2) The teacher arranges a variety of tasks to avoid boredom (e.g., dialogs, presentations, and simulations) are offered. 	

	<p>3) The teacher organizes sufficient time for students to prepare themselves before performing the role-play.</p> <p>d. Delivering Feedback:</p> <ol style="list-style-type: none"> 1) Teachers ensure specific and actionable constructive feedback. 2) The teacher evaluates aspects such as grammar, vocabulary usage, and pronunciation in focus. 3) The teacher provides peer feedback so that students can learn from each other. <p>e. Fostering a Supportive Environment:</p> <ol style="list-style-type: none"> 1) The teacher creates a positive and supportive learning atmosphere. 2) The teacher ensures that students are motivated to actively participate and overcome speaking anxiety. 3) The teacher provides feedback on students' efforts, even with mistakes, recognized and appreciated. 	
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4. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Picture Describing

No	Aspect of the Observation	Note
1.	<p>Preparation:</p> <p>1) Picture Selection</p> <ul style="list-style-type: none"> a. The pictures selected should be appropriate to the vocabulary and sentence structure to be taught. b. Adjust the level of difficulty of the picture to the ability of the students. c. Use different types of images to stimulate students' interest and creativity. <p>2) Material Preparation</p> <ul style="list-style-type: none"> a. Prepare questions that will guide students in describing the picture. b. Provide sample sentences that students can use as references. <p>3) Description</p> <ul style="list-style-type: none"> a. Tell the students what to expect from this activity. b. Demonstrate how to describe a picture clearly and coherently. 	
2.	<p>Activity:</p> <p>1. Opening</p> <ul style="list-style-type: none"> a. Use relevant games or questions to grab students' attention. b. Present the material to be learned briefly and clearly. 	

	<p>2. Main Activity</p> <p>a. Image Distribution:</p> <ol style="list-style-type: none"> 1) The teacher divides the class into small groups (3-5 students). 2) The teacher distributes different pictures to each group and gives varied themes. <p>b. Image Analysis and Story Creation:</p> <ol style="list-style-type: none"> 1) The teacher instructs the students to observe the pictures carefully and discuss. 2) The teacher encourages the students to use their imagination to create stories based on the pictures. Students can add details, characters, and plot to enhance the narrative. <p>c. Storytelling Preparation:</p> <ol style="list-style-type: none"> 1) The teacher provides large paper or poster board and markers or colored pencils for the students. 2) The teacher asks students to create visual representations of their stories, including drawings, diagrams, or even comic strips. 3) The teacher directs students to create visual aids, and students should practice telling their stories out loud. <p>d. Group Presentation:</p> <ol style="list-style-type: none"> 1) The teacher instructs the students to appoint a presenter from each group to share their stories and visual aids for presentation in front of the class. 2) The teacher encourages the presenters to use expressive language, gestures, and clear voices to capture the audience's attention. 3) The teacher instructs the presenters after the presentation to open the floor for questions and discussion. 	
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	3. Closing <ul style="list-style-type: none"> a. Summarize the key points learned. b. Ask students to give their opinions about the activity. 	
3.	Follow Up: <ul style="list-style-type: none"> a. Continuously observe the development of students' speaking skills. b. Give individual or group tasks to deepen understanding. c. Hold discussions to discuss the difficulties experienced by students. d. Appreciate the student's effort and success. 	
4.	Strategy: <ul style="list-style-type: none"> a. Using of Guiding Questions: The teacher will ask questions that lead students to observe important details in the picture, such as what is happening, who is involved, where it is, and when it is happening. b. Using Target Vocabulary: The teacher will present new vocabulary relevant to the topic of the picture and encourage students to use it in their descriptions. c. Using of Sentence Structure: The teacher will teach appropriate sentence structures for describing pictures, such as simple, compound, or complex sentences. d. Using of Conjunctions: The teacher will teach students to use conjunctions to connect ideas in their descriptions. e. Using of Figurative Language: The teacher can encourage students to use figurative language such as similes, metaphors, or personification to make their descriptions more interesting. 	

5. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Interviews

No	Aspect of the Observation	Note
1.	Preparation: <ol style="list-style-type: none"> Topic Selection: Interview topics should be relevant to students' interests and language skills and support the learning objectives. Question Preparation: Interview questions should be organized systematically, ranging from easy opening questions to more complex questions. Group Distribution: If pair or group interviews are used, teachers need to divide students into heterogeneous groups to encourage more diverse interactions. Role Assignment: The teacher needs to determine the role of each student in the interview, for example as an interviewer or interviewee. 	
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher introduces the interview topic in a clear and interesting manner. The teacher provides sample questions and answers to help students understand the interview format. Main Activity <ol style="list-style-type: none"> Topic Selection: The teacher divides the class into groups or pairs, and the 	

	<p>teacher gives students the opportunity to choose a topic of interest (e.g., hobbies, careers, cultural experiences, current events).</p> <p>b. Research and Question Development: The teacher guides students to conduct research on their chosen topic, and the teacher asks students to develop a list of open-ended interview questions that will generate detailed and informative responses.</p> <p>c. Interview Preparation: The teacher gives students tips on effective interview techniques and encourages students to practice asking questions in pairs or small groups.</p> <p>d. Conducting Interviews: The teacher assigns students to interview their peers or gives students the opportunity to find their own partners.</p> <p>e. Interview Analysis: The teacher guides students to analyze their interview data to ask questions or discuss in class.</p> <p>3. Closing</p> <p>a. Students present their interview results in front of the class.</p> <p>b. The teacher gives feedback on the students' work.</p>	
3.	<p>Follow Up:</p> <p>a. The teacher corrects the language mistakes made by the students during the interview.</p> <p>b. The teacher reinforces the good aspects of the students' performance.</p> <p>c. The teacher gives further tasks to improve students' speaking skills, such as writing interview reports or making video recordings of interviews.</p>	

4.	<p>Strategy:</p> <p>a. Clear Goal Setting:</p> <p>The teacher will set specific learning objectives for each interview session, such as improving students' ability to ask open-ended questions or express opinions clearly.</p> <p>b. Selection of Relevant Topics:</p> <p>The teacher ensures that the interview material will be selected based on the students' interest and relevance to the subject matter being studied</p> <p>c. Pair or Group Formation:</p> <p>The teacher forms students into heterogeneous pairs or groups to encourage more diverse interactions and enhance adaptability.</p> <p>d. Role Assignment:</p> <p>The teacher arranges for each student to be assigned a clear role in the interview, both as interviewer and interviewee.</p> <p>e. Provision of Interview Framework: The teacher will provide a framework of questions or topics that can be used as a guide for students in conducting interviews.</p>	
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Observation Checklist Strategies Teaching Speaking After Validation

1. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Discussion

No	Aspect of the Observation	YES	NO
1.	Preparation: <ol style="list-style-type: none"> The teacher plans creating a conducive environment for speaking, including the objectives, materials, and time allocation. The environment prepared are relevant and interesting to students and supported by physical and social environment. The teacher organizes the classroom layout and divides students into effective groups. 		
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher gives opening greetings and prays. The teacher asks reflective questions to help students understand the material to be learned. The teacher attracts students' attention and gives clear instructions. Main Activity <ol style="list-style-type: none"> The teacher ensured all students actively participated, and build the environment went smoothly. 		

	<ul style="list-style-type: none"> b. The teacher divides students into small groups of three to five students. c. The teacher assigns each group a specific skill or topic related to the class curriculum (e.g., critical thinking, problem solving, and communication). d. The teacher observed students utilize language with relaxed language and freedom to express their opinions. e. The teacher ensured facilitates for environment successfully and provides constructive feedback. <p>3. Closing</p> <ul style="list-style-type: none"> a. The teacher assigns follow-up tasks that are pertinent to the lessons learned. 		
3.	<p>Follow Up:</p> <ul style="list-style-type: none"> a. The teacher gives specific and constructive feedback to students. b. The teacher corrects students' environment errors in an effective way. 		
4.	<p>Strategy:</p> <ul style="list-style-type: none"> a. Neatness and Organization: The teacher should be arranged a clean, well organize and tidy classroom environment is essential for optimal learning. b. Comfortable Seating: The teacher should be strategically arranged desks and chairs to ensure that all students have the best classroom view and comfort. c. Objectives Clearly Set: The teacher arranged objectives for each discussion activity will be set, such as improving students' ability to express opinions, respond to others' opinions, or reach agreement within the group. 		

	<p>d. One-on-one conversations: The teacher tend to be informal, use casual language, and provide more space for individuals to express their students.</p> <p>e. Small groups (3-5 people): The teacher arranged small groups, typically consisting of 3 to 5 people, offer a dynamic communication setting.</p>		
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2. Instrument Observation Checklist

Date :
Teacher :
Class :
Material :
Strategy : Brainstorming

No	Aspect of the Observation	YES	NO
1.	<p>Preparation:</p> <p>a. The teacher prepared a series of open-ended questions that stimulate critical thinking.</p> <p>b. The teacher divides students into heterogeneous small groups based on ability.</p>		
2.	<p>Activity:</p> <p>1. Opening</p> <p>a. The teacher clear and engaging introduction before the brainstorming activity influences the students' initial involvement in the learning process.</p> <p>b. Teachers who employ motivational strategies can enhance students' active participation in brainstorming</p>		

	<p>activities.</p> <p>2. Main Activity</p> <ul style="list-style-type: none"> a. The teacher's clear and challenging brainstorming tasks affected the quality of ideas generated by the students. b. The teacher ensured task design and a conducive classroom atmosphere can influence the level of active participation of all students in brainstorming activities. c. The teacher created brainstorming activities can enhance students' ability to generate creative and diverse ideas. <p>3. Closing</p> <ul style="list-style-type: none"> a. The activity of summarizing the main ideas by the teacher can help students understand the results of brainstorming and improve concept understanding. b. Constructive and motivating feedback from the teacher can increase students' confidence in conveying ideas and improve the quality of subsequent ideas. 		
3.	<p>Follow Up:</p> <ul style="list-style-type: none"> a. The relevance of follow-up tasks to the brainstorming results can improve students' understanding of the concepts learned. b. Providing constructive corrections to student errors in follow-up tasks can improve the quality of student work. 		

	<p>c. Teacher encouragement to students to develop their ideas further can improve students' creativity and critical thinking skills.</p>		
4.	<p>Strategy:</p> <p>a. Gathering ideas:</p> <p>The teacher arranged students actively contribute ideas orally and in writing in brainstorming.</p> <p>b. Increasing self-confidence:</p> <p>The teacher provided for students show more open body gestures and louder voices during presentations after brainstorming activities, such as making eye contact with the audience and speaking with a clear voice volume.</p> <p>c. Developing vocabulary:</p> <p>The teacher arranged students successfully identified new words and relevant expressions through the brainstorming activity and used them in group discussions.</p> <p>d. Improving critical thinking skills:</p> <p>The teacher provided students were able to compare and evaluate different ideas that emerged in the brainstorming, as well as provide logical reasons to support their choices.</p>		

3. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Role Play

No	Aspect of the Observation	YES	NO
1.	Preparation: <ol style="list-style-type: none"> The teacher starts the lesson by asked an open-ended question related to the topic in expressing their opinions and ideas. The teacher starts to make groups discussion, prepare various themes for presentation, dabates, and role plays. The teacher gives examples of simple topics that are insteristing and relevant to their interst involving the use of the vocabulary to be learned. 		
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher gives opening greetings and prays. The teacher asks reflective questions to help students understand the material to be learned. The teacher attracts students' attention and gives clear instructions. Main Activity <ol style="list-style-type: none"> Task assignment: The teacher assigns tasks to each group, such as creating 		

	<p>dialogs, developing scenarios, or solving problems.</p> <p>b. Preparation time: The teacher are given sufficient time to discuss and prepare for the students.</p> <p>c. Role play implementation: The teacher performs their work in front of the class.</p> <p>d. Teacher monitoring: The teacher observes the role play and provides assistance if needed.</p> <p>3. Closing</p> <p>a. Class discussion: The teacher invites students to discuss their experiences during the role play.</p> <p>b. Feedback: The teacher gives feedback to each group, either in the form of praise or suggestions for improvement.</p> <p>c. Reflection: The teacher asked students to reflect on their learning.</p> <p>d. Closing: The teacher summarizes the key points that have been learned.</p>		
3.	<p>Follow Up:</p> <p>a. Feedback: Teachers provide specific and improvement-focused feedback.</p> <p>b. Error correction: Teachers correct students' mistakes without making them feel inferior.</p> <p>c. Reinforcement: The teacher provides positive reinforcement for student success.</p>		

4.	<p>Strategy:</p> <p>a. Planning and Preparation:</p> <ol style="list-style-type: none"> 1) The teacher prepared object for role-playing activities. 2) The teacher arranged topic that is relevant and interesting to the students is selected. 3) The teacher arranged teaching materials such as sample dialogs, vocabulary cards, or props are prepared. 4) The teacher prepared students are divided into balanced groups for effective participation. <p>b. Provide Model:</p> <ol style="list-style-type: none"> 1) The teacher prepared a short role play is modeled to demonstrate proper execution. 2) The teacher arranged clear and simple language that students can understand. 3) The teacher arranged importance of vocal variety, facial expressions, and body language. <p>c. Set Clear Tasks:</p> <ol style="list-style-type: none"> 1) The teacher assigns specific and clear tasks to each group. 2) The teacher arranges a variety of tasks to avoid boredom (e.g., dialogs, presentations, and simulations) are offered. 3) The teacher organizes sufficient time for students to prepare themselves before performing the role-play. 		
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	<p>d. Delivering Feedback:</p> <ol style="list-style-type: none"> 1) Teachers ensure specific and actionable constructive feedback. 2) The teacher evaluates aspects such as grammar, vocabulary usage, and pronunciation in focus. 3) The teacher provides peer feedback so that students can learn from each other. <p>e. Fostering a Supportive Environment:</p> <ol style="list-style-type: none"> 1) The teacher creates a positive and supportive learning atmosphere. 2) The teacher ensures that students are motivated to actively participate and overcome speaking anxiety. 3) The teacher provides feedback on students' efforts, even with mistakes, recognized and appreciated. 		
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4. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Picture Describing

No	Aspect of the Observation	YES	NO
1.	Preparation: a. Picture Selection 1) The pictures selected should be appropriate to the vocabulary and sentence structure to be taught. 2) Adjust the level of difficulty of the picture to the ability of the students. 3) Use different types of images to stimulate students' interest and creativity. b. Material Preparation 1) Prepare questions that will guide students in describing the picture. 2) Provide sample sentences that students can use as references. c. Description 1) Tell the students what to expect from this activity. 2) Demonstrate how to describe a picture clearly and coherently.		
2.	Activity: 1. Opening a. Use relevant games or questions to grab students' attention. b. Present the material to be learned briefly and clearly.		

	<p>2. Main Activity</p> <p>a. Image Distribution:</p> <ol style="list-style-type: none"> 1) The teacher divides the class into small groups (3-5 students). 2) The teacher distributes different pictures to each group and gives varied themes. <p>b. Image Analysis and Story Creation:</p> <ol style="list-style-type: none"> 1) The teacher instructs the students to observe the pictures carefully and discuss. 2) The teacher encourages the students to use their imagination to create stories based on the pictures. Students can add details, characters, and plot to enhance the narrative. <p>c. Storytelling Preparation:</p> <ol style="list-style-type: none"> 1) The teacher provides large paper or poster board and markers or colored pencils for the students. 2) The teacher asks students to create visual representations of their stories, including drawings, diagrams, or even comic strips. 3) The teacher directs students to create visual aids, and students should practice telling their stories out loud. <p>d. Group Presentation:</p> <ol style="list-style-type: none"> 1) The teacher instructs the students to appoint a presenter from each group to share their stories and visual aids for presentation in front of the class. 2) The teacher encourages the presenters to use expressive language, gestures, and clear voices to capture the audience's attention. 		
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	<p>3) The teacher instructs the presenters after the presentation to open the floor for questions and discussion.</p> <p>3. Closing</p> <ol style="list-style-type: none"> Summarize the key points learned. Ask students to give their opinions about the activity. 		
3.	<p>Follow Up:</p> <ol style="list-style-type: none"> Continuously observe the development of students' speaking skills. Give individual or group tasks to deepen understanding. Hold discussions to discuss the difficulties experienced by students. Appreciate the student's effort and success. 		
4.	<p>Strategy:</p> <ol style="list-style-type: none"> <p>Using of Guiding Questions:</p> <p>The teacher will ask questions that lead students to observe important details in the picture, such as what is happening, who is involved, where it is, and when it is happening.</p> <p>Using Target Vocabulary:</p> <p>The teacher will present new vocabulary relevant to the topic of the picture and encourage students to use it in their descriptions.</p> <p>Using of Sentence Structure:</p> <p>The teacher will teach appropriate sentence structures for describing pictures, such as simple, compound, or complex sentences.</p> <p>Using of Conjunctions:</p> <p>The teacher will teach students to use conjunctions to connect ideas in their descriptions.</p> 		

	e. Using of Figurative Language: The teacher can encourage students to use figurative language such as similes, metaphors, or personification to make their descriptions more interesting.		
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5. Instrument Observation Checklist

Date :
 Teacher :
 Class :
 Material :
 Strategy : Interviews

No	Aspect of the Observation	YES	NO
1.	Preparation: a. Topic Selection: Interview topics should be relevant to students' interests and language skills and support the learning objectives. b. Question Preparation: Interview questions should be organized systematically, ranging from easy opening questions to more complex questions. c. Group Distribution: If pair or group interviews are used, teachers need to divide students into heterogeneous groups to encourage more diverse interactions. d. Role Assignment: The teacher needs to determine the role of each student in the interview, for example as an interviewer or interviewee.		

2.	<p>Activity:</p> <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> a. The teacher introduces the interview topic in a clear and interesting manner. b. The teacher provides sample questions and answers to help students understand the interview format. 2. Main Activity <ol style="list-style-type: none"> a. Topic Selection: The teacher divides the class into groups or pairs, and the teacher gives students the opportunity to choose a topic of interest (e.g., hobbies, careers, cultural experiences, current events). b. Research and Question Development: The teacher guides students to conduct research on their chosen topic, and the teacher asks students to develop a list of open-ended interview questions that will generate detailed and informative responses. c. Interview Preparation: The teacher gives students tips on effective interview techniques and encourages students to practice asking questions in pairs or small groups. d. Conducting Interviews: The teacher assigns students to interview their peers or gives students the opportunity to find their own partners. e. Interview Analysis: The teacher guides students to analyze their interview data to ask questions or discuss in class. 		
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	<p>3. Closing</p> <ul style="list-style-type: none"> a. Students present their interview results in front of the class. b. The teacher gives feedback on the students' work. 		
3.	<p>Follow Up:</p> <ul style="list-style-type: none"> a. The teacher corrects the language mistakes made by the students during the interview. b. The teacher reinforces the good aspects of the students' performance. c. The teacher gives further tasks to improve students' speaking skills, such as writing interview reports or making video recordings of interviews. 		
4.	<p>Strategy:</p> <ul style="list-style-type: none"> a. Clear Goal Setting: The teacher will set specific learning objectives for each interview session, such as improving students' ability to ask open-ended questions or express opinions clearly. b. Selection of Relevant Topics: The teacher ensures that the interview material will be selected based on the students' interest and relevance to the subject matter being studied c. Pair or Group Formation: The teacher forms students into heterogeneous pairs or groups to encourage more diverse interactions and enhance adaptability. d. Role Assignment: The teacher arranges for each student to be assigned a clear role in the 		

	<p>interview, both as interviewer and interviewee.</p> <p>e. Provision of Interview Framework: The teacher will provide a framework of questions or topics that can be used as a guide for students in conducting interviews.</p>		
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OBSERVATION FIELD NOTES

Date :

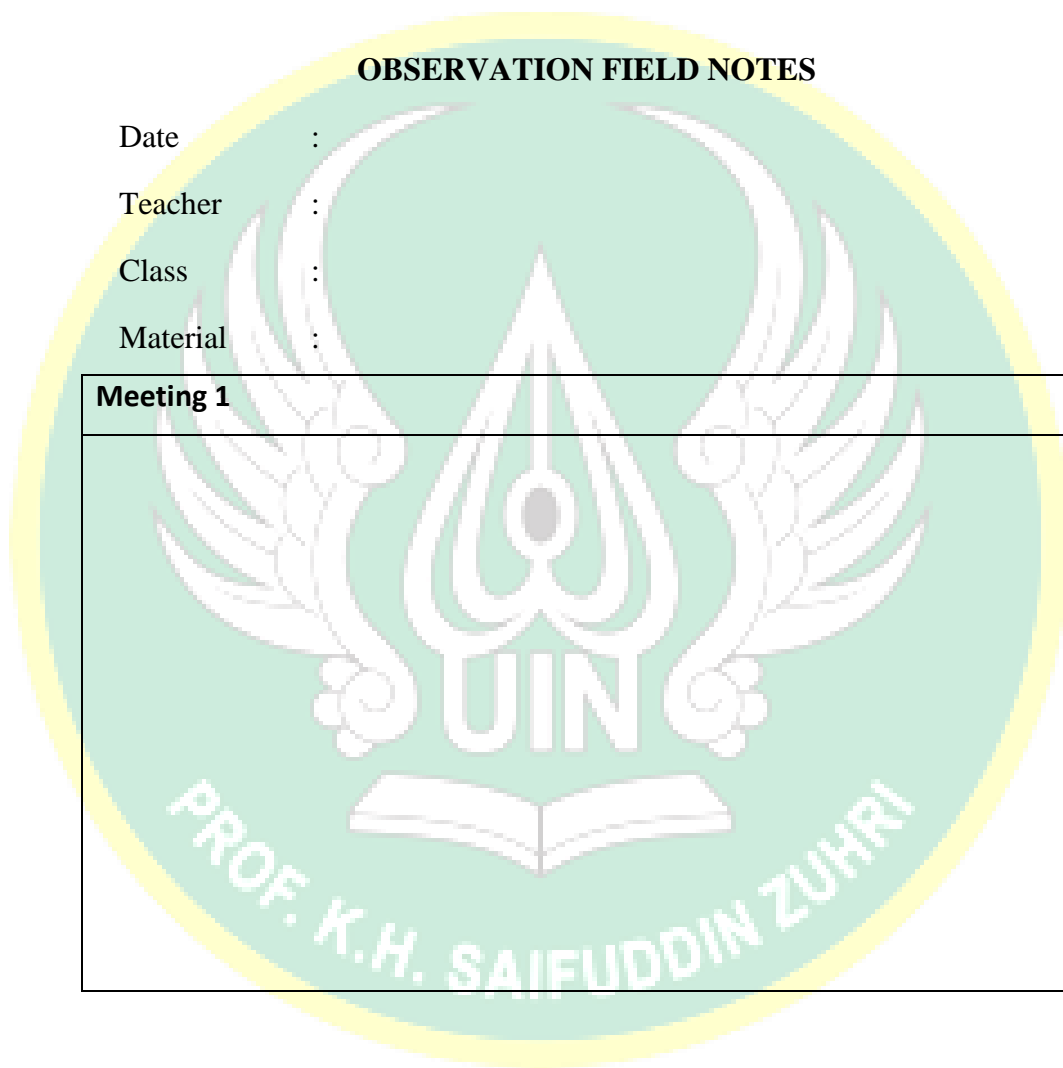
Teacher :

Class :

Material :

Meeting 1

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Appendix 5: Observation Interview Guideline

OBSERVATION INTERVIEW TEACHER'S AND STUDENTS

QUESTION LIST FOR INTERVIEW TEACHER'S GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS
USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD
AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee :

Interviewer :

Date :

Time :

Place :

1. Creating a Conducive Environment: Classroom management Slavin (2011). Physical and social environment Roestiyah et.al. (1995)
 - a. Bagaimana cara Ibu menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?
 - b. Apakah Ibu setiap awal pembelajaran memberikan ice breaking/brainstorming? Mohon jelaskan brainstorming seperti apa yang biasanya Ibu berikan.
 - c. Bagaimana cara Ibu mengatasi peserta didik yang cenderung pasif atau dominan dalam diskusi kelas?
2. Providing Diverse Speaking Opportunities: Motivation, Relevant topics and Teacher-student interaction Agus (2018)
 - a. Apakah Ibu selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara Ibu memotivasi peserta didik agar lebih aktif berbicara di kelas?
 - b. Apakah Ibu selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara Ibu

memberikan umpan balik yang konstruktif kepada peserta didik.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)
 - a. Bagaimana Ibu menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?
 - b. Apakah Ibu selalu menggunakan media pembelajaran untuk mendukung pembelajaran berbicara? Mohon jelaskan media pembelajaran seperti apa yang sering digunakan?
4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)
 - a. Apakah penggunaan teknologi dalam pembelajaran dapat meningkatkan motivasi belajar peserta didik? Mohon jelaskan bagaimana cara Ibu menggunakan teknologi dalam pembelajaran yang dapat meningkatkan motivasi belajar peserta didik?
 - b. Strategi apa yang Ibu gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?
5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022)
 - a. Bagaimana cara Ibu mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?
 - b. Strategi apa yang Ibu gunakan untuk membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee :

Interviewer :

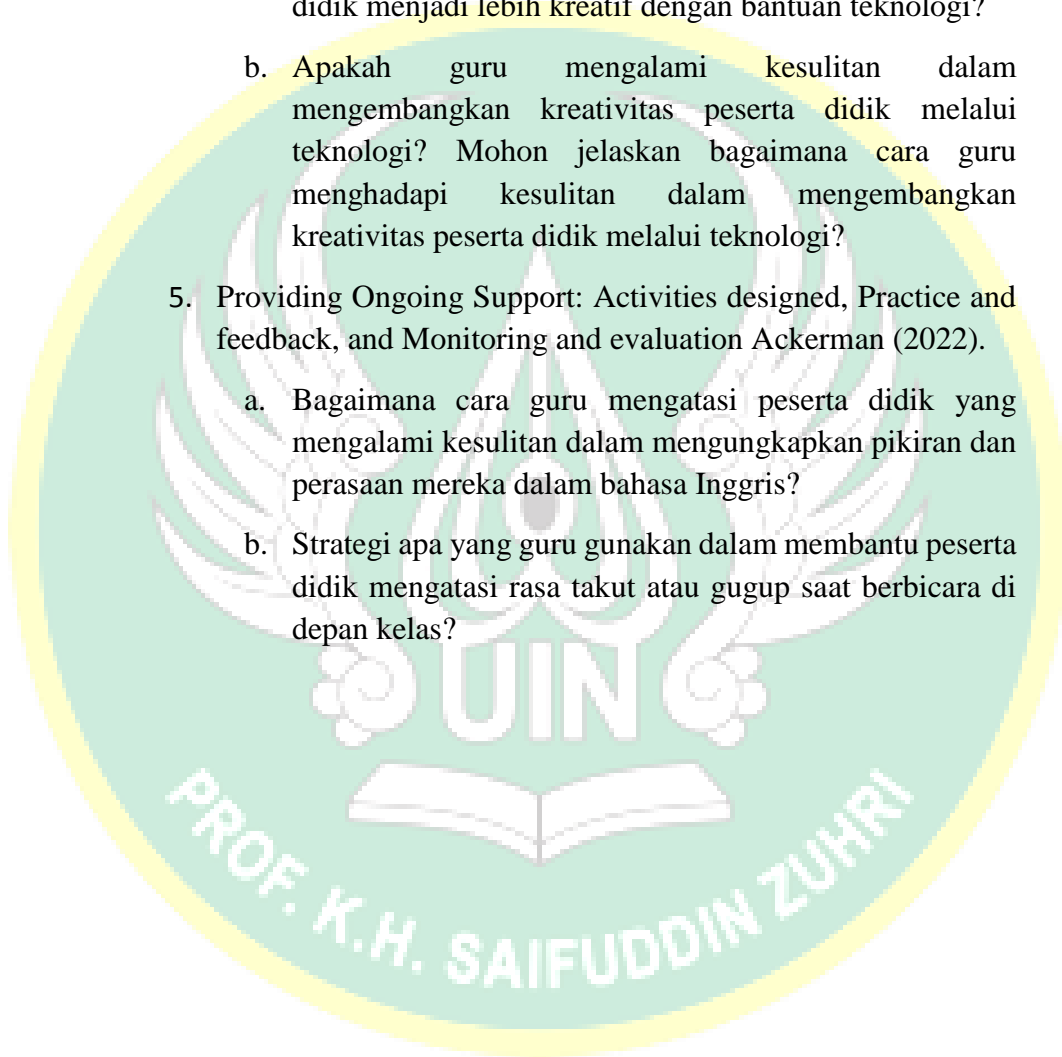
Date :

Time :

Place :

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah et.al.
(1995)
 - a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?
2. Providing Diverse Speaking Opportunities: Motivation, Relevant topics and Teacher-student interaction Agus (2018)
 - a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik
 - b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru memberikan umpan balik yang konstruktif kepada peserta didik.
3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)
 - a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?
- 4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)
 - a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?
 - b. Apakah guru mengalami kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?
- 5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).
 - a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?
 - b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?



Appendix 6: Observation Guideline

OBSERVATION CHECKLIST STRATEGIES TEACHING SPEAKING

Research Instrument
Observation Checklist

No	Strategy	Meeting					
		1	2	3	4	5	6
1	Discussion (Page 2)	✓	✓				
2	Role Play (Page 4)				✓	✓	
3	Simulation (Page 7)						
4	Information Gap (Page 10)						
5	Brainstorming (Page 12)			✓			
6	Storytelling (Page 14)						
7	Interviews (Page 17)				✓	✓	
8	Reporting (Page 20)						
9	Answer and Questions (Page 22)						
10	Picture Describing (Page 24)			✓			
11	Finding the Difference (Page 27)						

OBSERVATION CHECKLIST STRATEGIES TEACHING SPEAKING

1. Instrument Observation Guideline

Date : 21 September 2024
 Teacher : Ustadzah Asmaria
 Class : XE
 Material : Review Materials (Persiapan Test Summative)
 Strategy : Discussion

No	Aspect of the Observation	YES	NO
1.	Preparation: <ol style="list-style-type: none"> The teacher plans creating a conducive environment for speaking, including the objectives, materials, and time allocation. The environment prepared are relevant and interesting to students and supported by physical and social environment. The teacher organizes the classroom layout and divides students into effective groups. 	 ✓ ✓	 X
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher gives opening greetings and prays. The teacher asks reflective questions to help students understand the material to be learned. The teacher attracts students' attention and gives clear instructions. Main Activity <ol style="list-style-type: none"> The teacher ensured all students actively participated, and build the environment went smoothly. The teacher divides students into small groups of three to five students. The teacher assigns each group a specific skill or topic related to the class curriculum (e.g., critical thinking, problem solving, and communication). The teacher observed students utilize language with relaxed language and freedom to express their opinions. 	 ✓ ✓ ✓ ✓ ✓	 X

	<p>e. The teacher ensured facilitates for environment successfully and provides constructive feedback.</p> <p>3. Closing</p> <p>a. The teacher assigns follow-up tasks that are pertinent to the lessons learned.</p>	✓	X
3.	<p>Follow Up:</p> <p>a. The teacher gives specific and constructive feedback to students.</p> <p>b. The teacher corrects students' environment errors in an effective way.</p>	✓	X
4.	<p>Strategy:</p> <p>a. Neatness and Organization: The teacher should be arranged a clean, well organize and tidy classroom environment is essential for optimal learning.</p> <p>b. Comfortable Seating: The teacher should be strategically arranged desks and chairs to ensure that all students have the best classroom view and comfort.</p> <p>c. Objectives Clearly Set: The teacher arranged objectives for each discussion activity will be set, such as improving students' ability to express opinions, respond to others' opinions, or reach agreement within the group.</p> <p>d. One-on-one conversations: The teacher tend to be informal, use casual language, and provide more space for individuals to express their students.</p> <p>e. Small groups (3-5 people): The teacher arranged small groups, typically consisting of 3 to 5 people, offer a dynamic communication setting.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>X</p> <p>X</p>

2. Instrument Observation Guideline

Date : 01 October 2024

Teacher : Ustadzah Asmaria

Class : XG

Material : Describing about Famous Person

Strategy : Brainstorming

No	Aspect of the Observation	YES	NO
1.	Preparation: <ol style="list-style-type: none"> The teacher prepared a series of open-ended questions that stimulate critical thinking. The teacher divides students into heterogeneous small groups based on ability. 	✓	X
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher clear and engaging introduction before the brainstorming activity influences the students' initial involvement in the learning process. Teachers who employ motivational strategies can enhance students' active participation in brainstorming activities. Main Activity <ol style="list-style-type: none"> The teacher's clear and challenging brainstorming tasks affected the quality of ideas generated by the students. The teacher ensured task design and a conducive classroom atmosphere can influence the level of active participation of all students in brainstorming activities. The teacher created brainstorming activities can enhance students' ability to generate creative and diverse ideas. Closing <ol style="list-style-type: none"> The activity of summarizing the main ideas by the teacher can help students understand the results of brainstorming and improve concept understanding. 	 ✓ ✓ ✓ ✓ ✓	

	b. Constructive and motivating feedback from the teacher can increase students' confidence in conveying ideas and improve the quality of subsequent ideas.	✓	
3.	Follow Up: <ul style="list-style-type: none"> a. The relevance of follow-up tasks to the brainstorming results can improve students' understanding of the concepts learned. b. Providing constructive corrections to student errors in follow-up tasks can improve the quality of student work. c. Teacher encouragement to students to develop their ideas further can improve students' creativity and critical thinking skills. 	✓ ✓ ✓	
4.	Strategy: <ul style="list-style-type: none"> a. Gathering ideas: The teacher arranged students actively contribute ideas orally and in writing in brainstorming. b. Increasing self-confidence: The teacher provided for students show more open body gestures and louder voices during presentations after brainstorming activities, such as making eye contact with the audience and speaking with a clear voice volume. c. Developing vocabulary: The teacher arranged students successfully identified new words and relevant expressions through the brainstorming activity and used them in group discussions. d. Improving critical thinking skills: The teacher provided students were able to compare and evaluate different ideas that emerged in the brainstorming, as well as provide logical reasons to support their choices. 	✓ ✓ ✓	X

3. Instrument Observation Guideline

Date : 08 October 2024
 Teacher : Ustadzah Asmaria
 Class : XE
 Material : Hobbies or Dreams
 Strategy : Role Play

No	Aspect of the Observation	YES	NO
1.	Preparation: <ol style="list-style-type: none"> The teacher starts the lesson by asked an open-ended question related to the topic in expressing their opinions and ideas. The teacher starts to make groups discussion, prepare various themes for presentation, dabates,and role plays. The teacher gives examples of simple topics that are insteristing and relevant to their interst involving the use of the vocabulary to be learned. 	 ✓ ✓ ✓	
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher gives opening greetings and prays. The teacher asks reflective questions to help students understand the material to be learned. The teacher attracts students' attention and gives clear instructions. Main Activity <ol style="list-style-type: none"> Task assignment: The teacher assigns tasks to each group, such as creating dialogs, developing scenarios, or solving problems. Preparation time: The teacher are given sufficient time to discuss and prepare for the students. Role play implementation: The teacher performs their work in front of the class. Teacher monitoring: The teacher observes the role play and provides assistance if needed. 	 ✓ ✓ ✓ ✓ ✓ ✓	

	3. Closing		
	a. Class discussion: The teacher invites students to discuss their experiences during the role play.	✓	
	b. Feedback: The teacher gives feedback to each group, either in the form of praise or suggestions for improvement.	✓	
	c. Reflection: The teacher asked students to reflect on their learning.		×
	d. Closing: The teacher summarizes the key points that have been learned.	✓	
3.	Follow Up:		
	a. Feedback: Teachers provide specific and improvement-focused feedback.	✓	
	b. Error correction: Teachers correct students' mistakes without making them feel inferior.	✓	
	c. Reinforcement: The teacher provides positive reinforcement for student success.	✓	
4.	Strategy:		
	a. Planning and Preparation:		
	1) The teacher prepared object for role-playing activities.	✓	
	2) The teacher arranged topic that is relevant and interesting to the students is selected.	✓	
	3) The teacher arranged teaching materials such as sample dialogs, vocabulary cards, or props are prepared.	✓	
	4) The teacher prepared students are divided into balanced groups for effective participation.	✓	
	b. Provide Model:		
	1) The teacher prepared a short role play is modeled to demonstrate proper execution.		×
	2) The teacher arranged clear and simple language that students can understand.		×
	3) The teacher arranged importance of vocal variety, facial expressions, and body language.	✓	

	c. Set Clear Tasks:		
	1) The teacher assigns specific and clear tasks to each group.	✓	
	2) The teacher arranges a variety of tasks to avoid boredom (e.g., dialogs, presentations, and simulations) are offered.		×
	3) The teacher organizes sufficient time for students to prepare themselves before performing the role-play.	✓	
	d. Delivering Feedback:		
	1) Teachers ensure specific and actionable constructive feedback.	✓	
	2) The teacher evaluates aspects such as grammar, vocabulary usage, and pronunciation in focus.	✓	
	3) The teacher provides peer feedback so that students can learn from each other.	✓	
	e. Fostering a Supportive Environment:		
	1) The teacher creates a positive and supportive learning atmosphere.	✓	
	2) The teacher ensures that students are motivated to actively participate and overcome speaking anxiety.	✓	
	3) The teacher provides feedback on students' efforts, even with mistakes, recognized and appreciated.	✓	

4. Instrument Observation Guideline

Date : 12 October 2024
 Teacher : Ustadzah Asmaria
 Class : XG
 Material : Describing about Famous Person
 Strategy : Picture Describing

No	Aspect of the Observation	YES	NO
1.	Preparation: 1) Picture Selection a. The pictures selected should be appropriate to the vocabulary and sentence structure to be taught. b. Adjust the level of difficulty of the picture to the ability of the students. c. Use different types of images to stimulate students' interest and creativity. 2) Material Preparation a. Prepare questions that will guide students in describing the picture. b. Provide sample sentences that students can use as references. 3) Description a. Tell the students what to expect from this activity. b. Demonstrate how to describe a picture clearly and coherently.	✓ ✓ ✓ ✓ ✓ ✓	 X
2.	Activity: 1. Opening a. Use relevant games or questions to grab students' attention. b. Present the material to be learned briefly and clearly. 2. Main Activity a. Image Distribution: 1) The teacher divides the class into small	✓ ✓ ✓	

	groups (3-5 students).		
	2) The teacher distributes different pictures to each group and gives varied themes.		X
	b. Image Analysis and Story Creation:		
	1) The teacher instructs the students to observe the pictures carefully and discuss.	✓	
	2) The teacher encourages the students to use their imagination to create stories based on the pictures. Students can add details, characters, and plot to enhance the narrative.		X
	c. Storytelling Preparation:		
	1) The teacher provides large paper or poster board and markers or colored pencils for the students.		X
	2) The teacher asks students to create visual representations of their stories, including drawings, diagrams, or even comic strips.		X
	3) The teacher directs students to create visual aids, and students should practice telling their stories out loud.		X
	d. Group Presentation:		
	1) The teacher instructs the students to appoint a presenter from each group to share their stories and visual aids for presentation in front of the class.		X
	2) The teacher encourages the presenters to use expressive language, gestures, and clear voices to capture the audience's attention.	✓	
	3) The teacher instructs the presenters after the presentation to open the floor for questions and discussion.	✓	
	3. Closing		
	a. Summarize the key points learned.	✓	
	b. Ask students to give their opinions about the activity.	✓	

3.	Follow Up: <ul style="list-style-type: none"> a. Continuously observe the development of students' speaking skills. b. Give individual or group tasks to deepen understanding. c. Hold discussions to discuss the difficulties experienced by students. d. Appreciate the student's effort and success. 	✓ ✓ ✓ ✓	
4.	Strategy: <ul style="list-style-type: none"> a. Using of Guiding Questions: The teacher will ask questions that lead students to observe important details in the picture, such as what is happening, who is involved, where it is, and when it is happening. b. Using Target Vocabulary: The teacher will present new vocabulary relevant to the topic of the picture and encourage students to use it in their descriptions. c. Using of Sentence Structure: The teacher will teach appropriate sentence structures for describing pictures, such as simple, compound, or complex sentences. d. Using of Conjunctions: The teacher will teach students to use conjunctions to connect ideas in their descriptions. e. Using of Figurative Language: The teacher can encourage students to use figurative language such as similes, metaphors, or personification to make their descriptions more interesting. 	✓ ✓ ✓ ✓	X

5. Instrument Observation Guideline

Date : 22 October 2024
 Teacher : Ustadzah Asmaria
 Class : XE
 Material : Hobbies or Dreams
 Strategy : Interviews

No	Aspect of the Observation	YES	NO
1.	Preparation: <ol style="list-style-type: none"> Topic Selection: Interview topics should be relevant to students' interests and language skills and support the learning objectives. Question Preparation: Interview questions should be organized systematically, ranging from easy opening questions to more complex questions. Group Distribution: If pair or group interviews are used, teachers need to divide students into heterogeneous groups to encourage more diverse interactions. Role Assignment: The teacher needs to determine the role of each student in the interview, for example as an interviewer or interviewee. 	 ✓ ✓ ✓ ✓	
2.	Activity: <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> The teacher introduces the interview topic in a clear and interesting manner. The teacher provides sample questions and answers to help students understand the interview format. Main Activity <ol style="list-style-type: none"> Topic Selection: The teacher divides the class into groups or pairs, and the teacher gives students the opportunity to choose a topic of interest (e.g., hobbies, careers, cultural experiences, current events). Research and Question Development: The teacher guides students to conduct research on their chosen topic, and the teacher asks students to develop a list of open-ended interview questions that will generate 	 ✓ ✓ ✓ ✓	

	<p>detailed and informative responses.</p> <p>c. Interview Preparation: The teacher gives students tips on effective interview techniques and encourages students to practice asking questions in pairs or small groups.</p> <p>d. Conducting Interviews: The teacher assigns students to interview their peers or gives students the opportunity to find their own partners.</p> <p>e. Interview Analysis: The teacher guides students to analyze their interview data to ask questions or discuss in class.</p> <p>3. Closing</p> <p>a. Students present their interview results in front of the class.</p> <p>b. The teacher gives feedback on the students' work.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
3.	<p>Follow Up:</p> <p>a. The teacher corrects the language mistakes made by the students during the interview.</p> <p>b. The teacher reinforces the good aspects of the students' performance.</p> <p>c. The teacher gives further tasks to improve students' speaking skills, such as writing interview reports or making video recordings of interviews.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	
4.	<p>Strategy:</p> <p>a. Clear Goal Setting:</p> <p>The teacher will set specific learning objectives for each interview session, such as improving students' ability to ask open-ended questions or express opinions clearly.</p> <p>b. Selection of Relevant Topics:</p> <p>The teacher ensures that the interview material will be selected based on the students' interest and relevance to the subject matter being studied</p> <p>c. Pair or Group Formation:</p> <p>The teacher forms students into heterogeneous pairs or groups to encourage more diverse interactions and enhance adaptability.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

	<p>d. Role Assignment:</p> <p>The teacher arranges for each student to be assigned a clear role in the interview, both as interviewer and interviewee.</p> <p>e. Provision of Interview Framework: The teacher will provide a framework of questions or topics that can be used as a guide for students in conducting interviews.</p>	<p>✓</p>	<p>×</p>
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OBSERVATION FIELD NOTE

Date : 21 September 2024
Teacher : Ustadzah Asmaria
Class : XE
Material : Review Materials (Persiapan Test Summative)

Meeting 1 : Discussion

Tahap Awal Pembelajaran:

1. Guru memulai pelajaran dengan salam dan menanyakan kabar siswa dalam Bahasa Inggris. Suasana kelas cukup riang.
2. Guru menyampaikan tujuan pembelajaran secara jelas. Materi yang disampaikan guru yaitu materi untuk persiapan melakukan test summative.

Tahap Inti Pembelajaran:

1. Guru melakukan kegiatan diskusi tanya jawab yang bertujuan untuk mengulang kembali materi yang telah dipelajari sebelumnya, sehingga siswa lebih siap dalam menghadapi tes summatif.
2. Melalui diskusi tanya jawab, diharapkan siswa dapat saling bertukar pikiran, mengajukan pertanyaan, dan menemukan jawaban bersama, sehingga pemahaman terhadap materi menjadi lebih mendalam.
3. Proses tanya jawab yang interaktif ini akan memfasilitasi siswa untuk menguji pemahaman mereka terhadap materi.

Tahap Akhir Pembelajaran:

1. Guru menyimpulkan materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan memberikan pujian atas partisipasi siswa dan mendorong mereka untuk terus berlatih.

OBSERVATION FIELD NOTE

Date : 01 October 2024
Teacher : Ustadzah Asmaria
Class : XG
Material : Media Pembelajaran about Pearson English Portal

Meeting 2 : Discussion

Tahap Awal Pembelajaran:

1. Guru memulai pelajaran dengan mengenalkan fitur-fitur yang ada di Pearson English Portal.
2. Guru mengajukan pertanyaan pemantik diskusi, seperti "What do you think will happen if you study hard for the exam?" untuk menghubungkan materi dengan pengalaman siswa.

Tahap Inti Pembelajaran:

1. Guru membagi siswa menjadi kelompok kecil.
2. Setiap kelompok diberikan tugas untuk membuat dialog singkat dengan bantuan fitur latihan interaktif pada Pearson English Portal.
3. Selama diskusi, guru berkeliling untuk memberikan bantuan dan memastikan semua siswa terlibat aktif. Guru juga mendorong siswa untuk memanfaatkan fitur-fitur lain pada portal, seperti kamus online dan latihan pengucapan.
4. Beberapa kelompok secara acak diminta untuk mempresentasikan dialognya di depan kelas. Siswa lain memberikan tanggapan dan koreksi.
5. Guru memberikan umpan balik terhadap setiap presentasi dan mengklarifikasi konsep-konsep yang masih belum dipahami.

Tahap Akhir Pembelajaran:

1. Guru menyimpulkan materi dengan meninjau kembali poin-poin penting yang telah dibahas.
2. Guru memberikan tugas rumah untuk menyelesaikan latihan tambahan pada Pearson English Portal.
3. Guru menutup pelajaran dengan menekankan pentingnya terus berlatih menggunakan Bahasa Inggris, baik di dalam maupun di luar kelas.

OBSERVATION FIELD NOTE

Date : 08 October 2024
Teacher : Ustadzah Asmaria
Class : XG
Material : Describing about Famous Person

Meeting 3 : Brainstorming & Picture Describing

Tahap Awal Pembelajaran:

1. Guru memulai pelajaran dengan menayangkan gambar tokoh terkenal.
2. Guru mengajukan pertanyaan pemantik untuk mengarahkan siswa pada topik, seperti: "Apakah kalian kenal dengan gambar ini?", "Apa yang kalian ketahui tentang tokoh tersebut?" dan "Bagaimana cara kita menggambarkan seseorang dalam bahasa Inggris?".

Tahap Inti Pembelajaran:

1. Guru menayangkan gambar tokoh Najwa Shihab.
2. Siswa diminta untuk menuliskan sebanyak mungkin kata sifat (adjectives) dan frasa (phrases) yang berhubungan dengan tokoh tersebut.
3. Siswa terlihat antusias berdiskusi dan saling melengkapi ide/pendapat mereka.
4. Setelah diskusi selesai, perwakilan siswa mempresentasikan hasil diskusi mereka di depan kelas.
5. Guru memberikan umpan balik dan koreksi terhadap penggunaan bahasa yang kurang tepat.
6. Siswa lain diminta untuk menanggapi presentasi teman sekelasnya.

Tahap Akhir Pembelajaran:

1. Guru memberikan kesimpulan mengenai materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan memberikan pujian atas partisipasi siswa dan mendorong mereka untuk terus berlatih.

OBSERVATION FIELD NOTE

Date : 12 October 2024
Teacher : Ustadzah Asmaria
Class : XG
Material : Interview

Meeting 4 : Discussion & Role Play

Tahap Awal Pembelajaran:

1. Guru memulai pelajaran dengan menayangkan gambar yang menampilkan orang yang melakukan berbagai hobi (misalnya, bermain musik, melukis, menari, dll).
2. Guru mengajukan pertanyaan pemantik untuk mengarahkan siswa pada topik, seperti: "Apa yang kalian lihat dalam gambar?", "Apa hobi kalian?" dan "Bagaimana cara kita bertanya tentang hobi seseorang dalam bahasa Inggris?".

Tahap Inti Pembelajaran:

1. Guru membagi siswa untuk berpasang-pasangan.
2. Setiap pasangan diberikan peran sesuai dengan apa yang siswa tampilkan.
3. Siswa berlatih berdialog menggunakan pertanyaan dan jawaban tentang hobi.
4. Beberapa pasangan terlihat antusias berakting dan menggunakan bahasa Inggris yang cukup baik.
5. Setelah berlatih, setiap pasangan maju ke depan kelas untuk mempraktikkan dialog mereka di depan teman-temannya.
6. Urutan siswa yang maju kedepan untuk mempraktikkan menggunakan spin.
7. Siswa lain diminta untuk memberikan tanggapan dan masukan.

Tahap Akhir Pembelajaran:

1. Guru memberikan kesimpulan mengenai materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan memberikan pujian atas partisipasi siswa dan mendorong mereka untuk terus berlatih.

OBSERVATION FIELD NOTE

Date : 22 October 2024
Teacher : Ustadzah Asmaria
Class : XG
Material : Media

Meeting 5 : Role Play & Interviews

Tahap Awal Pembelajaran:

1. Guru menjelaskan konsep dan tujuan wawancara.
2. Guru menayangkan contoh percakapan tentang wawancara.

Tahap Inti Pembelajaran:

3. Siswa dibagi menjadi kelompok-kelompok kecil yang terdiri dari 2-3 orang.
4. Guru memberikan waktu kepada siswa untuk mendiskusikan peran dan membuat dialog yang menarik.
5. Mereka mampu menyusun pertanyaan wawancara yang relevan dan memerankan karakter dengan baik.
6. Siswa terlihat antusias dalam mengikuti kegiatan wawancara dan memainkan perannya.
7. Keterampilan berbicara siswa mengalami peningkatan setelah mengikuti kegiatan ini.
8. Siswa menjadi lebih percaya diri dalam menyampaikan pendapat dan berinteraksi dengan teman sebayanya.
9. Beberapa siswa masih mengalami kesulitan dalam menyusun pertanyaan wawancara. Selain itu, beberapa siswa juga terlihat kurang percaya diri saat tampil di depan kelas.

Tahap Akhir Pembelajaran:

1. Guru memberikan umpan balik yang dapat membangun semangat siswa dalam belajar.
2. Guru menutup pembelajaran dengan memberikan pujian atas partisipasi siswa dan mendorong mereka untuk terus berlatih.

Appendix 7: Observation Interview Result

QUESTION INTERVIEW TEACHER'S GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Mrs. Atsmaria Rahmawati S.Pd.

Interviewer : Fiani Azizah

Date : 22 October 2024

Time : 11. 45

Place : In front of XG class

1. Creating a Conducive Environment: Classroom management Slavin (2011). Physical and social environment Roestiyah et.al. (1995)

- a. Bagaimana cara Ibu menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Untuk menciptakan lingkungan kelas yang kondusif, saya berusaha membangun hubungan yang baik dengan setiap siswa. Saya menciptakan suasana kelas yang terbuka, di mana siswa merasa nyaman untuk berbagi ide dan pendapat tanpa takut salah. Selain itu, saya juga memberikan pujian atas setiap usaha siswa dalam berpartisipasi. Sehingga dengan merasa dihargai, siswa akan lebih termotivasi untuk aktif dalam kegiatan berbicara.

- b. Apakah Ibu setiap awal pembelajaran memberikan ice breaking/brainstorming? Mohon jelaskan brainstorming seperti apa yang biasanya Ibu berikan.

Jawaban: Ya, saya selalu memulai pembelajaran dengan kegiatan brainstorming. Kegiatan ini sangat penting untuk membangun suasana yang menyenangkan dan merangsang

siswa untuk berpikir kritis. Brainstorming yang sering saya berikan yaitu dengan mengajukan pertanyaan terbuka terkait materi yang akan dipelajari, atau meminta siswa untuk menghubungkan materi pelajaran dengan pengalaman mereka sehari-hari. Tujuannya adalah untuk mengaktifkan pengetahuan awal siswa dan membuat mereka lebih tertarik dengan materi yang akan dipelajari.

- c. Bagaimana cara Ibu mengatasi peserta didik yang cenderung pasif atau dominan dalam diskusi kelas?

Jawaban: Untuk siswa yang cenderung pasif, saya berusaha memberikan perhatian lebih dengan sering memanggil namanya dan mengajukan pertanyaan yang lebih spesifik. Saya juga memberikan tugas diskusi yang menuntut setiap anggota untuk berkontribusi. Sedangkan untuk siswa yang dominan, saya memberikan kesempatan kepada siswa lain untuk berbicara dengan cara mengatur giliran berbicara atau memberikan pertanyaan yang menuntut jawaban yang lebih mendalam.

2. Providing Diverse Speaking Opportunities: Motivation, Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah Ibu selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara Ibu memotivasi peserta didik agar lebih aktif berbicara di kelas?

Jawaban: Ya, saya selalu berusaha memberikan motivasi kepada peserta didik selama proses pembelajaran. Yang saya lakukan untuk mendorong siswa lebih aktif berbicara di kelas, yaitu biasanya saya memberikan pujian yang spesifik atas usaha dan keberhasilan siswa dalam menyampaikan pendapat, berusaha menciptakan suasana kelas yang aman dan nyaman, memberikan contoh bagaimana cara menyampaikan pendapat dengan baik dan benar, sehingga siswa dapat meniru dan mengembangkan kemampuan berbicara mereka dan menggunakan berbagai metode pembelajaran yang menarik dan interaktif.

- b. Apakah Ibu selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara Ibu

memberikan umpan balik yang konstruktif kepada peserta didik?

Jawaban: Ya, memberikan umpan balik yang konstruktif adalah bagian penting dari proses pembelajaran. Saya selalu berusaha memberikan umpan balik yang membangun setelah siswa selesai berbicara. Biasanya saya memberikan pujian atas keberanian siswa dalam berpartisipasi aktif saat berdiskusi dan kemudian saya memberikan saran untuk perbaikan.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana Ibu menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Saya selalu berusaha menghubungkan materi pembelajaran dengan situasi nyata yang sering dihadapi siswa. Misalnya, ketika membahas topik tentang pengenalan diri, saya akan mengajak siswa untuk berlatih memperkenalkan diri dalam berbagai situasi, seperti saat bertemu teman baru, mengikuti lomba, atau melakukan pekerjaan. Selain itu, saya juga sering menggunakan teks autentik seperti artikel berita, surat, atau dialog percakapan yang relevan dengan kehidupan sehari-hari siswa. Dengan cara ini, siswa dapat melihat manfaat langsung dari kemampuan berbicara yang mereka pelajari dan lebih termotivasi untuk berlatih.

- b. Apakah Ibu selalu menggunakan media pembelajaran untuk mendukung pembelajaran berbicara? Mohon jelaskan media pembelajaran seperti apa yang sering digunakan?

Jawaban: Ya, saya sangat meyakini pentingnya penggunaan media pembelajaran untuk mendukung pembelajaran berbicara. Beberapa media pembelajaran yang sering saya gunakan yaitu media gambar, audio, video, games dan media digital yang dapat menyajikan materi pembelajaran dengan lebih menarik.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Apakah penggunaan teknologi dalam pembelajaran dapat meningkatkan motivasi belajar peserta didik? Mohon jelaskan bagaimana cara Ibu menggunakan teknologi dalam pembelajaran yang dapat meningkatkan motivasi belajar peserta didik?

Jawaban: Ya, saya percaya pentingnya penggunaan media pembelajaran untuk mendukung pembelajaran berbicara. Teknologi menawarkan cara-cara baru yang menarik dan interaktif untuk menyampaikan materi pelajaran. Saya menggunakan berbagai media seperti video, animasi, simulasi, dan presentasi interaktif untuk membuat pembelajaran lebih menarik dan mudah dipahami.

- b. Strategi apa yang Ibu gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Saya memberikan tugas berupa proyek yang menuntut siswa untuk menggunakan teknologi. Dengan memberikan kesempatan bagi siswa untuk bereksplorasi dan berkreasi dengan teknologi, saya berharap mereka dapat mengembangkan keterampilan berpikir kritis, kreatif, dan inovatif.

5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022)

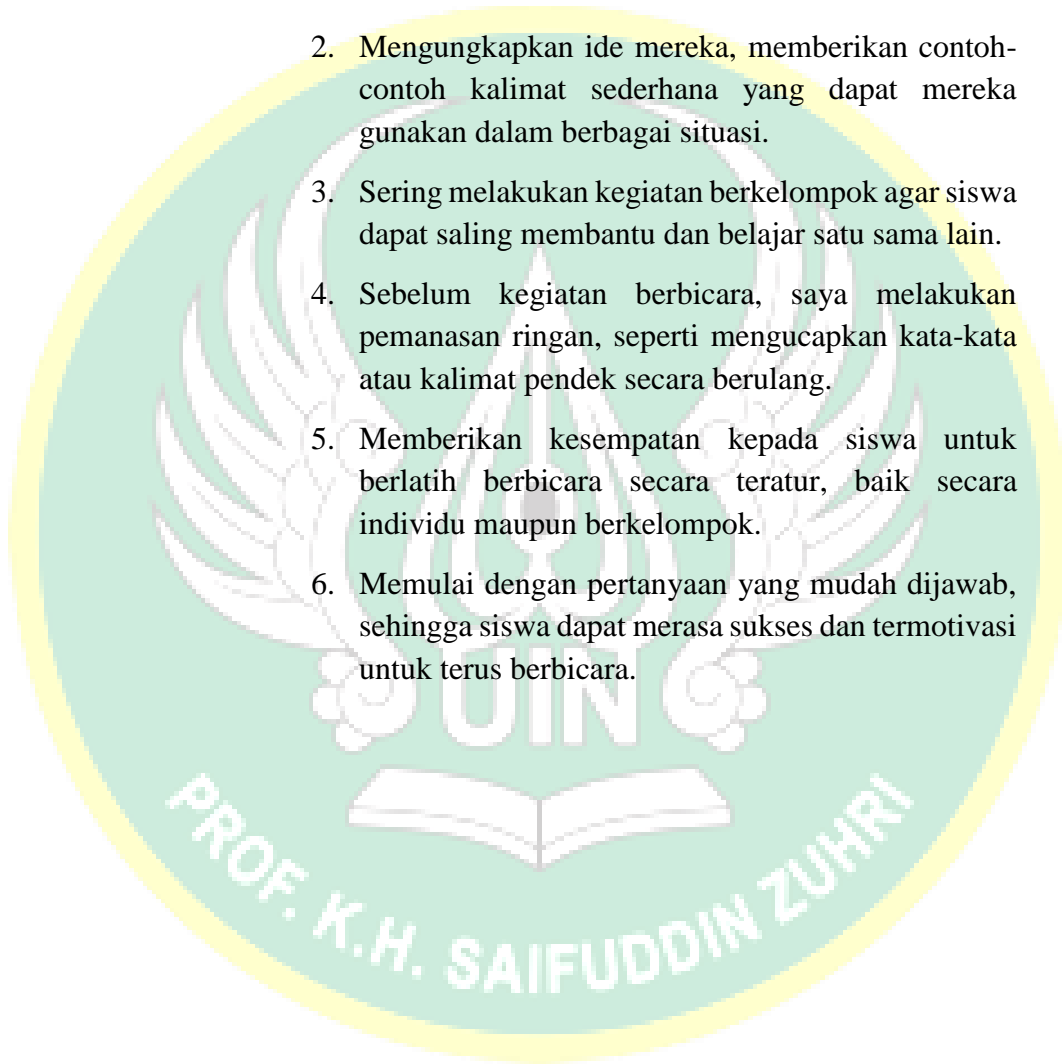
- a. Bagaimana cara Ibu mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Saya memulai dengan kegiatan yang lebih sederhana, seperti menanyakan tentang hal-hal yang mereka sukai, keluarga, atau kegiatan sehari-hari. Ini membantu mereka merasa lebih nyaman dan percaya diri untuk berbicara.

- b. Strategi apa yang Ibu gunakan untuk membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Strategi yang biasa saya gunakan diantaranya:

1. Menggunakan gambar, atau video yang dapat membantu siswa.
2. Mengungkapkan ide mereka, memberikan contoh-contoh kalimat sederhana yang dapat mereka gunakan dalam berbagai situasi.
3. Sering melakukan kegiatan berkelompok agar siswa dapat saling membantu dan belajar satu sama lain.
4. Sebelum kegiatan berbicara, saya melakukan pemanasan ringan, seperti mengucapkan kata-kata atau kalimat pendek secara berulang.
5. Memberikan kesempatan kepada siswa untuk berlatih berbicara secara teratur, baik secara individu maupun berkelompok.
6. Memulai dengan pertanyaan yang mudah dijawab, sehingga siswa dapat merasa sukses dan termotivasi untuk terus berbicara.



INTERVIEW STUDENT 1

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Syaima Fahmi

Interviewer : Fiani Azizah

Date : 12 October 2024

Time : 10.45

Place : In the XE class

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah et.al.
(1995)

- a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Guru saya sangat menghargai setiap pendapat kami. Beliau selalu memberikan waktu yang cukup bagi kami untuk menyampaikan ide-ide baru. Selain itu, beliau juga sering mengaitkan materi pelajaran dengan kehidupan sehari-hari, sehingga kami lebih termotivasi untuk berdiskusi.

2. Providing Diverse Speaking Opportunities: Motivation,
Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik.

Jawaban: Guru saya sering memberikan pertanyaan-pertanyaan yang menantang dan mendorong kami untuk berdiskusi. Beliau juga sering memberikan contoh-contoh nyata dari kehidupan sehari-hari, sehingga saya lebih tertarik

dengan materi pelajaran.

- b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru memberikan umpan balik yang konstruktif kepada peserta didik.

Jawaban: Guru saya selalu memberikan umpan balik yang spesifik. Beliau tidak hanya mengatakan 'Bagus', tapi juga menjelaskan bagian mana dari presentasi saya yang menarik dan bagian mana yang perlu diperbaiki.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Guru sering memberikan tugas membuat video vlog tentang topik yang kita suka. Kita harus mencari informasi, membuat skrip, lalu rekaman. Jadi, kita belajar menyampaikan informasi dengan cara yang kreatif dan menarik.

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?

Jawaban: Kita sering berdiskusi kelompok. Jadi, kita bisa saling berbagi pendapat dan belajar dari teman-teman.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Kadang ada teman yang kesulitan menggunakan aplikasi edit video. Tapi, guru selalu sabar ngajari dan memberikan contoh. Jadi, kita semua bisa mengikutinya.

- b. Apakah guru mengalami kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?

Jawaban: Guru saya sering memberikan tugas untuk membuat video pendek menggunakan aplikasi edit video. Kita bebas banget pilih tema dan gaya videonya. Jadi, kita bisa eksplorasi kreativitas kita.

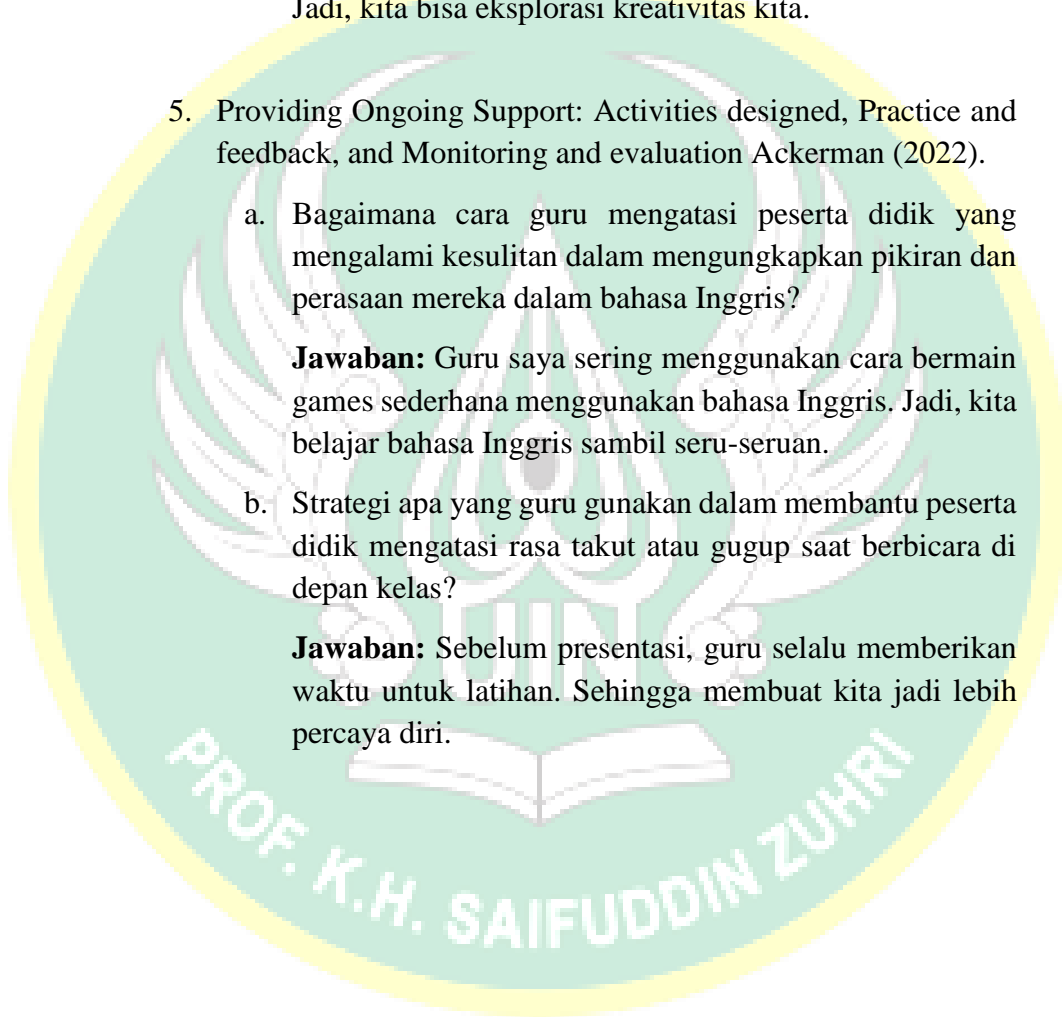
5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).

- a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Guru saya sering menggunakan cara bermain games sederhana menggunakan bahasa Inggris. Jadi, kita belajar bahasa Inggris sambil seru-seruan.

- b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Sebelum presentasi, guru selalu memberikan waktu untuk latihan. Sehingga membuat kita jadi lebih percaya diri.



INTERVIEW STUDENT 2

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Hannaan Rifdah

Interviewer : Fiani Azizah

Date : 12 October 2024

Time : 11. 15

Place : In the XE class

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah et.al.
(1995)

- a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Guru saya sering membuat kami merasa nyaman untuk berbagi pendapat. Beliau selalu memulai diskusi dengan pertanyaan yang mudah, lalu perlahan-lahan meningkatkan tingkat kesulitannya. Saya jadi merasa lebih percaya diri untuk ikut bicara.

2. Providing Diverse Speaking Opportunities: Motivation,
Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik.

Jawaban: Guru saya selalu memberikan pujian ketika saya berhasil menjawab pertanyaan atau menyelesaikan tugas. Pujian beliau membuat saya merasa dihargai dan semakin bersemangat untuk belajar.

- b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru memberikan umpan balik yang konstruktif kepada peserta didik.

Jawaban: Guru saya sering mengajukan pertanyaan setelah saya presentasi, seperti 'Mengapa kamu berpikir seperti itu?' atau 'Apa yang akan kamu lakukan jika...' pertanyaan-pertanyaan ini membantu saya untuk berpikir lebih kritis.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Kita sering diskusi tentang isu-isu terkini, misalnya tentang lingkungan atau sosial. Kita belajar menyampaikan pendapat dengan sopan dan menghargai pendapat orang lain

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?

Jawaban: Guru saya sering melakukan pembelajaran presentasi di depan kelas. Awalnya sih agak deg-degan, tapi lama-lama jadi terbiasa dan lebih percaya diri.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Guru melakukan kegiatan pembelajaran dengan membuat lomba desain poster digital. Siswa dapat membuat poster yang menarik dan informatif tentang suatu isu. Sehingga siswa dapat belajar cara menggabungkan gambar dan teks yang menarik.

- b. Apakah guru mengalami kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?

Jawaban: Pernah ada masalah koneksi internet saat kegiatan membuat presentasi online. Tapi, guru mempunyai solusi cadangan, jadi siswa tetap bisa melanjutkan presentasi.

5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).

- a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Guru sering mengajak kita ngobrol menggunakan bahasa Inggris di saat jam pelajaran maupun di luar jam pelajaran. Jadi, kita bisa lebih sering berlatih.

- b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Guru membuat suasana kelas menjadi menyenangkan, sehingga membuat nyaman dan percaya diri untuk berbicara.

INTERVIEW STUDENT 3

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Lisha

Interviewer : Fiani Azizah

Date : 12 October 2024

Time : 11.30

Place : In the XE class

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah et.al.
(1995)

- a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Guru saya menciptakan suasana kelas yang menyenangkan dan tidak terlalu formal. Beliau sering menggunakan humor untuk membuat kami lebih rileks. Hal ini membuat saya merasa lebih nyaman untuk bertanya atau memberikan komentar.

2. Providing Diverse Speaking Opportunities: Motivation,
Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik.

Jawaban: Guru saya menciptakan suasana kelas yang nyaman dan saling menghormati. Saya merasa lebih percaya diri untuk bertanya atau menyampaikan pendapat di depan kelas.

- b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru memberikan umpan balik yang konstruktif kepada peserta didik.

Jawaban: Guru saya tidak hanya fokus pada kesalahan, tapi juga memberikan pengakuan atas usaha saya. Beliau mengatakan bahwa saya sudah berusaha keras dan memberikan beberapa tips untuk meningkatkan presentasi saya selanjutnya.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Guru sering minta kita membuat poster atau presentasi tentang tokoh inspiratif. Kita harus mencari informasi dari berbagai sumber dan menyampaikannya dengan bahasa yang mudah dipahami.

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?

Jawaban: Guru saya juga sering melakukan kegiatan kuis atau permainan yang berhubungan dengan materi yang sedang kita pelajari. Jadi, belajar jadi lebih menyenangkan.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Kita sering menggunakan aplikasi presentasi untuk bikin slide yang interaktif. Kita bisa menambahkan animasi, video, dan suara. Jadi, presentasi kita jadi lebih hidup dan menarik.

- b. Apakah guru mengalami kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?

Jawaban: Beberapa teman kurang percaya diri dengan hasil karya mereka. Tapi, guru selalu memberikan semangat dan pujian agar kita lebih berani bereksplorasi.

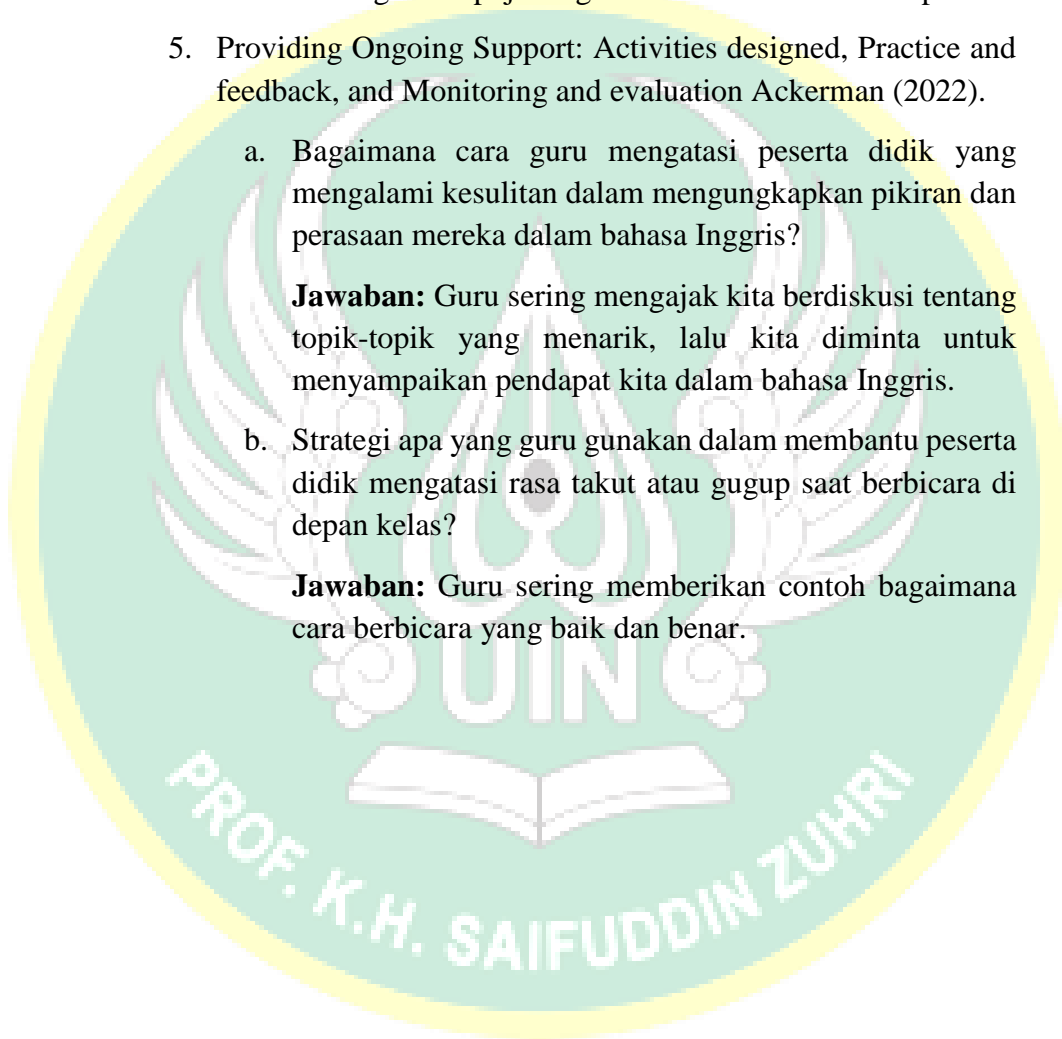
5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).

- a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Guru sering mengajak kita berdiskusi tentang topik-topik yang menarik, lalu kita diminta untuk menyampaikan pendapat kita dalam bahasa Inggris.

- b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Guru sering memberikan contoh bagaimana cara berbicara yang baik dan benar.



INTERVIEW STUDENT 4

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Khanza Sandrica

Interviewer : Fiani Azizah

Date : 22 October 2024

Time : 10. 30

Place : In the XG class

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah et.al.
(1995)

- a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Guru saya selalu memberikan ruang bagi kami untuk mengeksplorasi ide-ide kreatif. Beliau sering mengadakan kegiatan presentasi atau berdiskusi yang membuat kami harus berpikir kritis dan berkomunikasi dengan baik.

2. Providing Diverse Speaking Opportunities: Motivation,
Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik.

Jawaban: Guru saya selalu mendorong kami untuk tidak takut membuat kesalahan. Beliau sering memberikan contoh bagaimana beliau sendiri pernah mengalami kesulitan dalam belajar dan bagaimana beliau mengatasinya.

- b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru memberikan umpan balik yang konstruktif kepada peserta didik.

Jawaban: Guru saya selalu memberikan umpan balik secara pribadi setelah presentasi. Saya merasa lebih nyaman untuk bertanya dan berdiskusi dengan beliau.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Guru saya sering memberikan contoh-contoh kasus yang sering kita temui sehari-hari. Misalnya, ketika belajar tentang cara menyampaikan pendapat, kita diajak berdiskusi tentang isu-isu yang masih hangat di berita. Sehingga membuat kita lebih mudah paham dan bisa langsung praktik.

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?

Jawaban: Kita sering membuat presentasi di depan kelas. Jadi, kita belajar bagaimana cara berbicara di depan umum dengan percaya diri.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Guru memberikan tugas membuat podcast tentang topik yang lagi hits. Kita bisa undang teman-teman lain untuk jadi narasumber. Jadi, kita belajar cara berbicara di depan mikrofon dan menyunting audio.

- b. Apakah guru mengalami kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?

Jawaban: Kadang kita butuh waktu yang lama untuk membuat proyek digital. Tapi, guru kita selalu sabar menunggu dan memberikan dukungan.

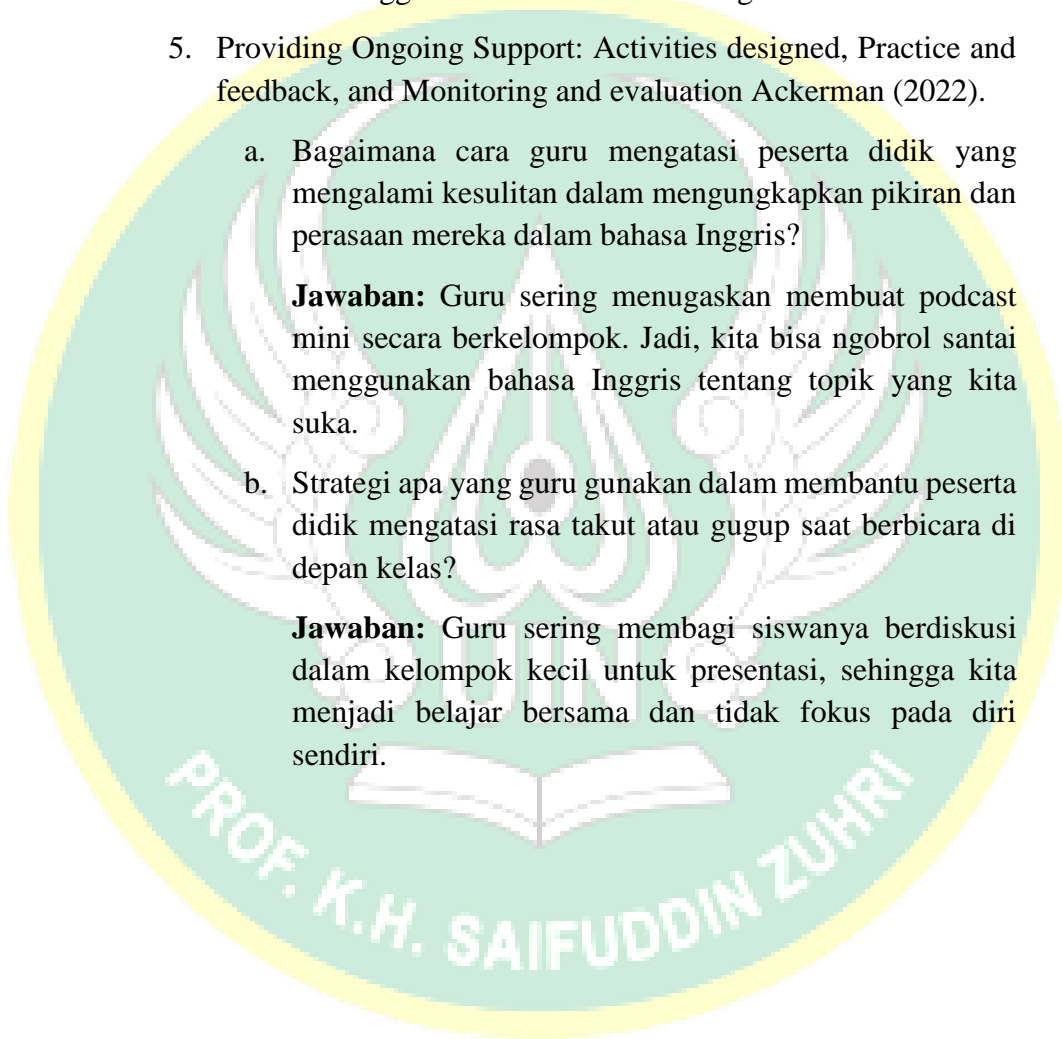
5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).

- a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Guru sering menugaskan membuat podcast mini secara berkelompok. Jadi, kita bisa ngobrol santai menggunakan bahasa Inggris tentang topik yang kita suka.

- b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Guru sering membagi siswanya berdiskusi dalam kelompok kecil untuk presentasi, sehingga kita menjadi belajar bersama dan tidak fokus pada diri sendiri.



INTERVIEW STUDENT 5

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Ameera Zharifah

Interviewer : Fiani Azizah

Date : 22 October 2024

Time : 10.45

Place : In the XG class

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah
et.al. (1995)

- a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Guru saya selalu membagi kami menjadi kelompok kecil untuk berdiskusi. Dengan begitu, saya bisa belajar dari teman-teman yang lain dan merasa lebih termotivasi untuk berpartisipasi.

2. Providing Diverse Speaking Opportunities: Motivation,
Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik.

Jawaban: Guru saya sering membuat kami belajar dalam kelompok. Saya merasa lebih termotivasi ketika bisa belajar bersama teman-teman yang memiliki minat yang sama.

- b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru

memberikan umpan balik yang konstruktif kepada peserta didik.

Jawaban: Guru saya selalu memberikan umpan balik dengan cara yang lembut dan tidak membuat saya merasa rendah diri. Beliau lebih fokus pada hal-hal positif yang saya lakukan dan memberikan saran yang membangun.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Guru saya sering membuat simulasi situasi nyata, seperti rapat kelas atau presentasi mini. Jadi, kita dapat langsung merasakan gimana rasanya berbicara di depan umum dan menghadapi pertanyaan.

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?

Jawaban: Guru saya suka memberikan tugas berpidato atau debat. Sehingga kita dapat mengasah kemampuan berbicara kita.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Guru saya sering memberikan tugas membuat presentasi interaktif menggunakan Google Slides. Kita bisa menambahkan video, gambar, dan kuis. Jadi, presentasi kita menjadi lebih menarik.

- b. Apakah guru mengalami kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?

Jawaban: Kadang koneksi internet suka lemot, sehingga membuat animasi jadi lama. Tapi, guru selalu memberi saran untuk nyimpen progress kerja agar tidak hilang.

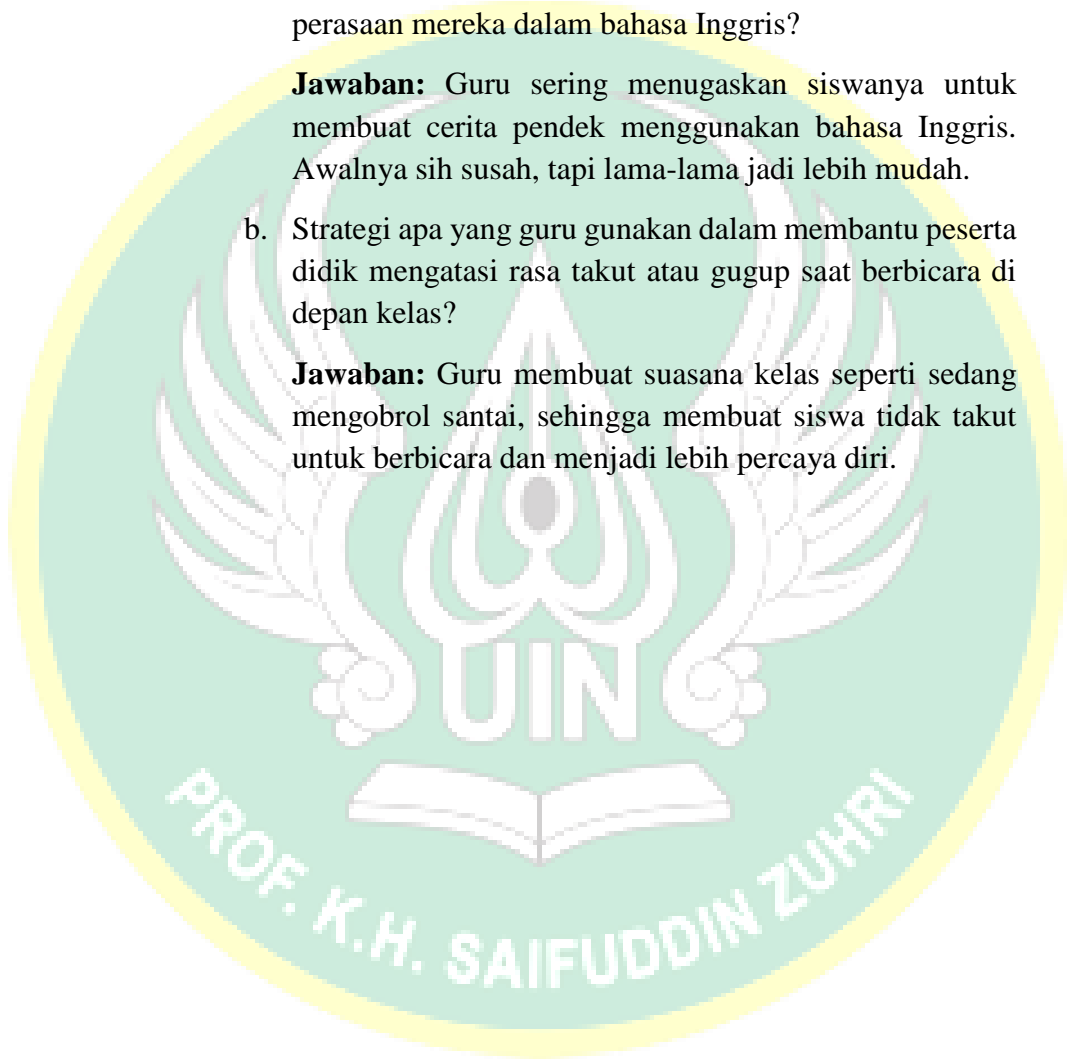
5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).

- a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Guru sering menugaskan siswanya untuk membuat cerita pendek menggunakan bahasa Inggris. Awalnya sih susah, tapi lama-lama jadi lebih mudah.

- b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Guru membuat suasana kelas seperti sedang mengobrol santai, sehingga membuat siswa tidak takut untuk berbicara dan menjadi lebih percaya diri.



INTERVIEW STUDENT 6

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS

Interviewee : Natania Salsabila

Interviewer : Fiani Azizah

Date : 22 October 2024

Time : 11. 10

Place : In the XG class

1. Creating a Conducive Environment: Classroom management
Slavin (2011). Physical and social environment Roestiyah et.al.
(1995)

- a. Bagaimana cara guru menciptakan lingkungan kelas yang kondusif dalam mendorong peserta didik aktif berpartisipasi dalam kegiatan berbicara?

Jawaban: Guru saya biasanya akan memanggil nama teman-teman yang cenderung pasif untuk memberikan kesempatan mereka berbicara. Beliau juga akan memberikan pujian ketika mereka berhasil menyampaikan pendapat.

2. Providing Diverse Speaking Opportunities: Motivation,
Relevant topics and Teacher-student interaction Agus (2018)

- a. Apakah guru selalu memberikan motivasi kepada peserta didik pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara guru memotivasi peserta didik.

Jawaban: Guru saya sering menerapkan kegiatan Brainstorming diawal pembelajaran. Dengan kegiatan Brainstorming saya merasa lebih rileks dan konsentrasi saya meningkat. Saya menjadi lebih mudah memahami penjelasan guru.

- b. Apakah guru selalu memberikan umpan balik yang konstruktif kepada peserta didik setelah mereka selesai berbicara? Mohon berikan penjelasan bagaimana cara guru memberikan umpan balik yang konstruktif kepada peserta didik.

Jawaban: Guru saya sering meminta saya untuk menjelaskan alasan di balik jawaban saya. Hal ini membuat saya terbiasa untuk berpikir kritis dan menganalisis informasi.

3. Using Authentic Teaching Materials: Variety of teaching materials, Use of media and Student involvement Waters (2014)

- a. Bagaimana cara guru menghubungkan bahan ajar autentik dengan konteks kehidupan nyata dalam keterampilan berbicara?

Jawaban: Guru saya sering menugaskan siswanya berupa proyek yang berhubungan dengan kehidupan sehari-hari. Misalnya, membuat video pendek tentang hobi. Jadi, siswa belajar menyampaikan informasi dengan cara yang kreatif.

- b. Aktivitas pembelajaran seperti apa yang biasanya guru rancang agar peserta didik aktif terlibat dalam proses pembelajaran? Contohnya, diskusi kelompok, proyek, atau presentasi?

Jawaban: Guru sering memberikan kuis atau permainan yang seru. Membuat siswa belajar menjadi lebih menyenangkan dan menjadi lebih termotivasi.

4. Integrating Technology: Students experience, Enhancing student creativity, and Collaborative projects Idris (2016)

- a. Strategi apa yang guru gunakan untuk mendorong peserta didik menjadi lebih kreatif dengan bantuan teknologi?

Jawaban: Kita sering membuat komik digital. Guru memberikan banyak pilihan aplikasi untuk membuat gambar dan tulisan. Jadi, kita bisa membuat komik dengan gaya yang unik.

- b. Apakah guru mengalami kesulitan dalam

mengembangkan kreativitas peserta didik melalui teknologi? Mohon jelaskan bagaimana cara guru menghadapi kesulitan dalam mengembangkan kreativitas peserta didik melalui teknologi?

Jawaban: Kadang bingung mau bikin desain slide yang menarik. Tapi, guru selalu memberikan contoh dan referensi desain yang bagus.

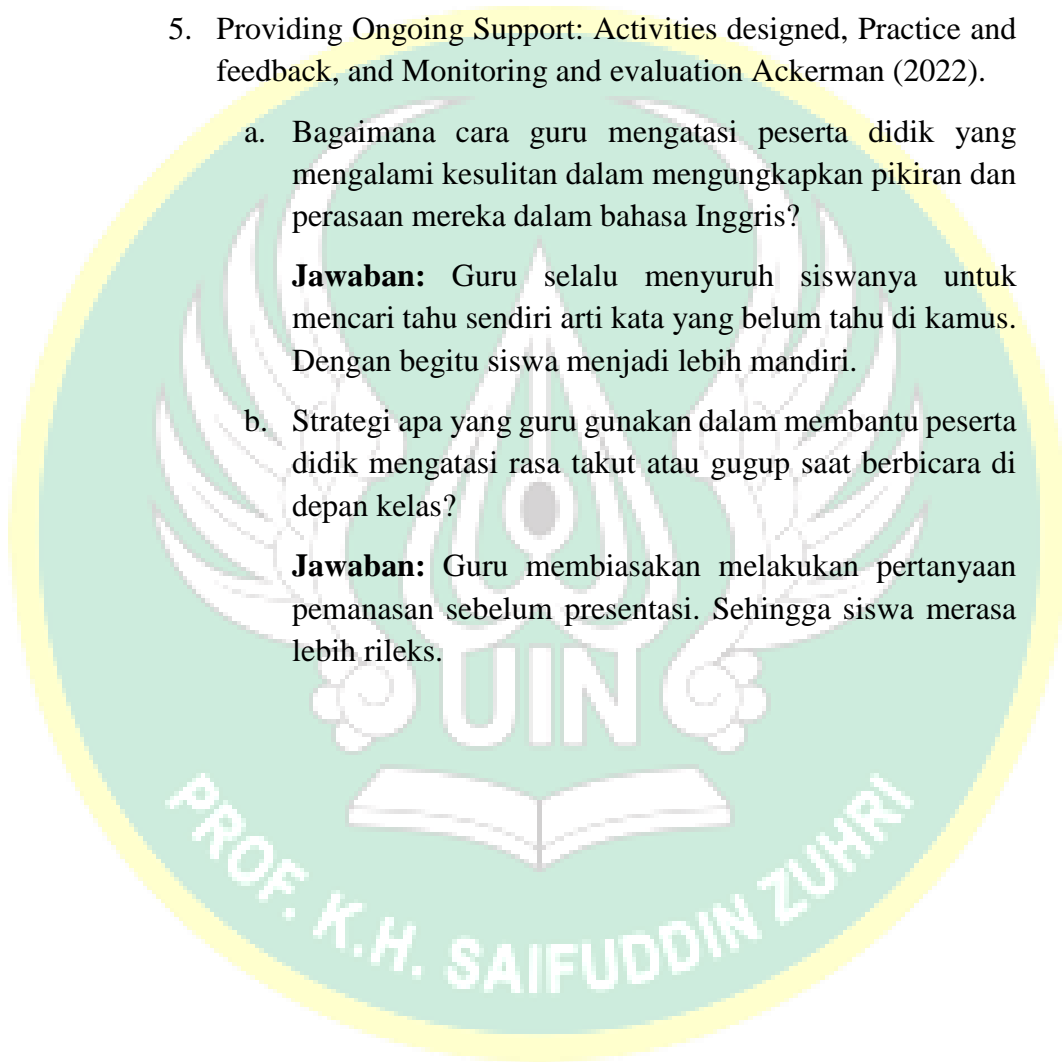
5. Providing Ongoing Support: Activities designed, Practice and feedback, and Monitoring and evaluation Ackerman (2022).

- a. Bagaimana cara guru mengatasi peserta didik yang mengalami kesulitan dalam mengungkapkan pikiran dan perasaan mereka dalam bahasa Inggris?

Jawaban: Guru selalu menyuruh siswanya untuk mencari tahu sendiri arti kata yang belum tahu di kamus. Dengan begitu siswa menjadi lebih mandiri.

- b. Strategi apa yang guru gunakan dalam membantu peserta didik mengatasi rasa takut atau gugup saat berbicara di depan kelas?

Jawaban: Guru membiasakan melakukan pertanyaan pemanasan sebelum presentasi. Sehingga siswa merasa lebih rileks.



Appendix 8: Teaching Module

MODUL AJAR BAHASA INGGRIS UNIT 1

No.	Komponen	Deskripsi / Keterangan
1.	Identitas Sekolah	
	Nama Penyusun	Atsmaria Rahmawati, S.Pd.
	Nama Institusi	SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO
	Tahun Penyusunan Perangkat Ajar	2024/2025
	Tema	Identity
	Fase/Kelas/Semester	E/X/1
	Alokasi Waktu	2 JP (2 x 45 menit)
2.	Tujuan Pembelajaran	
	Mendengarkan - Berbicara	<ul style="list-style-type: none">• Peserta didik dapat mengidentifikasi rincian penting dalam rekaman sederhana dialog atau narasi.• Peserta didik dapat memahami pokok-pokok narasi dan percakapan tentang topik yang familiar (misalnya Hobi, Cita-cita dan pekerjaan waktu luang) disampaikan dengan tuturan baku yang jelas.• Peserta didik dapat berbicara tentang informasi pribadi dan tertarik pada beberapa detail.• Peserta didik dapat memberikan alasan dan penjelasan singkat, dengan menggunakan bahasa sederhana.• Peserta didik dapat mengajukan pertanyaan sederhana yang berhubungan dengan informasi pribadi seseorang, petunjuk atau model yang diberikan.• Peserta didik dapat menjawab pertanyaan pribadi sederhana dalam sebuah wawancara, jika disampaikan perlahan dan jelas.
	Membaca - Memirsa	<ul style="list-style-type: none">• Peserta didik dapat secara umum dapat memahami faktual secara lugas teks tentang topik yang sudah dikenal.• Peserta didik dapat mengidentifikasi tujuan penulis dalam menulis cerita pendek teks misalnya. untuk mengatur waktu tertentu untuk bertemu, memberi informasi spesifik dll.

	<ul style="list-style-type: none"> • Peserta didik dapat memahami frasa dasar secara singkat dan sederhana pada teks. • Peserta didik dapat memindai beberapa teks pendek dan sederhana secara bersamaan topik untuk mencari informasi spesifik. <p>Menulis - Mempresentasikan</p> <ul style="list-style-type: none"> • Peserta didik dapat menulis naskah dialog sederhana sebagai tanggapan permintaan informasi.
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3. Skenario Asesmen

Jenis Asesmen :	<ul style="list-style-type: none"> a. Asesmen awal pembelajaran Mengidentifikasi kosakata terkait komunikasi. b. Asesmen Formatif <ul style="list-style-type: none"> - Mendeskripsikan sebuah foto/gambar - Melengkapi kalimat rumpang berdasarkan rekaman percakapan c. Asesmen Sumatif Membuat cerita/dialog sederhana berdasarkan situasi yang diberikan.
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4. Kriteria Ketuntasan Tujuan Pembelajaran

Aspek	Kecakapan		Kriteria Ketuntasan
	Belum Konsisten 0	Konsisten 1	
Melakukan percakapan terkait informasi pribadi masing-masing	Kurang memperhatikan pengucapan dan ekspresi yang digunakan dalam melakukan percakapan.	Melakukan percakapan secara baik dengan memperhatikan pengucapan dan ekspresi yang tepat	1
Melengkapi kalimat rumpang berdasarkan frasa.	Tidak tepat dalam melengkapi kalimat rumpang berdasarkan frasa yang terdapat dalam teks.	Melengkapi kalimat rumpang berdasarkan frasa yang terdapat dalam teks dengan tepat.	1
Membuat deskripsi tentang hal pribadi	Membuat deskripsi dengan tidak memperhatikan	Membuat deskripsi dengan diksi dan	1

	berdasarkan situasi yang diberikan.	diksi dan tata Bahasa	tata bahasa yang benar	
5.	Kompetensi Awal			
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Mengidentifikasi kosakata terkait komunikasi.		
6.	Pemahaman Bermakna			
	<ul style="list-style-type: none">• Identity box• How personality develops• Favorite Idols• Personal information• Hang out with friends			
7.	Profil Pelajar Pancasila			
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none">a. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.b. Kebhinekaan globalc. Mandirid. Bergotong royonge. Bernalar kritisf. Kreatif		
8.	Model Pembelajaran	<ul style="list-style-type: none">• Tatap Muka menggunakan metode PPP (presentation-practice-production)• Tatap muka dengan metode Pre-, While-, dan Post-activity		
9.	Sarana dan Prasarana			
	Fasilitas	<ul style="list-style-type: none">• Alat Pembelajaran : Komputer / laptop, jaringan internet, proyektor• Sumber Belajar (Buku Panduan Guru dan Buku Peserta didik – GOLD EXPERIENCE B1, penerbit: Pearson),• Lampu ruang kelas yang memadai• Ruang kelas yang cukup luas		
	Lingkungan Belajar	Kelas		
	Catatan Tambahan	-		
10.	Target Peserta Didik			
	Kategori Peserta Didik	Peserta didik reguler		

Langkah-langkah Pembelajaran		
11.	Pertemuan 1	Kegiatan Pembelajaran
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam 2. Berdoa menurut keyakinan masing-masing 3. Mengecek kehadiran 4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran
	Kegiatan Inti (80 Menit)	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Guru melakukan <i>warming up</i> dengan meminta peserta didik melakukan '<i>guessing expression</i>' dari gambar yang ditampilkan. 2. Kosa kata yang digunakan dalam kegiatan tersebut diambil dari latihan no.1 hal.14. (student book) <p>Pre-Listening</p> <ol style="list-style-type: none"> 1. Guru menanyakan : <i>Think about a favorite idols you know.How does it make you feel? Why? Use these words to help you.</i> 2. Peserta didik secara berpasangan mendiskusikan jawaban masing - masing (student book, Latihan no.2) 3. Peserta didik melaporkan hasil diskusi. <p>While-Listening</p> <ol style="list-style-type: none"> 1. Guru memberikan contoh kalimat berupa <i>agreements and dissageements, feelings, suggestions</i> 2. Peserta didik mengerjakan latihan no.3 (student book) 3. Guru memutarakan contoh ungkapan dalam audio yang berisi <i>agreements and dissageements, feelings, suggestions</i> 4. Guru memutarakan CD 1.4 dan peserta didik menyimak kemudian mengerjakan latihan no.5 (student book) 5. Guru meminta peserta didik berpasangan untuk membandingkan jawaban masing-masing 6. Guru memutarakan audio yang ke 2 7. Guru dengan peserta didik membahas jawaban bersama <p>Post-Listening</p>

		<ol style="list-style-type: none"> 1. Guru memberikan contoh kalimat menggunakan <i>adverb of frequency</i> 2. Guru memberikan tambahan penguatan grammar (<i>adverb of frequency and time phrase</i>) 3. Peserta didik mengerjakan latihan no.8 dalam bentuk <i>printed out</i> yang sudah diacak kemudian siswa mengurutkan secara berkelompok. <p>Production</p> <ol style="list-style-type: none"> 1. Peserta didik mengerjakan latihan no.9 dengan metode <i>think, pair, share</i>.
	Penutup (5 Menit)	<ol style="list-style-type: none"> 1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan 3. Guru menginformasikan pembelajaran selanjutnya 4. Berdoa
	Pertemuan 2	Kegiatan Pembelajaran
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam 2. Berdoa menurut keyakinan masing-masing 3. Mengecek kehadiran 4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran
	Kegiatan Inti (80 Menit)	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Merujuk peserta didik ke Latihan 1. Bagi mereka menjadi pasangan dan berikan waktu 2 menit untuk mendiskusikan dua pertanyaan di Latihan 1. 2. Peserta didik diminta untuk melakukan percakapan singkat dengan memilih salah satu topik yang telah disediakan. Minta mereka untuk menggunakan kata tanya yang disediakan. <p>Practice</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan tabel <i>Personal Information</i> pada Latihan 2. 2. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum paham terkait tabel <i>Personal Information</i>. 3. Peserta didik mengerjakan Latihan 2 sesuai dengan informasi pribadi masing – masing.

		<p>4. Secara berpasangan, peserta didik saling bertukar informasi pribadi dan mengeja kosa kata yang tidak familiar.</p> <p>5. Guru mengarahkan siswa untuk menjawab pertanyaan tentang <i>Personal information</i> secara detail (misalnya mengapa, kapan, siapa dengan, dimana, berikan contoh sesuatu yang mereka lakukan baru-baru ini, dll.).</p> <p>Production</p> <p>1. Secara berpasangan, peserta didik saling menanyakan dan menjawab informasi pribadi menggunakan <i>useful language</i> dan mengembangkan jawabannya secara detail dan jelas.</p>
	Penutup (5 Menit)	<p>1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik</p> <p>2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan</p> <p>3. Guru menginformasikan pembelajaran selanjutnya</p> <p>4. Berdoa</p>
	Pertemuan 3	Kegiatan Pembelajaran
	Pendahuluan (10 menit)	<p>1. Mengucapkan salam</p> <p>2. Berdoa menurut keyakinan masing-masing</p> <p>3. Mengecek kehadiran</p> <p>4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran</p>
	Kegiatan Inti (80 Menit)	<p>Warm-up</p> <p>1. Guru menulis <i>Identify – Who are you?</i> di papan tulis.</p> <p>2. Masing – masing siswa menjawab sebanyak informasi diri yang sesuai dengan mereka.</p> <p>Pre-Reading</p> <p>1. Peserta didik menutup buku, tanyakan apakah mereka dapat menebak yang dimaksud dengan <i>identity box</i>.</p> <p>2. Minta peserta didik untuk membuka buku dan melihat gambar dan membaca tentang apa itu <i>identity box</i> kemudian periksa prediksi mereka dan jawab pertanyaan 1–3.</p>

		<p>While-Reading</p> <ol style="list-style-type: none"> 1. Merujuk peserta didik ke Latihan 2 dan minta mereka untuk membaca 5 teks sederhana yang berisi identitas orang yang berbeda-beda. Beri peserta didik waktu 5 menit untuk membaca teks dan menemukan kata kunci pada setiap teks. 2. Merujuk peserta didik ke Latihan 4. Minta peserta didik memasang teks pada Latihan 2 dengan <i>identity box</i> A-H. <p>Post-Reading</p> <ol style="list-style-type: none"> 1. Peserta didik mengerjakan Latihan 5 dengan menggunakan kosa kata yang tepat untuk melengkapi frasa. <p>Production</p> <ol style="list-style-type: none"> 1. Peserta didik melakukan Latihan 7 secara berpasangan. Minta mereka membuat <i>identity box</i> yang berisikan : Your hobbies Your family Where you live
	Penutup (5 Menit)	<ol style="list-style-type: none"> 1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan. 3. Guru menginformasikan pembelajaran selanjutnya 4. Berdoa
	Pertemuan 4	Kegiatan Pembelajaran
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam 2. Berdoa menurut keyakinan masing-masing 3. Mengecek kehadiran 4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran
	Kegiatan Inti (80 Menit)	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Meminta siswa menyampaikan hal yang mereka suka dan tidak suka. <i>I really enjoy watching ... on TV/online because ...</i> <i>Something I hate watching on TV or online is ... because ...</i>

		<p>2. Secara berpasangan, peserta didik menyampaikan kepada teman tentang suka dan tidak suka.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. Minta peserta didik untuk membaca iklan pada Latihan.2 2. Peserta didik menganalisa apa tujuan dari iklan tersebut. 3. Peserta didik membaca dan mencermati Latihan 3 tentang <i>explore language</i> 4. Peserta didik diminta untuk memasang 4 catatan di sebelah iklan dengan setiap paragraph yang ada di dalam email dari Sofia. 5. Peserta didik diminta untuk menggaris bawahi contoh <i>quite</i> dan <i>very</i> di email Sofia dan tanyakan bagaimana kata-kata ini berubah arti kata sifat. (<i>quite unusual, very important, quite shy, very different place</i>) 6. Merujuk peserta didik ke Latihan 4. Beri peserta didik waktu 5 menit untuk melengkapi kalimat-kalimat tersebut untuk membuat email. Kemudian berikan waktu tambahan 2 menit untuk memeriksa dalam pasangan sebelum melakukan pemeriksaan secara kelas. 7. Minta peserta didik untuk mengerjakan Latihan 5 dan 6 untuk mendalami materi <i>explore language</i>. 8. Peserta didik membuat email yang mencakup poin-poin dari latihan 9. Buatlah menggunakan 4 poin berdasarkan iklan, informasi tambahan, dan kata <i>very and quite</i>.
	Penutup (5 Menit)	<ol style="list-style-type: none"> 1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik. 2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan. 3. Guru menginformasikan pembelajaran selanjutnya. 4. Berdoa.
12.	<p>Refleksi Peserta Didik dan Guru</p> <p>Refleksi Peserta Didik Peserta didik mengevaluasi pengalaman belajar yang telah dilakukan.</p> <p>Refleksi Guru Sejauh mana proses belajar mencapai tujuan, apakah semua peserta didik terlibat dalam kegiatan diskusi, apa yang bisa dilakukan untuk membuat peserta didik aktif</p>	
13.	Pengayaan dan Remedial	

- Remedial: Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:
 1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran.
 2. Siswa melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran.
- Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan yang dilakukan berupa kegiatan pengembangan aktifitas yang sesuai dengan tujuan pembelajaran di Unit 1.

11 1 Identity | Reading | Speak up, Exercise 7

IDENTITY BOXES

We found these boxes. Whose are they?

A This box is a paper box. In it there is a photo of a family and eight children. They are standing near a house at the bottom of a valley. There is also a pair of walking boots and a book with the title 'How to Write'.

B This box is a big silver box with a lot of patterns on it. Inside there's a photo of a girl. There is a CD by a pop group and a photograph of my friend playing the guitar. There is also a small model of the Eiffel Tower.

C This box is painted with lots of colours. Inside there's a programme for the theatre, a page from an entertainment guide and a photo of several boys and girls. They are walking on a bridge in a big city and one boy is holding a guitar.

D This is a wooden box with a recipe book and a wooden spoon inside. There's a picture of a girl standing next to a woman on a TV show. The box also contains a pair of new tennis shoes.

E This is a very messy box. Inside the box there is a picture of a family at the seaside in swimsuits. There are also several shells and a mirror. There's a book called 'Teach Yourself to Play Guitar' and a picture of a boat.

F This box has got stickers of different places all over it. Inside there's a photo of some little houses around a square and there is a river nearby. There's a small saucepan and a diary with lots of timetables and notes in it.

G This box has been painted with pictures of skyscrapers and huge buildings. There's a CD of a pop singer and a card with the address of a music teacher. There's a photo of a large group of students, all laughing together in a park.

H This is a very big box. It has a basketball in it and a photo of a boy with a surfboard and an old lady smiling. There's another photo of a football team on a bus with mountains in the background.



Tools: Select, Dictionary, Highlight, Page view, Fullscreen, Customize

Lesson flow

Identity is like a puzzle: you need all of the pieces to complete the picture.

11

GIVE FEEDBACK

Appendix 9: Documentation Interview with English Teacher and Students

Interview with English Teacher



Interview with Students



Appendix 10: Documentation Learning Activities

Documentation of Picture Describing Activity



Documentation of Discussion Activity



Documentation of Role Play Activity



Documentation about Pearson English Portal



K.H. SAIFUDDIN Z

Documentation of Brainstorming Activity



Documentation of Interviews Activity



Appendix 11: Documentation with class XE & class XG



Appendix 12: Checker Plagiarism



Appendix 13: Curriculum Vitae

CURRICULUM VITAE

A. Personal Detail

1. Name : Fiani Azizah
2. Student Number : 2017404085
3. Place, Date of Birth : Kebumen, 08 June 2001
4. Address : Kalisari, Rowokele, Kebumen
5. Name of Father : Sunardi
6. Name of Mother : Supini

B. Educational Background

1. Formal Education
 - a. SD N 2 Kalisari
 - b. MTs Al-Huda Rowokele
 - c. SMK Ma'arif 5 Gombong
2. Non Formal Education
 - a. Pondok Pesantren Modern eL- Fira 3 Purwokerto

C. Organization Experience

1. EASA UIN SAIZU
2. Commite of PPM eL- Fira 3

