

**TECHNIQUE IN TEACHING LEARNING PROCESS
OF ENGLISH SPEAKING SKILL AT THE EIGHTH GRADE
OF SMP IT AL-ANIS KARTASURA
IN 2019/2020 ACADEMIC YEAR**

A THESIS

**Submitted as a Partial Requirements for the Degree of Sarjana in
Culture and Languages Faculty**



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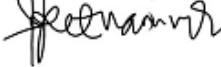
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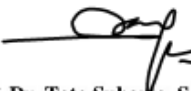
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DEDICATION

This thesis is dedicated to:

1. My beloved mother Sri Bagiyati and father Samsuri who always love me, support and pray for me.
2. My husband Dwiyono and my daughter Arsyila Zea Maulida
3. My beloved sister Risma Rarohmatun Ni'mah
4. My beloved friend Hanif Marhamah
5. My Almamater IAIN Surakarta.

MOTTO

فَإِنَّمَا الْعُسْرُ بِسُرٍّ (٥) إِنَّمَّا الْعُسْرُ بِسُرٍّ (٦)

For indeed, with hardship (will be) ease.

Indeed, with hardship (will be) ease. (Q.S Al-Inshirah: 05-06)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Techniques in Teaching Learning Process of Speaking Skill at the Eight Grade of SMP IT Al-Anis Kartasura in Academic Year 2019/2020”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanction in the form of repealing my thesis and academic degree.

Surakarta, December 2020

Stated by,

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Assalamu'alaikum Wr. Wb.

Alhamdulillah, all praise to be Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies to the researcher was able to finish this thesis entitled Techniques in Teaching Learning Process of Speaking Skill at the Eight Grade of SMP IT Al-Anis Kartasura in Academic Year 2019/2020. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supposed, and suggested the researcher during the process of writing this thesis, this goes to:

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Finally, the researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Wassalamu'alaikum Wr. Wb.

Surakarta, December 2020

The researcher

TABLE OF CONTENT

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem	7
C. Limitation of the Study	7
D. Problem Statement	8
E. Objectives of the Study	8
F. Benefit of the Study	8
G. Definition of Key Terms	9
CHAPTER II REVIEW ON RELATED STUDY	11

A. Theoretical Review	
1. Review on Teaching Learning Process.....	11
a. Definition of Teaching Learning Process	11
b. The Components of English Teaching Learning Process.....	12
c. Models in Teaching Learning Process.....	20
d. Teaching Learning Process Based on 2013 Curriculum.....	23
e. Scientific Approach	25
f. The Steps of Scientific Approach.....	26
2. Review on Speaking	28
a. Definition of Speaking.....	28
b. Component of Speaking.....	31
c. The Problem of Speaking	32
3. Review on Teaching Speaking.....	34
a. Definition of Teaching Speaking.....	34
b. Characteristic of Successful Speaking Activities	35
4. Review on Technique	36
B. Previous Study	40
CHAPTER III RESEARCH METHODOLOGY	43
A. Method of the Research	43
B. Setting and Time of the Research	44
C. Subject of the Study	45
D. Data and Source of Data	45
E. Technique of Collecting Data	46

F. Technique of Analyzing Data	48
G. The Trustworthiness of the Data	49
CHAPTER IV RESEARCH FINDING AND DISCUSSION	51
A. Research Finding	51
1. Data Description	51
2. Finding	72
B. Discussion	79
CHAPTER V CONCLUSION AND SUGGESTION	84
A. CONCLUSION	84
B. SUGGESTION	84
BIBLIOGRAPHY	86
APPENDICES	88

ABSTRACT

Rinda Syarifah. 2020. *Teacher's Techniques in Teaching Learning Process of Speaking at The Eight Grade of SMP IT Al-Anis Kartasura in Academic Year 2019/2020*. Thesis. English Education Department, Culture and Language Faculty, The State Islamic of Surakarta.

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Key words : Techniques, Teaching Learning Process, Speaking.

Speaking skill is important, not only for teachers but also for students as subjects and objects of education. Speaking is a skill, and skills will not develop if not trained continuously. In teaching learning process of English speaking class the students' speaking ability should be supported by approach and technique that applied by the teachers. The goal of teaching speaking is the students can speak English communicatively. The teachers should have technique to create the English environment in the classroom. Anthony (in Brown, 2000:14) stated that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. The aims of this research is to describe the taching learning process of speaking at the eighth grade students of SMP IT Al-Anis in Academic Year 2019/2020. The researcher uses descriptive method with qualitative approach. The participant of the research were the 8th grade students of SMP IT AL-Anis that consist of 62 students. The researcher collected the data from observation, interview, and documentation. The researcher explain about the stages, material, media and techniquis frequently used by the teacher in teaching learning process of English Speaking Skill. The result of the findings showed that: First, The stages of teaching learning process were opening activity, main activity, and closing activity. As the curriculum used was 2013 Curriculum, it promoted a scientific approach in teaching and learning process through 5 Ms. They are (1) *Mengamati* (observing), (2) *Menanya* (questioning), (3) *Mengumpulkan informasi* (experimenting), (4) *Menalar* (associating), and (5) *Mengomunikasikan* (Communicating). The material used is textbook "When English Rings a Bell" published by Kemdikbud and Student Worksheet published by PD. Percada. The media used are white board, textbook, picture, picture in another book, marker and LCD. Second, The techniques frequently used by the teacher in teaching learning process of speaking are Discussion and Picture Describing.

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a systematic means of conventionalized signs, sounds, gestures, or marks having understood meaning (Webster, 1828). Language are use to communicate with other people. Communication is one of the most important things in society. It connects us to social human life. People cannot live without communication, because they are social creatures who have a relationship with another.

Harmer (2003: 01) stated, English seems to be one of the main languages of International communication. It means that English used by people in this world to communicate with others.English is one of foreign languages that taught in every school among the countries, and Indonesia become one of the countries who taught English in school as foreign language.

To master English completely people have to master four main skills in English they are speaking, listening, reading and writing. Each four skill are having relationship in learning English and speaking becomes the key to create a communication. In learning English especially in speaking skill, students not only should be explained by the theory, but also have to practice English in daily. According to Harmer (2001: 9), people use language in context, in a real life situation, not only in printed pages but also in oral activities. People speak, communicate with others and have conversation.

It means that students have to involve their own selves in real conversation to master speaking skill. For that habit is needed, when people live in English environment it more possibility for them to speak English fluently.

There are many problems that contribute to the students' low speaking mastery. They are afraid of making mistakes during speaking performance. English teacher should be able to motivate the learners in learning this foreign language. Harmer (1993: 3) states motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher, in order that students are interested to learn this language.

In teaching at the classroom, every teacher has different styles, ways, technique or strategies of teaching, it has a good purpose to educate each student participants. There are many techniques that can be used by teacher in teaching process, which are suitable for large groups, small groups, and for individual of course. Cohen (in Ball and Forzani, 2009) stated that teaching helping others learn to do particular things, is an everyday activity in which many people engage regularly. It can be concluded that teaching means an interactive process of helping the students to learn particular things. When this process is in progress there is an interactive process between teacher and students, where this process is intended to give the students information, knowledge or skill.

Speaking is one of important thing in learning English. Students need speaking ability to communicate in the target language. According to Oxford

Dictionary (2008: 426) speaking is the action of conveying information or expression one's feelings in speech. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, tongue, teeth and lips.

Speaking skill is important, not only for teachers but also for students as subjects and objects of education. Speaking is a skill, and skills will not develop if not trained continuously. Therefore, fluency will not be controlled properly without trained. Conversely, if the shame, doubt, or fear of are false in practicing speaking, necessary skill or skills to speak it more distant from mastery. Speaking skills are more easily if students have opportunity to communicate something naturally to others, the opportunities that are informal. During the learning activities in schools, teachers create a variety of field experiences that enable students to develop the ability.

In English speaking class the students' speaking ability should be supported by such techniques that applied by the teachers. The goal of teaching speaking is the students can speak English communicatively. The teachers should have technique to create the English environment in the classroom during the English Speaking learning. Anthony (in Brown, 2000:14) stated that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

According to Bygate (1987: 3), one of the basic problem in foreign language is preparing learners to able to use the language. The students

become passive during speaking activity not because they can be able to speak. Some students said that they are afraid of making mistakes, have no confidences in beginning speak English. In this case, teacher should serve the techniques that appropriate to their students so that the students can overcame their problem and get motivated in learning Speaking.

Students' speaking ability is one of the goals of speaking activity. Practicing the communication in English teaching absolutely need some techniques for teaching. The goal of speaking will be achieved from the method, technique, and the process of teaching and learning. To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and technique. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. At last the teacher hopes that technique can motivate his students to speak English to communicate their need especially in the classroom and in their daily need in general.

The students think speaking in English is not easy, because they have to see structure (pronunciation, speech, and intonation). Most of them said that they cannot speak English fluently. They felt strange to speak English because they speak Indonesian or Javanese in their daily life. The students also said that they are not habitually speaking English in classroom because the teacher and the environment also use English rarely. Moreover, most of them do not respond to the teacher's questions. It is often the girls who

usually answer the questions. When the teacher asks the students to speak loudly, they tend to be quiet. They always ask questions to the teacher in Indonesian and Javanese not in English. The students do not want to try speaking English because they are not sure about their capabilities. They feel that they have no capability in speaking English. It indicates that they have low confidence to speak English.

Therefore the techniques used by the teacher in this teaching are needed. From the students' condition, it needed the teacher's effort to help the students to practice their speaking ability. The teacher should have techniques in order to develop the students' motivation, confidence and attitude in the speaking class. It is expected that the students will have confidence to speak English and active in their speaking activity.

The C13 promoted a scientific approach in teaching and learning process through 5 Ms. The teaching and learning process applied 5Ms, extending for (1) *Mengamati* (observing), (2) *Menanya* (questioning), (3) *Mengumpulkan informasi* (experimenting), (4) *Menalar* (associating), and (5) *Mengomunikasikan* (Communicating) (Ministry of Education 81 A: 2013). In C13, it is imperative that students are actively participate in their own learning through 5Ms. Students are required to do observation to identify a problem(s), to do background research by reading books, by interviewing people, or by browsing internet. Students construct hypotheses and testing hypothesis by doing an experiment or exploration. Students then analyze data

and construct meaning. Finally students communicate the results by oral presentation or in written forms (Ministry of Education –Curriculum: 2013).

SMP IT Al-Anis is one of Islamic Junior High School in Ngemplak, Kartasura. It is an interesting setting to be investigated. There are three classes there, consist of seventh grade, eighth grade, and ninth grade. In the eighth grade class have 24 students. This school is also has achievements either in academic or non academic. The researcher choose the eighth grade, because in this level students have been adapted with English lesson especially in Speaking.

From the observation on June 2017, many students are interested in learning English. One of the reason why they are interested in English is because the English teacher close to the students and he is so friendly. The students are not afraid of asking about their difficulties in learning, so it makes the students feel comfort to the teacher. The teacher used variation techniques to teach speaking, especially in pronunciation aspect. When the researcher join the Akhirussanah of SMP IT AL-Anis, the researcher know that the pronunciation of the master of ceremonies are good enough to eighth grade of SMP. They are performed very well without reading the text. They memorized every sentence very well.

Based on the description above, the researcher want to explore about the teacher's technique in teaching speaking skill at eighth grade of SMP IT AL-ANIS. The researcher conducted the research entitled "TECHNIQUES IN TEACHING LEARNING PROCESS OF SPEAKING AT THE EIGHT

GRADE OF SMP IT AL-ANIS KARTASURA IN ACADEMIC YEAR 2019/2020.”

B. Identification of the Problem

1. The eighth students of SMP IT Al-Anis in academic Year of 2019/2020 have some activities in promoting their speaking skill.
2. The eighth students of SMP IT Al-Anis in academic Year 2019/2020 are have more confidence to speak English.
3. Teacher have some techniques to make the students successful during speaking activity at the eighth students of SMP IT Al-Anis in academic Year 2019/2020.
4. The teacher's arranged well how to implement the techniques in teaching speaking at the eighth students of SMP IT Al-Anis in academic Year 2019/2020.

C. Limitation of the Study

In order to focus the topic the researcher wants to investigate how the teaching learning process of Speaking at the eighth students of SMP IT Al-Anis in Academic Year 2019/2020. It limited to the eight grade of SMP IT Al-Anis in academic year 2019/2020. SMP IT Al-Anis is one of Islamic school in Jiwan, Ngemplak, Kartasura. There are three class in there, consist of seventh grade, eighth grade, and ninth grade. In the eight grade class have 62 students. The researcher chooses the eighth grade, because in this level students have been adapted with English lesson especially in speaking.

In this research, the researcher doing observation in Speaking class for 4 meetings. 2 meeting in A Class and 2 meeting in B class. The speaking class doing in the classroom with media and material provided by the teacher. In this school, the curriculum that implemented was 2013 Curriculum (C13). So the researcher doing observation in speaking class with 2013 Curriculum. The researcher investigating the teaching learning process in speaking that limited in material and media used, the stages of teaching learning process and the technique frequently used by the teacher.

D. Problem Statement

Based on the background of the above problems, the researchers formulated the problem as:

How is the teaching learning process of speaking at the eighth grade students of SMP IT Al-Anis in Academic Year 2019/2020?

E. Objectives of the Study

To describe the teaching learning process of speaking at the eighth grade students of SMP IT Al-Anis in Academic Year 2019/2020.

F. Benefits of the Study

The benefits of the study are:

1. Theoretical Benefits

- a. The result of this research hopefully will give some contributions to the researcher and the reader. It is expected to give the understanding in teacher's techniques in teaching learning process of speaking.

- b. The result of this research can be used as a references for other researchers in developing future research.

2. Practical Benefits

- a. For the English teacher, this research also provides reference as the tool to explore the students' ability in mastering English, especially in Speaking. It also provides for the teacher in improving the students' speaking ability, and the implementation of the techniques.
- b. For the students, they have awareness in using English communicatively rather than theoretically. Students can improve their ability in speaking and be more active.
- c. For the readers, this research can be used as a references and information to develop the further studies. And to make the readers know the techniques used by the teacher in teaching Speaking skill.

G. Definition of Key terms

To make easy and understandable, the researcher wants to explain the meaning of the title concisely. They are as follows:

1. Teaching Speaking

Teaching speaking is a process of giving lesson to students in which the objective is making and helping students speak English (Brown, 2010).

2. Technique

Technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom. In other word, technique includes all task and activities (Brown, 2000: 129)

3. Speaking

Speaking is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed (Brown, 2004: 140).

CHAPTER II

REVIEW ON RELATED STUDY

A. Theoretical Review

1. Review on Teaching Learning Process

a. The definition of Teaching Learning Process

In formal education is composed of teaching and learning. Brown (2007:7) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. Leo(2013:1) said that teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduatee. Teaching means giving the instruction to (a person): give a person knowledge skill, ect (Homby, 1995: 37).

Based on Crawford (2005: 10) teaching is more than a set of methods. Teaching means addressing a set of objectives, for particular group of students, at a certain point in the school year, with certain resources, within particular time frame, in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students. It means developing students' skills and strategies for learning, at the same time they learn the content of the curriculum.

Breaking down the component of the definition of the learning, we can extract domain of research inquiry (Brown, 2000: 8) as follows: 1. Learning is acquisition or "getting", 2. Learning is

retention of information or skill. 3. Retention implies stronger system, memory, cognitive organization. 4. Learning involves active, conscious focus on and acting upon events outside or inside the organism. 5. Learning is relatively permanent but subject to forgetting. 6. Learning involves some form of practice, perhaps reinforced practice. 7. Learning is a change in behavior.

b. The Components of English Teaching Learning Process

Teaching and learning process needs some components to be prepared in order to make it run well. Richard (1985: 70) classified the components of teaching learning process into six components, they are learning objective, the curriculum, syllabus model, the material, evaluation, and the role of teacher and learner.

1) Learning Objective

Matshon (2011: 30) states that learning objectives are also statements that describe a learner will be to do as a result of teaching. Learning objectives are aimed at the three domains of learning, knowledge, skill and attitudes. These are also termed the cognitive, psychomotor and affective domain learning.

2) Curriculum

The word “curriculum” generally refers to a series of courses that help learners achieve specific academic or occupational goals. A curriculum often consists of general

learning objectives and a list of courses and resources. Some curriculum are more like lesson plans, containing detailed information about how to teach a course, complete with discussion questions and specific activities for learners. Curriculum is a plan developed to facilitate the teaching and learning process under the direction and guidance of a school, college, or university and its staff members (Komaria, 1998: 37).

Mulyasa (2014: 6) stated that 2013 Curriculum is a curriculum which emphasized at education character, especially at the basic stage that will be the foundation at the next stages. According to Law No. 20 of 2003 concerning the System National Education Article 1 Point 19, Curriculum is a set plans and arrangements regarding the objectives, content, and learning materials, also the method that used as a guideline for carrying out activities learning to achieve specific educational goals.

3) Syllabus

Syllabus design is concerned with the choice and sequencing of instructional content (Richard, 1997: 8). In language teaching, the syllabus has traditionally been the starting point in planning in language program, rather than an activity that occurs midway in the process.

4) Material

The English teaching material must be interesting and fun, the form of material support for language teaching comes from textbook. According to Brewster (2003: 152) there are some reasons why the textbook is used in teaching learning; it is a useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most material needed.

Good instructional materials are an important part of the process of instruction (Richard 1997: 15). The following teaching materials are in use nowadays: teacher's books, pupil's books, visual materials, audio materials, and audio-visual materials.

a) Teacher's Book

A teacher's book must be comprehensive enough to be a help to the teacher. This book should provide all the recorded material; summaries of the aims and new teaching points of each lesson; a summary of all audio and visual materials required; suggestions for the conduct of the lesson and examples of how the teaching points can be developed.

b) Student's Book

Student's books must include textbook, manuals, supplementary readers, dictionaries.

i. Textbook

Textbook is contains the material at which students work both during class-periods under the teacher's supervision and at home independently.

ii. Manuals

The manuals is a handbook which may be used in addition to the textbook, for example, English Grammar for Secondary School by E.P. Shubin and V. V. Sitel,

iii. Supplementary readers

There is great variety of supplementary readers graded in forms and types of schools. F

iv. Dictionaries

The students needs a dictionary to read a text which contains unfamiliar words.

c) Visual materials

- Objects

There are a lot of things in the classroom such as pens and pencils of different size and colors, books, desks and many other articles which the teacher can use in presenting English names for them and in stimulating

student's activities to utilize the words denoting objects they can see, touch, point to, give, take, etc.

- Flashcard

A flashcard with a letter, a sound symbol or a word to be used for quick showing to students and in this way to developing students skill in reading and pronunciation.

- Sentence Card

They bear sentences or sentence patterns which can be used with different aims, e. g., for reading and analyzing the sentences, for using these sentences in speaking, for compiling an oral composition using the sentences as a starting point, for writing a composition.

- Wall-charts

A wall-chart is a big sheet of paper with drawing or word to be hung in the classroom and used for revision or generalization of some linguistic phenomenon. Such as "English Tense", "Passive Voice", "Ing-Form", "Rules of Reading".

- Posters or series of illustration portraying a story

They are used as "props" in retelling a story read or heard. The teacher himself, or the student who can draw or paint, prepares such posters.

- Pictures

There are at least three types of pictures which are used in teaching foreign language: object picture (e. g., the picture of a bed), situational picture (e. g., the picture of a boy lying in bed), topical picture (e. g., the picture of a bedroom).

- Photograph

They are of two kinds: black-and-white and coloured. One can use photograph which are one sale, e. g., “Views of Moscow” or have them taken, e.g., “We are going on a hike”, or “Our family”

- Album

An album is book of picture or photograph which is usually contains textual material to supply students with necessary information, and in this way make their work easier in describing these pictures.

- Maps and Plan

In teaching English the maps of Great Britain, the USA, and other countries where english is spoken may be used.

- Slides

A slides as a glass or plastic plate bearing a picture. Slides are usually coloured and used in set to illustrate a story; the teacher can utilize slides for developing hearing and speaking skills.

- Filmstrips

A filmstrips represents a series of pictures, as a rule, situational pictures in certain sequence which a learner sees while listening to a story form the teacher or the tape to reproduce it later.

d) Audio Materials

Tapes and records or discs belong to audio materials. Tapes are usually prepared by the teacher (he selects the material and the speaker for recording). Tapes and records are used for teaching listening comprehension, speaking, and reading aloud.

e) Audio-visual materials.

Sound film loops and films are example of audio-visual material.

5) Evaluation

Stufflebeam (1971) stated that Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives. Evaluation is certain way used for evaluating the process and its result. It is given to all of the teaching and learning components and it also gives the feedback to the teaching and learning components.

6) The Role of Teacher and Learner

a) The role of teacher

Harmer (2002: 57) state there are many role of teacher in the classroom, such as teache as controler, organizer, assessor, participant, resource, motivator and observer. The explanation are below:

- Controller, teacher as controller means teacher takes the roll, tells students things, organize drills, read aloud, and in various way of a teacher fronted classroom.
- Organizer, teacher as an organizer is teacher take an organizing to do various activities involves giving students'' information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.
- Assessor, teacher acts offering feedback and correction, handing out grades, saying whether students can pass to the next level.
- Participant, teacher as participant acts letting the learners get on their performance and only interviewing later to offer feedback and/or correct mistake.
- Resource, the teacher''s role as a resource is when the students get the difficulties in their learning, the students may ask to the teacher and get the solve it. The teacher act as a resource should be helpful and available.
- Motivator , the teacher as motivator because the student need motivation in the class. The teacher not only as the

transfer the material but the teacher should be given motivation.

- Observer, teacher observes what students do especially in oral communicative activities to give feedback and watches in order to judge the success of the different materials and activities.

b) The role of learner

According to Nunan (2001: 80) define that there are wide varieties of learner role which are possible in language class, the learner roles as follow:

- The learner is the passive recipient of outside stimuli;
- The learner is an interactor and negotiator who is capable of giving as well as taking;
- The learner is involved in a process of personal growth;
- The learner is a listener and performer who has little control over the content of learner;
- The learner is involved in a society, and the social interpersonal roles of the learner cannot be divorced from psychological learning process;
- Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn

c. Models in Teaching Learning Process

In teaching learning process there are some models that have similar meaning even though basically they are different. They are approach, method, technique, and strategy.

1) Approach

According to Anthony in Brown (2000) an approach was a set of assumptions dealing with the nature of language, learning, and teaching. Gulo (2002) stated that there are some kinds of approach in teaching learning process. The first approach is teacher centred approach.

2) Method

As cited by Anthony in Brown (2000), method was described as an overall plan for systematic presentation of language based upon a selected approach. This explanation describe that method is the implementation of selected approach. While Gulo (2002) added the definition of teaching methods as follows: Teaching method is a tool to operationalize what was planned in the strategy. To implement a particular strategy requires a set of teaching methods. Based on the definition, the teaching methods become one of the elements in the teaching and learning strategies.

The teaching methods included in planning activities or strategies. Same with Gulo, Roestiyah (2008) stated that in teaching and learning process, teacher must have a strategy, so that students can learn effectively and efficiently, and can achieve the expected goals. These explanations describe that method is the way of teaching that is used by teacher based on the certain strategy. Based on those explanations it can be concluded that method can be define as the way that is used by teacher to achieve teaching and learning objectives. Method is the way to apply or implement the teaching strategy or teaching approach

3) Technique

According to Anthony in Brown (2000) techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. It can be concluded that technique is the more specific way that is used by the teacher to do the classroom activity.

4) Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: Stratos, meaning “multitude” or “that which is spread out,” and again, meaning “to lead” or, we might say, “to bring together”. According to Bryson (2004) a strategy is defined as a pattern, of

purposes, policies, programmes, actions, decisions, or resource allocations that define what an organisation is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what will do in an activity. Furthermore strategy that used in teaching (teaching strategy) that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes. According to David in Gulo (2002) teaching-learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal.

d. Teaching Learning Process Based on 2013 Curriculum

Curriculum implementation is one of the most crucial problems in the curriculum cycle (Aytan, 2016; Alshammari, 2013; Riley, 2013; Li, Yan, & Yu, 2014; Aktan, 2015); but unfortunately it affects students' the learning outcomes (Watlington, 2008). Starting from the year of 2013, Indonesian government implemented a new curriculum, namely Curriculum of 2013 (C13) in some assigned schools. There were about six assigned schools in every regency, for every level (primary, junior secondary, and senior secondary schools), for about 514 regencies in Indonesia (MoE-aa, 2013). There were some supporting systems on the implementation of the curriculum. First, prior to the implementation, there were some cascading trainings for teachers and the principals on the new curriculum. Then, in the implementation of the curriculum, the teachers were also assisted and

guided by a trained teacher (Ministry of Education, Curriculum: 2013). The other was monitoring and evaluation processes during the implementation to ensure that the implementation of the curriculum was on the right tracks. Besides, teacher and student books and syllabi were also provided. Therefore, the implementation of the curriculum should work well because of the supports.

The C13 promoted a scientific approach in teaching and learning process through 5 Ms. The teaching and learning process applied 5Ms, extending for (1) *Mengamati* (observing), (2) *Menanya* (questioning), (3) *Mengumpulkaninformasi* (experimenting), (4) *Menalar* (associating), and (5) *Mengomunikasikan* (Communicating) (Ministry of Education, 81A: 2013) (Ministry of Education, Curriculum: 2013). Some schools may add two more Ms, that are (6) *Mencipta* (creating), and (7) *Membuat jejaring* (networking) (Depdikbud, 2014).

In C13, it is imperative that students are actively participate in their own learning through 5Ms. Students are required to do observation to identify a problem(s), to do background research by reading books, by interviewing people, or by browsing internet. Students construct hypotheses and testing hypothesis by doing an experiment or exploration. Students then analyze data and construct meaning. Finally students communicate the results by oral presentation or in written forms (Ministry of Education, Curriculum:

2013). In addition, teachers may also use other teaching and learning models, such as inquiry and discovery Learning model, Problem-based Learning, or Project-Based Learning model in the teaching and learning process (Ministry of Education, Curriculum: 2013).

In order to implement the curriculum, teachers had to develop learning materials consisting a lesson plan, a student worksheet, instrument of evaluation, and instructional media (Ministry of Education, 81A: 2013). Learning materials are important because they are useful to guide instruction (Craft & Bland, 2004; Ediger, 2004). Some teachers used learning materials developed by subject teacher association (MGMP) or from friends.

e. Scientific Approach

Scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is ‘learning by doing’ which is largely promoted by an American educator and philosopher John Dewey (1859-1952).

Scientific Approach is an approach used in learning with an emphasis on the use of scientific methods in teaching and learning activities. This is based on the essence of learning which is actually a scientific process carried out by students and teachers. This approach

is expected to make students think scientifically, logically, critically and objectively in accordance with existing facts.

Refer to the 2013 Curriculum Socialization Data issued by the Ministry of Education and Culture of the Republic of Indonesia, there are several criteria that must be fulfilled, including:

1. Learning materials based on facts or phenomena that can be explained logically or certain reasoning; not limited to mere imagination, fantasy, legend, or fairy tale.
2. Teacher explanations, student responses, and teacher-student educational interactions are free from instantaneous prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking.
3. Encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials.
4. Encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links with each other from the learning material.
5. Encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials.
6. Based on the concepts, theories, and justifiable empirical facts.

7. The learning objectives are formulated in a simple and clear manner, but the presentation system is interesting.

f. The Steps of a Scientific Approach

The steps of scientific approach in the learning process include observing (mengamati), questioning (menanya), experimenting (mencoba), associating (menalar), communicating (mengkomunikasikan). According to Daryanto (2014), the steps for a scientific approach in learning are as follows:

1. Observing

The method of observing gives priority to the meaningful learning process. The method of observing is very useful for fulfilling the curiosity of students, so that the learning process has high meaning. With the method of observation, students find the fact that there is a relationship between the object being analyzed and the learning material used by the teacher.

2. Questioning

In the 2013 curriculum, questioning activities are expected to emerge from students. The learning activity of questioning is done by asking questions about information that is not understood from what is observed or questions to get additional information about what is observed.

3. Experimenting

The activity of gathering information is a follow-up to asking questions. This activity is carried out by exploring and gathering information from various sources in various ways. Students can read various sources, pay attention to phenomena or objects that are more accurate, or even carry out experiments.

4. Associating

In the activities of associating, there are reasoning activities within the framework of the learning process with the scientific approach adopted in the 2013 curriculum to illustrate that teachers and students are active actors. Reasoning is a logical and systematic thought process on empirical facts that can be observed to obtain conclusions in the form of knowledge.

5. Communicating

In the scientific approach, the teacher is expected to provide opportunities for students to communicate what they have learned. This activity can be done through writing down or telling what was found in the activities of seeking information, associating, and finding patterns.

2. Review of Speaking

a. Definition of Speaking

The researcher has found several resources that explain and clarify speaking. Thornbury (2002: 1) states that speaking is so much

a part of daily life that we take it for granted. The average person produces tens of thousand word a day, although some people- like auctioneers or politicians – may produces even more than that. So, natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language. Speaking is an essential tool for communicating, thinking and learning. Oral language is a powerful learning tool it shapes, modifies, extends and organizes thought. Oral language is a foundation of all learning, it is the based for the other language strands speaking and listening student learn concepts, develop vocabulary and perceive the structure of the English language which is essential component of learning. Students who have a wrong oral language have an academic advantage.

Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. While Chaney (in Kayi, 2006) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based on the explanations above it can be concluded that speaking is an interactive process between teacher and students where the teacher gives the knowledge to the students in order to produce language as a skill.

In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many

proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

So, speaking is part of productive skill, even in English as foreign language for us. But, people should not be afraid, more practice listening and making situation like a native language can support our speaking skill. In oral communication both speaker and listener are actively involved in the process of interpreting and negotiating meaning. The speaker must encode the message he wishes to convey in appropriate language and the listener has to interpret the message.

b. Component of Speaking

Syakur (1987: 3) said that there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency, those are:

1) Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1987: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate

ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

One cannot be communicative effectively or express their ideas both oral and written form if they do not have a sufficient vocabulary. Without grammar very little can be conveyed. So, vocabulary means the appropriate diction which is used in communication, (Wilid: 1990).

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand, (Gerard 2000: 11).

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These sign indicate that the speaker does not have spent

a lot of time searching for the language items needed to express the message, (Brown 1997: 4).

c. The Problem of Speaking

There are some characteristics can make speaking difficult. As Brown (2001: 270) demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1) Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5) Colloquial language

Make sure your students' reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to helping learners achieve an acceptable speed along with other attributed of fluency.

7) Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce moves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation

3. Review on Teaching Speaking

a. Definition of Teaching Speaking

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Feiman - Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of

helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

Based on the definitions above, it can be concluded that teaching means an interactive process of helping the students to learn particular things. When this process is in progress there is an interactive process between teacher and students, where this process is intended to give the students information, knowledge or skill.

Nunan (2003:23) in this case formulates what is meant by teaching speaking:

- 1) Produce the English speech sounds and sounds patterns
- 2) Use word and sentence stress inaction patterns and the rhythm of the second language.
- 3) Select appropriate and sentences according to the proper social sett one intuition and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments
- 6) Use the language quickly and confidently with unnatural pauses which is called as fluency.

b. Characteristic of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult (Ur, 1996: 121). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1) Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2) Participant is even

Classroom discussion is not dominated by a minority of talk active participants. All get chance to speak, and contributions are fairly evenly distributed

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective

4) Learners express themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy.

4. Review on Technique

Hamnuri (2007:7) said the technique is a way that is done by someone to implement a method can run effective and efficient. The

success of of teaching speaking depend in the technique that used by the teacher in the class.

Kayi (2006: 3-4) define that there are some techniques that teacher can use in teaching English speaking.

a. Discussion

Discussion can be difined as a learning activity which encourage the students to express their ideas, opinions and questions to their classmate or teachers. This activity aims to make the students able to work in ateam, improving their skills and independence. Group discussion maybe composed of three to five students' discussion in effective active activity or strategy in improving the students' ability because all components in the class room (teacher and students) can play the role in teaching learning process. They will practice their speaking skill with their relation regularly.

b. Role play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have variety of social roles. In roles play activities, the teacher gives information to the learner such as who they are and what they think or feel

c. Simulations

Simulations are very similar to role-plays but what makes simulations different that role plays is that are more elaborate. In simulation, students can bring items to the class to create realistic

environment. For instance, if student is acting as a singer, she brings a microphone to sing and soon. Role plays and simulations have many advantages. First, since they are entertaining, they motivate students. Second, they increase the self-confidences of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the some responsibility.

d. Information Gap

In this activity, the students are supposed to be working in pairs, one student will have the information that order partner does not have and the partner will share their information. Information gap activities serve many proposes such as solving a problem or collecting information. Also, each partner does not provide the information the other need. These activities are affective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

One a give topic, students can produce ideas in limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates story telling fortes creative thinking. It also helps students express ideas in the format of beginning, development, and ending including the characters and and setting a story has have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as opening. In this way, not only will the teacher address students speaking ability, but also get attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a change to practice their speaking ability not only in class but also outside and helps them becoming socialized.

h. Story completion

This is a very enjoyable, whole-class, free-speaking activity, a teacher starts to narrate from the previous one stopped. Each student is supposed to add from four to ten sentences. Student's calls add new characters, events descriptions and so on.

i. Reporting

Before coming to class, students are asked to read newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling friend in their daily lives before class.

j. Answer and question

Answer and question are the activities that will influence the development of the student's ability because they will respond what the teacher who ask to them and they also can ask the teacher if they face the strength of the material.

k. Picture Describing

On way to use picture in a speaking is to give students just one picture and having them describe what the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with the group, then, a spoke person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of learners as well as their public speaking skills.

l. Find the Difference

For this activity the students can work in pairs and each couple is given two differences picture, for example, picture o boy playing

football and another picture of girls playing tennis. Students in pairs discuss the similarities and or difference in the picture.

Based on the theories above, it can be concluded that the method/technique in speaking learning process can be help the teacher in teaching speaking and abridging the teacher understanding the material for the students.

B. Previous Study

Previous study is aimed to be a scientific need that is useful to give the clearness and the limitation of information understanding that is used and searched through references to get the relevant data for research. Several researches of teachers' technique have been conducted by the researchers in various types. The variation is seen from the analysis of the types, the functions, the directness, and the literal and non-literal aspects.

The first research has been conducted by Aini Fitriyah from IAIN Surakarta 2017, A Descriptive Study on the Teaching method in Speaking Skill at the seventh Grade students of "program khusus" in MTsN Gondangrejo 2015/2016 Academic Year. The objective of her research are to describe the methods are used in teaching speaking at the seventh grade of *progam khusus* in MTsN Gondangrejo 2015/2016 academic year.

AgungGinanjaraAnjaniputra (2013) is one of the researchers who interest in researching the teacher's strategies in speaking entitled "Teacher's Strategies in Teaching Speaking to Students at Secondary Level". His findings are mainly about teacher's strategies in teaching speaking to students

at secondary level and recognizing students' response towards the strategies. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

The last previous research from Sugiyartono (2011) entitled A Descriptive Study On Method In Teaching Speaking At The Eighth Year Of Smp Hj.Isriati Semarang In The Academic Year Of 2010/ 2011. The researcher found that most of students there still get the difficulties in studying speaking. Based on the data obtained, it is reported that the teachers used some methods in speaking class. Those methods were Direct Method, Communicative approach and community language learning

The previous related studies above conducted about activities in promoting speaking skill, they are about the strategies and the method used by the teacher in teaching speaking. However in this research the researcher focused on the teaching learning proses of speaking and the teachers' technique in teaching speaking skill used by the teacher. In this research the researcher use descriptive qualitative method in collecting the data. In this research the researcher expected to get the clear explanation about the teaching learning process in teaching speaking skill at the eight grade of SMP IT Al-Anis.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

This research used qualitative method then the data analyzed by the researcher by using descriptive analysis to know the result of the teacher's technique in teaching speaking skill. Fraenkel and Wallen (1990:502) described qualitative research is the research study that investigates the relationship, the activity, the situation, or the material. In qualitative research, the study occurred naturally, without manipulating the data. Moleong (2005: 6) stated that the descriptive data are collected in the form of word or pictures instead of number in qualitative method, research interact with people in natural setting because researchers try to get deeply involved in the world of people being studied. This research used descriptive qualitative method to answer the question about the teaching learning process in teaching speaking skill at the eighth grade of SMPIT AL-ANIS.

Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. It is to get a better understanding through firsthand experience and truthful reporting. As stated by Burns (1999: 22) that qualitative approach is to offer description, interpretation and clarifications of naturalistic social context.

B. Setting and Time of the Research

This research has been carried out at SMP IT Al-Anis which located in Jiwan, Ngemplak, Kartasura, Sukoharjo of Central Java 57557. There is the schedule of the research:

Table 3.1 Schedule of the research

No	Activities	June 2017	July 2019 – September 2019	September 2019 – May 2020	June 2020	July-October 2020	December 2020
1	Title Submission and approval	√					
2	Observation		√	√			
3	Writing Research Proposal			√	√		
4	Seminar Proposal				√		
5	Collecting and analyzing Data				√	√	
6	Writing the thesis					√	√
7	Munaqosyah						√
8	Submitting the document						√

From the table above showed that the researcher has done the observation and writing research proposal from June 2017 until December 2017, and continued from July 2019 until December 2020.

C. Subject of the Study

The researcher observed not all of classes but only one class, it was eighth grade in SMPIT AL-ANIS Jiwan, Ngemplak, Kartasura. The researcher take in eighth class consists of 62 students to take the data. Researcher observed this class because it class is the highest interesting in Speaking Skill in this level the students have been adapted with English lesson especially in Speaking. So that students more easily to understand the material in speaking. The researcher focused on the teaching learning process in teaching speaking skill.

D. Data and Source of Data

Lofland (1984) in Moleong (2004:157) stated that source of the data in qualitative research are informants, observations and documents, research the sources of the data were the teaching learning process at SMPIT AL-ANIS.

1. Events

In this research the events were observed in teaching and learning process at the eighth grade of SMP IT AL-ANIS Jiwan, Ngemplak Kartasura, especially in VIII A class.

2. Informant

The researcher took 1 English teacher and the students of eighth grade from VIII A and VIII B class at SMP IT AL-ANIS as informants to interview.

3. Respondent

The researcher has the teacher and the students as 'Respondent'. The respondent criteria in this research especially in VIII A and B class student for sample of the research

E. Technique of Collecting Data

The researcher used three kinds of instruments to collect the data: they are observation, interview, and document.

1. Observation

For certain research question, observation is clearly the most appropriate approach (Gay, 1992: 234). The researcher doing the observation directly participates in teaching learning activities in the classroom. Then the researcher observe the strategies that teacher used and responses of the students during the process teaching and learning process. The observation method involved the researcher in observing, recording, and analyzing events interest.

In this study the researcher observed the activities when the Speaking Activities at the eight grade running which held every Wednesday. The researcher focused observed the the interactions between the teachers and the students during the teaching and learning Speaking

activity to find out the teaching learning process and the teacher's technique in teaching speaking skill at the eight grade students of SMP IT AL-ANIS Kartasura.

2. Interview

To get some information that related to research conducting, the researcher used interview. Hadi (1993: 59) stated, "Interview can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation. The goals interviewing people is to find out their mind, what they think or how they feel about something.

The researcher collected the data by interviewing with English teacher and students. The researcher asked some questions related the teaching learning process and teaching technique and some other questions that might help in completing the data.

3. Documentation

Rianto (2004:61) stated that Documentation technique is the technique where the data needed was taken from the document or library material. In this research, the documents as the source of the data were syllabus, lesson plan of teaching and learning process.

This instrument was used by the researcher to get information about the total students, the list of students' name, the students' and teachers' data, the objectives and material provided by English teacher. So the researcher used documentation to strength and give evidence about the teaching learning process and the teacher's technique in teaching speaking at the eighth grade of SMP IT Al-Anis Ngemplak, Jiwana, Kartasura.

F. Technique of Analyzing Data

Data analysis is the process of systematically searching and compiling the data which obtained from observation, interview, field notes and other material, so, it can be understood easily, and its findings can inform others. In analyzing data, after the researcher collecting the data, the researcher uses descriptive qualitative research. The qualitative method is kind of research without using any calculation or statistic procedure.

The data will be analyzed based on the Miles and Huberman (1994: 21-23), theory framework for qualitative data analysis by three components : data reduction, data display, and drawing or verifying conclusion.

1. Reducing of the Data

Data reduction could be interpreted as the process of selection, simplification and transformation of the data to field notes. Then the researcher selected the data related to the research problem taken from observation, interview and document. The important data from the

observation, the picture, the interview and document will be selected. Then, the unimportant data was reduced

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. By looking at display, it helps to understand what is happening and to do something either analyze further or take action based on that understanding (Huberman, 1994: 11). In this section, the whole information that was appropriate with the statement will be arranged to know the teaching and learning process and the teacher's technique at speaking skillthe eighth grade of SMP IT Al-Anis in academic year 2019/2020.

3. The conclusion drawing and verification

Based on the data served, the researcher took the conclusion. The researcher made conclusion based on observation, interview and analyzing of the data that will be done. Conclusion is also verifies as the analys mind during writing, with a short excursion back to the field notes. In this step, the researcher built the conclusion from the information and the data used

G. The Trustworthiness of the Data

Before some information is used for the research data, the trustworthiness of the information must be checked first. It was because the

data must be responsible for the point of departure to make conclusion. Trustworthiness of data provides the researcher with the real research finding at the eighth grade of SMP IT Al-Anis Ngemplak, Kartasura. In this research the techniques which is used to check the trustworthiness of data was triangulation. Based on William Wiersma (in Sugiyono, 2015: 372) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.

The researcher used observation technique then make sure with the other technique such as interview and documentation to validity the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The researcher conducted the research at SMP IT Al-Anis Surakarta and got the data about the teaching learning process in speaking class and the teacher's technique in teaching speaking. Before presenting the finding, the researcher presents the data description. In this research the researcher collected the data from observation, interview and documentation. The researcher did the observation in four meeting. Interview has done with the students. The data described as follows:

a. Data from Interview

The researcher did the interview with the English teacher of eight grade SMP IT Al-Anis, he is Mr. Wahyu. The questions are about the teaching learning process in speaking class and the technique, materials used by the teacher in teaching speaking.

b. Data From Observation

- 1) First observation had been conducted on Wednesday, 14th August 2019 in the English classroom at 08.40 WIB.

Table 4.1 Observation Day 1

Opening Activity	<ul style="list-style-type: none"> • The teacher greeted the students using English. • The teacher checked the students' attendances. • The teacher makes a small group that consist of 6-7 students. • The teacher called one of the students to stand in front of the other students. The teacher makes a conversation and ask the other students to pay attention about the conversation. 																																					
Main Activity	Observing	<ul style="list-style-type: none"> • The students observing the conversation between the teacher and their friend. 																																				
	<table border="1" data-bbox="683 1137 1353 1653"> <tr><td>T</td><td>:</td><td>Hi Farhan.</td></tr> <tr><td>S</td><td>:</td><td>Yes, Sir.</td></tr> <tr><td>T</td><td>:</td><td>Can you speak English fluently?</td></tr> <tr><td>S</td><td>:</td><td>Yes, I can speak English fluently sir.</td></tr> <tr><td>T</td><td>:</td><td>Does Cinta can cook a friend rice?</td></tr> <tr><td>S</td><td>:</td><td>No, she can't.</td></tr> <tr><td>T</td><td>:</td><td>Does Ilham can play chess?</td></tr> <tr><td>S</td><td>:</td><td>Yes, Ilham can play chess very well.</td></tr> <tr><td>T</td><td>:</td><td>Could you please close the door then sit on your chair?</td></tr> <tr><td>S</td><td>:</td><td>Yes sir, I could</td></tr> <tr><td>T</td><td>:</td><td>Thanks Farhan</td></tr> <tr><td>S</td><td>:</td><td>With my pleasure, sir.</td></tr> </table>		T	:	Hi Farhan.	S	:	Yes, Sir.	T	:	Can you speak English fluently?	S	:	Yes, I can speak English fluently sir.	T	:	Does Cinta can cook a friend rice?	S	:	No, she can't.	T	:	Does Ilham can play chess?	S	:	Yes, Ilham can play chess very well.	T	:	Could you please close the door then sit on your chair?	S	:	Yes sir, I could	T	:	Thanks Farhan	S	:	With my pleasure, sir.
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T	:	Thanks Farhan																																				
S	:	With my pleasure, sir.																																				
	Questioning	<p>With the teacher's help, the students aksed question about something they did not undertand yet.</p>																																				

	Exploring	<ul style="list-style-type: none"> • The teacher using English language if she wants ask the students todo something. • The students were asked to explore about their friends' to do something (all member of each group). (the question of exploration was provided by the teacher). • The student chating with their group.
	Associating	<ul style="list-style-type: none"> • The students created paragraph about their friends' to do something.
	Communi- cating	<ul style="list-style-type: none"> • The students perform their task about identifying their friend's capability to do something.
Closing		<ul style="list-style-type: none"> • The teacher and the students concluded the material together. • The students were also be given chance to give comment, suggestion or question of today's material and meeting. the teacher also gave a little explanation about the next material. • The teacher close the meeting by saying hamdallah.

The result of the observation for A class of eight grade students hold by Mr. Wahyu, that Mr. Wahyu used discussion technique. Before going to the next material Mr. Wahyu review the last material and he advised the students on how to memorize a word in English. Then the teacher greet the students using English.

T : Assalaumu.alaikum Wr. Wb.

S : Wa'alaikumussalam Wr. Wb.

T : Good morning students?

S : Good morning Sir.

T : How are you this morning?

S : Fine, thank you. And you?

T : I'm fine too, thank you.

After greeting the students, the teacher said “*before we start our lesson today, let's say basmalah together*”, all students say *basmalah* together. Then the teacher checks the students' attendances by call one by one student. Then the teacher makes a small group discussion and parting class into 5 groups that consist of 6-7 students.

The first stage is observing. Here the teacher asked Farhan to come in front of the class “*Farhan, please come here in front of your friends*”, “*Yes Sir*”, He replied. Then the teacher asked the students to pay attention about the conversation. “*Students, I*

want to make a conversation with Farhan, please pay attention”.

Then the students pay attention towards Farhan and Mr. Wahyu.

The second stage is questioning. With the teacher’s help, the students asked question about something they did not understand yet. The teacher asked the students *“Today we will study about capability”*. *Have you ever learned it before? Pernahkah kalian mempelajari hal tersebut?”*. Jihan answered *“Not yet, Sir”*. Then Dimas asked the teacher *“What is capability?”*

The third stage is exploring. The teacher said *“please open your dictionary and search the meaning of capability.”* Then the students (Dzawi) answered the meaning of capability. After that the teacher give a little explanation about capability. Then asked the students to explore about their friends’ capability to do something (all member of each group), with the question provided by the teacher.

The question as follows:

1. Can you speak English clearly?
2. Can you play a guitar?
3. Can you ride a bicycle?
4. Can you cook some brownies?
5. Could you please call the Doctor?
6. Could you lend me your English book?

After exploring, the fourth stage is associating. Here the students are asked to create a paragraph about their friends' capability to do something. They make a paragraph, can be more than 1 paragraph about the member of groups' capability to do something.

The fifth stage is communicating. Here the students performed their speech. The teacher chooses the students who came in front of the class one by one to explain about their friends' capability to do something. If they made a mistake in pronouncing the word or had difficulty to express their idea, thought or creativity their teacher would help them but not explicitly. The teacher only gave a signal when they made a mistake. The teacher also took the students' score in performing their speech about explaining their friends' capability to do something.

The time was almost over, the teacher closed the meeting. The teacher and the students concluded the material together. The students were also given a chance to give a comment, suggestion or question of today's material and meeting. The teacher also gave a little information about the next material. The teacher closed the meeting by saying hamdallah.

- 2) Second observation had been conducted on Saturday, August 24th 2019 in the English classroom at 08.40 WIB (VIII B)

Table 4.2 Observation Day 2

Opening Activity	<ul style="list-style-type: none"> • The teacher greeted the students using English. • The teacher checked the students' attendances. • The teacher make a small group that consist of 6-7 students. • The teacher called one of the studet to stand in front of the other students. The teacher make a conversation and ask the other students to pay attention about the conversation. 																			
Main Activity	Observing	The students observing the conversation between the teacher and their friend.																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">T</td> <td style="width: 5%; text-align: center;">:</td> <td>Hi Amalia</td> </tr> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">:</td> <td>Yes, Sir</td> </tr> <tr> <td style="text-align: center;">T</td> <td style="text-align: center;">:</td> <td>Your friend need your help to explain about something, will you explain to your friend?</td> </tr> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">:</td> <td>Yes, I will explain if I know about what my friend question.</td> </tr> <tr> <td style="text-align: center;">T</td> <td style="text-align: center;">:</td> <td>Monday is mid tes, and Agra asked you to accompany him to go to Prambanan Temple in Sunday, will you accompany him?</td> </tr> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">:</td> <td>No, I will not accompany him because I want to study</td> </tr> </table>		T	:	Hi Amalia	S	:	Yes, Sir	T	:	Your friend need your help to explain about something, will you explain to your friend?	S	:	Yes, I will explain if I know about what my friend question.	T	:	Monday is mid tes, and Agra asked you to accompany him to go to Prambanan Temple in Sunday, will you accompany him?	S	:	No, I will not accompany him because I want to study
T	:	Hi Amalia																		
S	:	Yes, Sir																		
T	:	Your friend need your help to explain about something, will you explain to your friend?																		
S	:	Yes, I will explain if I know about what my friend question.																		
T	:	Monday is mid tes, and Agra asked you to accompany him to go to Prambanan Temple in Sunday, will you accompany him?																		
S	:	No, I will not accompany him because I want to study																		
	Questioning	With the teacher's help, the students aksed question about something they did not undertand yet.																		

	Exploring	<ul style="list-style-type: none"> • The teacher using English language if she wants ask the students todo something. • The students were asked to explore about their friends' willingnessto do something (all member of each group). (the question of exploration was provided by the teacher). • The student chating with their group.
	Associating	The students created paragraph about their friends' willingness to do something.
	Communi- Cating	The students perform their task about identifying their friend's willingness to do something.
Closing		<ul style="list-style-type: none"> • The teacher and the students concluded the material together. • The students were also be given chance to give comment, suggestion or question of today's material and meeting. the teacher also gave a little explanation about the next material. • The teacher close the meeting by saying hamdallah.

Before the teacher taught speaking in the class, he did some preparation. Then the teacher opened the lesson by greeting the students and asked the student's attendance and also reminded students about the lesson in previous day. Mr. Wahyu also motivated his students to improve their vocabulary by their self. In here, the teacher used discussion technique to teach their students.

After greeting the students, the teacher checked students's assignment. In the classroom, there were many students that so must active to control students, so teacher must manage class during process teaching and learning.

Same with VIII A class, the teacher make a small group discussion and parting class into 5 groups that consist of 6-7 students.

The first stage is observing. Here the teacher asked Amalia to come in front of the class "*Amalia, please come here in front of your friends*", "*Yes Sir*", she replied. Then the teacher asked the students to pay attention about the conversation. "*Students, I want to make a conversation with Amalia, please pay attention*". Then the students pay attention towards Amalia and Mr. Wahyu.

The second stage is questioning. With the teacher's help, the students asked question about something they did not understand yet. The teacher asked the students "*Today we will*

study about willingness. Have you ever learned it before? Pernahkah kalian mempelajari hal tersebut?'. Zahra answered *"Not yet, Sir"*. Then Rizal asked the teacher *"What is willingness sir?"*

The third stage is exploring. The teacher said *"please open your dictionary and search the meaning of willingness."* Then the students (Egi) answered the meaning of willingness. After that the teacher give a little explanation about willingness. The teacher asked the students to explore about their friends' willingness to do something (all member of each group), with the question provided by the teacher.

The fourth stage is associating. They make a paragraph, it can be more than one paragraph about the member of groups' willingness to do something. The students are asked to created paragraph about their friends' willingness to do something. They can explore vocabulary they have becomes a good paragraph. Here, mastery of vocabulary are important, because the students need to make a good paragraph with their own word.

The next stage is communicating. The students performed their speech in front of the class. The teacher chose the students who came in front of the class one by one to explain about their friends' willingness to do something. If they made mistake in pronouncing the word or had difficulty to express their idea,



thought or creativity. Then the teacher would help them but not explicitly. If the students can explain fluently, the teacher gave a score in their performances.









The last, before the teacher closed the meeting, the teacher and the students concluded the material together. The students were also be given chance to give comment, suggestion or question of today's material and meeting. The teacher also give advice to the students to always memorize a lot vocabulary. The teacher also gave a little information about the next material. The teacher close the meeting by saying hamdallah.

- 3) Third observation had been conducted on Wednesday, August 28th 2019 in the English classroom at 08.40 WIB (VIII A)

Table 4.3 Observation Day 3

Opening Activity	<ul style="list-style-type: none"> • The teacher greeted the students using English. • The teacher checked the students' attendances. • The teacher attract the students interest by giving a picture then asked the students to explain the picture • The teacher asked the students to open the students worksheet about suggestion 	
Main Activity	Observing	<ul style="list-style-type: none"> • The students observing the example of suggestion

	<p>Read the text carefully.</p> <p>1.  We will use more English now. You should greet me and your friends in English. You should ask questions in English. You should answer the questions in English too. But don't worry I will help you if you have any problems.</p> <p>Mr Danny</p> <p>2.  I'm sure you are all ready to use your English with me and your friends. You should not be ashamed to speak English with me. You should not be afraid of making mistake in speaking and writing. You should be sure that you can do it, because I will always help you.</p> <p>Miss.Qonna</p>	
	Questioning	<p>With the teacher's help, the students aksed question about something they did not undertand yet.</p> <p>The students asked about suggestion.</p> <p>Then the teacher explain to the students.</p>
	Exploring	<ul style="list-style-type: none"> • The taecher using English language if she wants suggest the students todo something. • The students were asked to explore about what they should or should not to do. • The teacher give to the students some pictures and asked students to describe them by giving one example.

	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>1.</p> </div> <div style="text-align: center;">  <p>2.</p> </div> </div> <p style="margin-top: 10px;">If you want to be healthy, you should get up early in the morning.</p> <div style="margin-top: 20px; border: 1px solid black; padding: 5px; text-align: center;"> <p>_____</p> <p>_____</p> </div> <div style="margin-top: 20px; border: 1px solid black; padding: 5px;"> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <p>3.</p> </div> <div style="text-align: center;">  <p>6.</p> </div> <div style="text-align: center;">  <p>4.</p> </div> <div style="text-align: center;">  <p>7.</p> </div> <div style="text-align: center;">  <p>5.</p> </div> <div style="text-align: center;">  <p>8.</p> </div> </div> </div>	
	<p>Associating</p>	<ul style="list-style-type: none"> • The students describe the picture given and write them in under the picture about suggestion.
	<p>Communi- cating</p>	<ul style="list-style-type: none"> • The students perform their task about suggestion.
<p>Closing</p>	<ul style="list-style-type: none"> • The teacher and the students concluded the 	

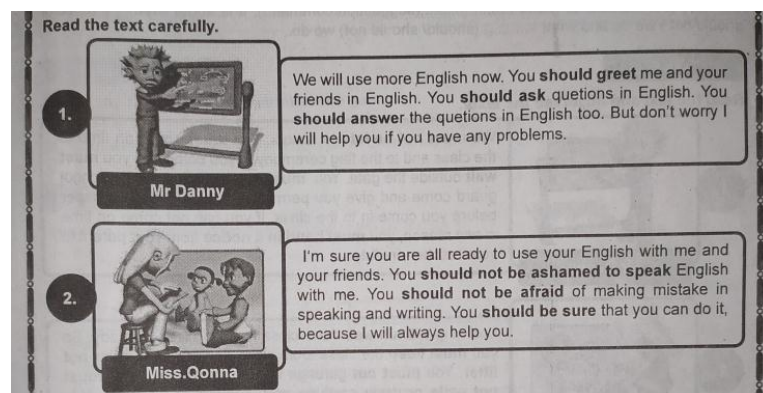
	<p>material together.</p> <ul style="list-style-type: none"> • The students were also be given chance to give comment, suggestion or question of today's material and meeting. the teacher also gave little explanation about the next material. • The teacher close the meeting by saying hamdallah.
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Before teaching speaking in the class, the teacher did some preparation. When teaching learning activity in the class, the teacher opened the lesson by greeting the student's attendance and also reminded students about the lesson in previous meeting. The result of the observation for A class of eight grade, the teacher used picture describing technique. At the first time the teacher tried to make the situation in the class cooperative. The teacher greet the students using English.

After greeting the students, the teacher asked one of the students to lead the prayer. Then the teacher checks the students' attendances by call one by one student. Then the teacher gives one picture and asked the students. The teacher gives the picture of vegetable and the students asked to describe what should they do and what the benefit for doing the suggestion. Then the

student (Nadya) answer “*We should eat the vegetable to make our body healthy*”.

The first stage is observing. Here the teacher asked the students to open their worksheet about the material that is suggestion. Then asked them to do the task by write the 5 suggestion that they find from the task 1.



The second stage is questioning. The students asked question about something they did not understand yet. Then the teacher will help and explain to them. The teacher asked the students “*Today we will study about suggestion. Have you ever learned it before? Pernahkah kalian mempelajari hal tersebut?*”. Student (Sinta) answered “*Not yet, Sir*”. Then Dimas asked the teacher “*What is suggestion sir?*” Then teacher explain a little about suggestion. s

The third stage is exploring. The teacher said “*please open your dictionary and search the meaning of suggestion.*” Then the students (Dzaki) answered the meaning of suggestion. After that the teacher give a little explanation about suggestion. Then

asked the students to explore about what should and shouldn't we do according to the picture provided.

The fourth stage is associating. Here the students are asked to describe the picture given and write them in under the picture about suggestion.

The example of description as follows:

1. If you want to be healthy, you should get up early in the morning.
 2. You should mop the floor every three days to make your house clean
 3. You should go hiking at weekend to make your legs strong
 4. You must not use computer for long hours so that your eyes not getting ill
- (etc.)

The fifth stage is communicating. The teacher chose the students who came in front of the class one by one to explain what should and should not to do according to the picture. In here, the teacher only gave signal if they make a mistake. The teacher also took the students' score in performing their speech about explaining what should and should not to do according to the picture.



Finally, the time was over, before closed the meeting the teacher and the students concluded the material together. The

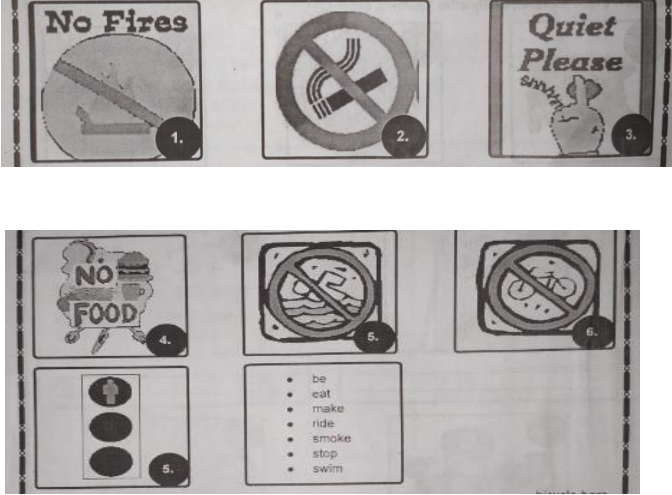
students were also be given chance to give comment, suggestion or question of today's material and meeting. The teacher also gave a little information about the next material. The teacher also give advice to the students to memorize the vocabulary in the house. So the students can increase their vocabulary. After that, the teacher close the meeting by saying hamdallah.

- 4) Fourth observation had been conducted on Saturday, September 7th 2019 in the English classroom at 08.40 WIB (VIII B)

Table 4.4 Observation Day 4

Opening Activity	<ul style="list-style-type: none"> • The teacher greeted the students using English. • The teacher checked the students' attendances. • The teacher attract the students interest by giving a picture then asked the students to explain the picture • The teacher asked the students to open the students worksheet about obligation and prohibition 	
Main Activity	Observing	<ul style="list-style-type: none"> • The students observing the example of obligation and prohibition

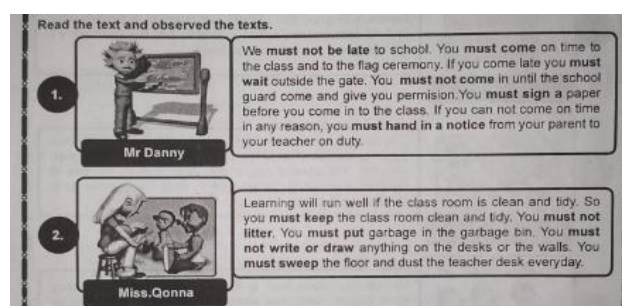
	<p>Read the text and observed the texts.</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>1.  Mr Danny</p> <p>We must not be late to school. You must come on time to the class and to the flag ceremony. If you come late you must wait outside the gate. You must not come in until the school guard come and give you permission. You must sign a paper before you come in to the class. If you can not come on time in any reason, you must hand in a notice from your parent to your teacher on duty.</p> </div> <div> <p>2.  Miss Qonna</p> <p>Learning will run well if the class room is clean and tidy. So you must keep the class room clean and tidy. You must not litter. You must put garbage in the garbage bin. You must not write or draw anything on the desks or the walls. You must sweep the floor and dust the teacher desk everyday.</p> </div> </div>	
	Questioning	<p>With the teacher's help, the students aksed question about something they did not undertand yet.</p> <p>The students asked about obligation and prohibition. Then the teacher explain to the students.</p> <p>(Technique: Answer and Question)</p>
	Exploring	<ul style="list-style-type: none"> • The taecher using English language if she wants suggest the students todo something. • The students were asked to explore about what they must or must not to do • The teacher give to the students some pictures and asked students to describe them by giving one example. <p>(Technique: Picture Describing)</p>

		
	Associating	<ul style="list-style-type: none"> • The students describe the picture given and write them in under the picture about obligation and prohibition.
	Communicating	<ul style="list-style-type: none"> • The students perform their task about obligation and prohibition.
Closing	<ul style="list-style-type: none"> • The teacher and the students concluded the material together. • The students were also be given chance to give comment, obligation and prohibition or question of today's material and meeting. the teacher also gave little explanation about the next material. • The teacher close the meeting by saying hamdallah. 	

The teacher opened the lesson by saying salam and then gave greeting to the students in English and the students answered also in English. The result of the observation for B class of eight grade students that hold by Mr. Wahyu. There Mr. Wahyu used Picture describing technique.

Before going to the material, the teacher checks the students' attendances by call one by one student. Then the teacher gives one picture and asked the students. The teacher gives the picture of vegetable and the students asked to describe what should they do and what the benefit for doing the obligation and prohibition. Then the student (Fitria) answer "*We must use OSIS uniform in monday*".

The first stage is observing. The teacher asked the students to open the student's worksheet about the material that is obligation and prohibition. Then asked them to do the task by write the 5 obligation and prohibition that they find from the task 1.



The second stage is questioning. With the teacher's help, the students asked question about something they did not

understand yet. The teacher asked the students *“Today we will study about obligation and prohibition. Have you ever learned it before? Pernahkah kalian mempelajari hal tersebut?”*. Student (Didik) answered *“Not yet, Sir”*. Then Dimas asked the teacher *“What is obligation and prohibition sir?”*

The third stage is exploring. The teacher said *“please open your dictionary and search the meaning of obligation and prohibition.”* Then the students (Aziz) answered the meaning of obligation and prohibition. After that the teacher give a little explanation about obligation and prohibition. Then asked the students to explore about what should and shouldn't we do according to the picture provided.

The fourth stage is associating. Here the students are asked to describe the picture given and write them in under the picture about obligation and prohibition.

The example of description as follows:

1. All students must wear uniform during schooldays
2. You must not use phone in the classroom.

(etc.)

The fifth stage is communicating. Here the students performed their speech. The teacher chose the students who came in front of the class one by one to explain what should and should not to do according to the picture. If they made mistake

in pronouncing the word or had difficulty to express their idea, thought or creativity their teacher would help them but not explicitly. The teacher only gave signal when they make mistake. The teacher also took the students' score in performing their speech about explaining what must and must not to do according to the picture.

The time was almost over, the teacher closed the meeting. the teacher and the students concluded the material together. The students were also be given chance to give comment, suggestion or question of today's material and meeting. The teacher also gave a little information about the next material.

The teacher close the meeting by saying hamdallah.

c. Data From Documentation

There are some document found during the research:

- 1) The students' list of VIII A and VIII B class.
- 2) Lesson Plan
- 3) Material

2. Finding

The researcher took the data about the teaching and learning process of speaking at the Eight Grade students. The teaching learning process described in several part, there are the stage and the material and media, and techers' technique.

a. Stage in Teaching and Learning process

Based on the data description above, the step of teaching learning process in speaking class consist of the opening activity, the main activity and closing activity. In the main activity include of observing, questioning, exploring, accosiating and communicating. All these stage are used by the English teacher in SMP IT Al-Anis Kartasura.

In the opening activity the teacher greet the students and check their attendances. In this stage the teacher also talking about the material before and what they will study at that day.

In the main activity there are 5 component based on 2013 curriculum, Observing, Questioning, Exploring, Associating and Communicating. In observing, the students are asked to observe based on the material will be learned, they may be observing video by LCD, observing the teacher saying, and observing picture and text in their worksheet. In Questioning, here students asked to the teacher about what they don't understand yet and the other may answered if they understand what their friend asked. In exploring, the students started to explore about the material discussed or about the task given by the teacher. In exploring their skill it depend on the technique used by the teacher. When the teacher used discussion technique they can explore it by discussing with their group. In associating, here they began arrange what they have been explored. Then after associating, they communicate it in front of the class by the teacher's guidance.

In the closing activity, the teacher with the students make a conclusion about what they discussed and learned. The teacher also give feedback and suggestion to the student. After that the teacher give an information about what they will study in the next day.

b. The Material and Media

In this school, English teacher used a teksbook published by Kemdikbud which is entitled "When English Rings a Bell" and students worksheet (LKS) published by PD. Percada also another source in Internet. During the observation the teacher used that book in teaching process in the class A and B. The material of speaking of speaking class are speaking for formal setting in first the semester should fulfill some basic competence for speaking skill. It can be described as follows:

Table 4.5 The Material of English

Chapter	Topic	Subtopic
I	It's English Time	Attention, Understanding, Compliments and opinion
II	We Can do It, We Will Do It	Capability and Willingness
III	We Know What to Do	Suggestion and obligation
IV	Come to My Birthday Party, Please?	Invitation, Instruction and

		Permission
V	I'm so Happy For You	Greeting Card
VI	Our Busy Roads	There is, There are and Quantifier
Semester Evaluation		
VII	My Uncle is Zoo Keeper	Simple Present Tense
VIII	What are You Doing?	Present Continuous Tense
IX	Bigger is Not Always Better	Degrees of comparison
X	When I Was Child	Simple Past Tense
XI	Yes, We Made it	Recount Text
XII	Don't forget it, Please	Short Message

From the explanation above, it could be concluded that the teacher gave the material used textbook, worksheet and Internet. In speaking class the teacher gave the students material to increase students speaking and increase motivation in learn in speaking.

During the observation, the researcher found that the English teacher used white board, textbook, picture in another book, marker and LCD as the media for the teaching and learning process in the

classroom. Based on the first until Fourth observation, the researcher find that the teacher used picture and map in the texbook and LCD. The teacher takes map in the other book for the evaluation. It can make the student have the large ideas. The teacher used whiteboard to wrote some vocabularly and gave example.

c. Technique used by the teacher

The researcher observed VIII A and VIII B that consist of 31 students in each class. Based on the observation and interview with the teacher, the researcher thatthere are many variations of techniques teaching speaking that used at SMP IT Al-Anis. But, the researcher focused on two techniques of teaching speaking often used by the teacher. They are Discussion and Picture Describing. The following section discusses the implementation of each of those techniques.

1) The Implementation of Discussion Techniques

The first technique of teaching speaking was discussion. This activity was conducted on August 13 2019 at about 08.40 and this activity is done in VIII A class and August 24 2019 at about 08.40.

The activity was begun by the teacher opened the class by greeting students then check their presence and asking about their condition. Then the teacher reminded the students about the material before and about what they will learn at that day.

Next, the teacher divided the students into some small groups, they are five groups. Then the teacher asked one student to come in front of the class and asked him/her to answer the teacher's question, then the other students pay attention toward the teacher and the student. The teacher and the student are talking about capability (VIII A) and willingness (VIII B). After that the teacher asked each student to ask the other students in the group about their capability and then make it become a good paragraph by discussing it with their group. And practice doing speaking with the group first before presenting it in front of the class.

Each student asked by the teacher to present in front of the class. After finishing the presentation the teacher gave summarizing and explanation in detail about the material (capability and willingness). The teacher also gave the feedback about the result of the students' presentation, the teacher corrected the students if they made a mistake. Then the teacher with the students and made conclusion about the material discussed.

In doing discussion, it makes the student can change their mind and idea with the other students. The students with low ability in English especially in Speaking can be helped with other students with higher ability and the students with higher ability

in English especially speaking can improve their ability by giving explanation and help the other students.

2) The Implementation of Picture Describing Technique

The second technique of teaching speaking was picture describing. This activity was conducted on August 28th 2019 at about 08.40 and this activity is done in VIII A class and September 7th 2019 at about 08.40.

The activity was begun by the teacher opened the class by greeting students then check their presence and asking about their condition. Then the teacher reminded the students about the material before and about what they will learn at that day. Next the teacher display some picture in the LCD and asked the student to observe it then give a question related to the picture displayed.

The teacher asked the students to open their worksheet about Suggestion (VIII A) and Obligation (VIII B). The students are observed the text about Suggestion and Obligation. After that the teacher asked the students to mention what should and should.t to do and what must and mustn't to do based on the text. Then the students asked the teacher about something they don't understand yet. The teacher asked about suggestion and obligation. After that the teacher give to the students some pictures and asked students to describe them by giving one

example. The students describe the picture given and write them in under the picture about suggestion. After that the students perform their task about suggestion.

In the end of the activity, the teacher and the students concluded the material together. The students were also given chance to give comment, suggestion or question of today's material and meeting. The teacher also gave little explanation about the next material. The last the teacher close the meeting by saying hamdallah.

B. Discussion

1. Teaching and Learning Steps

The teaching-learning steps and materials of the speaking class in SMP IT Al-Anis Kartasura at the Eighth grade had some concerns that had to be analyzed such as: (1) the stage of teaching and learning steps and material in speaking class (2) The material and media used.

The teaching learning process of speaking was divided into opening, main activities, and closing. Because SMP IT Al-Anis Kartasura used K-13 curriculum, the main activity consists of 5 stages namely observing, questioning, exploring, associating and communicating, which called by scientific Approach. As stated by Daryanto (2014) steps for a scientific approach in learning are Observing, Questioning, Experimenting, Associating and Communicating.

During the class observation, it could be noticed that the teacher always tried to involve the students actively. The teacher give a corection if the students made a mistakes. In the class, the students tried to using English language.

2. Material and Media

Material has important role in teaching learning process. Teacher has responsibility to choose material. The English teaching material must be interesting and fun, the from of material support for language teaching comes from textbook. To tought the students, the teacher did not use material from the teksbook, but the teacher could used another material such us magazine and newspaper.

In this school, English teacher used a teksbook published by Kemdikbud which is entitled”When English Rings a Bell” and students worksheet (LKS) published by PD. Percada also another source in Internet. According to Brewster (2003: 152) there are some reasonwhy the textbook is used in teaching learning; it is useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most material needed.

The goal of all of the media to help the process of teaching learning to fare well. Based on the research finding researcher found that the media used by Eglish teacher were white board, textbook, picture in another book, marker and LCD.

3. Technique used by the teacher

Kassem (1992, p. 45) defined teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and influence students by using different teaching methods.

Based on interview, teacher said that teaching speaking used technique is important because through technique teacher can know students' development in learning English especially speaking. By technique that teacher applied in teaching speaking was determine success or not in delivering material.

The researcher concluded that the teacher always used technique in teaching speaking to encouraged students to be spirit in learning and the teacher prioritized students' understanding in getting the knowledge.

a. Discussion

According to Ozer (2005), discussion is an excellent tool for developing students' reasoning skills because it gives them access to their thought processes and an opportunity to guide students to a higher level of thinking.

Applying small group discussion technique in teaching speaking made students to be enthusiastic and active in learning

process. Researcher did the observation, the material that teacher taught in speaking skill about stating capability and willingness. Teacher explained the material from what are capability and willingness, social function, structure and language features of stating capability and willingness.

Kelly and Stafford (1993) said that a small group discussion can be an effective learning situation in which students learn both through instruction from their teachers and from interaction with each other. The group also provides opportunities for individuals to speak in front of others and to receive feedback from teachers and peers.

The discussion was technique that could make the students got more vocabularies and more understanding about the material. Beside that the students can active under the teacher and other students' control. But, sometimes there are some students that keep silent and are afraid to speak because it is dominated by smater students and talkative students.

This activity is one of the effective techniques in improving the students' ability in speaking. Because they do not have alot of time to think, they must sent their opinion quickly, it really helps the students' ability in speaking because it is related to one of the speaking characteristics which is spontaneous.

b. Picture Describing

Kayi (2006) Group discussion maybe composed of three to five students discussion in effective active activity or strategy in improving the students' ability because all components in the class room (teacher and students) can play the role in teaching learning process. They will practice their speaking skill with their relation regularly.

Kayi (2006) said “on way to use picture in a speaking is to give students just one picture and having them describe what the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with the group, then, a spoke person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of learners as well as their public speaking skills.”

Picture describing was a good technique in teaching speaking skill because the picture media really help students to explore and improve their speaking skill. By using this strategy, they were easy to perform speaking so that they could improve their fluency, pronunciation and vocabulary. By this technique the students are motivated to learn English and help teacher to make them interested in English and especially enjoy to learn speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based of the explanation on the previous chapter there are several conclusion in this research that can be conclude that this school used K13 curricullum. The stage of teaching learning process were; opening activity, main activity; that consist of observing, questioning, exploring, associating, and communicating, and closing activity. The material that used English teacher is a textbook published by Kemdikbud which is entitled”When English Rings a Bell” and students worksheet (LKS) published by PD. Percada also another source in Internet. The media that the English teacher used are white board, textbook, picture, picture in another book, marker and LCD.

Based on the finding and discussion the researcher concluded that there are two techniques frequently used by the teacher in teaching speaking, they are Discussion and Picture describing.

B. Suggestion

1. For the headmaster

- a) The headmaster should employ the teachers based on their graduates in order that the process of teaching and learning can run well and automatically it can improve the students’ speaking skill.

- b) The headmaster improves the school facility to support the teaching learning process. It will give advantages both the students and the teachers to create good atmosphere in teaching learning process.

2. For the English teacher

- a) The teacher compares his/her teaching techniques of speaking with other school teachers by sharing with them. By doing this, the teacher will be able to get knowledge hot to improve quality of teaching English.
- b) The teacher should have be able to choose the material appropriately.
- c) The teacher should be able to use the technique appropriately.

3. For the next researchers

- a) They can make this study as their milestone to conduct other research on the same field. They may use true experimental research design to know whether the techniques more effective or not.

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APPENDICES

APPENDIX 1
STUDENTS' LIST

Class : VIII A (31 students)

NO	NIS	NAMA
1	0165	AKS
2	0167	ANF
3	0168	AJA
4	0169	ANH
5	0170	ABDP
6	0175	AB
7	0177	CAI
8	0178	DSA
9	0179	DRKP
10	0182	DAA
11	0185	FRFN
12	0186	FRA
13	0187	FAR
14	0191	HAN
15	0193	IJP
16	0194	JA
17	0196	LFS
18	0198	LA
19	0199	MI
20	0200	MAS
21	0202	MDN
22	0204	MHHS
23	0205	MHI
24	0210	MRAA

25	0212	NW
26	0214	PAS
27	0216	RS
28	0218	SNC
29	0219	SDN
30	0220	SF
31	0223	VIP

Class : VIII B (31 Students)

NO	NIS	NAMA
1	0166	ABP
2	0171	AOS
3	0172	ARPW
4	0173	AKN
5	0174	AES
6	0176	BEP
7	0180	DS
8	0181	DAA
9	0183	EMS
10	0184	FAMI
11	0188	FPAP
12	0189	FFPB
13	0190	NFH
14	0192	IAR
15	0195	KA
16	0197	LNK
17	0201	MC
18	0203	MHI
19	0206	MNA

20	0207	MRAL
21	0208	MRAB
22	0209	MRAF
23	0211	MWS
24	0213	NPQA
25	0215	RMW
26	0217	RLA
27	0221	SD
28	0222	ULB
29	0224	WIAB
30	0225	ZFS
31	0226	ZM

APPENDIX 2

INTERVIEW GUIDELINE FOR THE TEACHER

Day/Date : Thursday, 29 August 2019

Time : 13.00

Place : SMP IT Al-Anis Kartasura

Interviewee : Mr. Wahyu Hidayat

Interviewer : Rinda Syarifah

No Question

- 1 How are the procedures in teaching speaking?
 - Begini pak, saya mau bertanya tentang proses pembelajaran speaking yang bapak terapkan ketika mengajar dikelas.
 - Langsung saja ya pak. Apa aja sih kegiatan di kelas ketika proses belajar mengajar berlangsung? Mulai dari pendahuluan sampai penutup pak?
 - Discussion, Role Play, Brainstorming, Interview, Playing Card, Picture Narrating, Picture Describing, Find The Differences, Reporting, Story Completion, Storytelling..
Pak diantara teknik ini ,
 - Teknik apa yang bapak gunakan agar siswa mau berperan aktif dalam pembelajaran speaking?
- 2 Is there any difficulty in teaching speaking?
Adakah kendala atau kesulitan dalam mengajar speaking pak ?
Bila ada apa saja pak?
- 3 How students' response toward way that used in teaching speaking?
Bagaimana respon siswa terhadap teknik yang bapak gunakan dalam mengajar speaking?
- 4 What are the students' problems in learning speaking?

Apa saja masalah yang sering ditemui siswa ketika belajar bahasa Inggris khususnya speaking pak ?

- 5 How do you use Picture Describing technique in teaching speaking?
 - Pak pernahkah bapak memakai teknik picture describing seperti ini (tunjukkan materi), bila pernah:
 - Bagaimana langkah bapak dalam penerapan teknik ini pak?
- 6 How do you apply small group discussion technique in teaching speaking?
 - Pernah pakai diskusi kelompok kecil gak pak? , bila pernah:
 - Bagaimana langkah bapak dalam penerapan teknik ini pak?
- 7 How important are the techniques that are used in teaching speaking?
Menurut bapak, bagaimana pentingnya teknik yang digunakan dalam mengajar speaking
- 8 Do students enjoy learning speaking?
Apakah siswa merasa senang belajar speaking?
- 9 How do you encourage students to be active and participate in the learning process?
Bagaimana bapak mendorong siswa untuk aktif dan berpartisipasi dalam kegiatan belajar mengajar?
- 10 How do you give the students feedback on their speaking activity in the class?
Bagaimana bapak memberi feedback/penilaian terhadap aktifitas speaking siswa? Apa saja yang bapak nilai pak dari speaking siswa?

APPENDIX 3

Teacher's Interview Transcript

Day/Date : Thursday, 29 August 2019

Time : 13.00

Place : SMP IT Al-Anis Kartasura

Interviewee : Mr. Wahyu Hidayat

Interviewer : Rinda Syarifah

R stand for Researcher, T stand for teacher

R	:	Assalamu'alaikum Wr.Wb
T	:	Wa'alaikumsalam Wr.Wb
R	:	Boleh minta waktunya sebentar pak? Saya mau menanyakan beberapa pertanyaan kepada bapak terkait dengan proses belajar mengajar bahasa inggris di SMP IT AL-Anis
T	:	Iya mbak silahkan
R	:	Begini pak, saya mau bertanya tentang proses pembelajaran speaking yang bapak terapkan ketika mengajar dikelas. Apa saja sih kegiatan di kelas ketika proses belajar mengajar berlangsung, mulai dari pembukaan sampai dengan penutup?
T	:	Untuk pelajaran bahasa inggris disini pertama-tama diawali dengan doa yang dipimpin oleh siswa, kemudian mengingat materi yang dipelajari sebelumnya. Kemudian saya menyampaikan sedikit kisi-kisi materi yang akan saya ajarkan bisa dengan cara menganalisa sesuatu yang mengarah pada materi yg pada saat itu ditugaskan, lalu saya terangkan, Kemudian setelah saya terangkan ada kesimpulan atau latihan dari materi dan kalau waktunya kurang bisa untuk latihan dirumah untuk pengembangan materi itu sendiri.

		Lalu yang terakhir penutup
R	:	Adakah kesulitan yang dialami bapak ketika mengajar bahasa inggris?
T	:	Kalau untuk tingkat smp untuk speaking itu agak sulit, karena memang speaking yang dibutuhkan adalah penguasaan kosa kata, artinya apabila siswa berbicara tetapi kosa katanya kurang kan otomatis siswa akan pasif ketika mengikuti pelajaran bahasa inggris. Cuma yang saya terapkan untuk pelajaran speaking ini sederhana saja, contohnya kosa kata apa yang siswa miliki ya itu yang akan digunakan. Artinya tidak semua harus dalam bahasa inggris. Misalkan siswa tahunya baru kata buku/book, berarti kita mulai dari kata “book” contohnya “I want to bring your book”. Jadi kita fokuskan dulu pada apa yang siswa tahu dulu dan nanti pasti akan berkembang dengan sendirinya. Contoh simpelnya seperti itu. Itu untuk materi bahasa inggris yang normal, maksudnya yang sesuai dengan jam pelajaran. Cuma disini ada tambahan jam atau ekstrakurikuler atau biasa disebut english club. English club itu sendiri memang dikhususkan untuk mengembangkan kemampuan siswa-siswa dalam berbahasa inggris. Di english club itu sendiri difokuskan pada speaking untuk pembuatan drama dan lain sebagainya. Dan kita sengaja mendatangkan tentor English club dari luar, agar siswa juga tidak bosan.
R	:	Teknik apa saja yang bapak gunakan dalam mengajar speaking di kelas 8 pak?
T	:	Untuk teknik sebenarnya banyak, karena setiap materi yang disampaikan membutuhkan penyampaian yang berbeda-beda. Tetapi teknik yang sering saya gunakan dalam mengejar speaking yang pertama adalah Discussion, teknik ini sering saya gunakan dengan membagi kelas menjadi beberapa kelompok kecil, misal di kelas A, ada 31 anak, saya buat menjadi 5 kelompok kecil dengan memilih 5 siswa yang paling unggul sebagai ketua kelompok yang nantinya akan memimpin diskusi dan membimbing teman-temannya yang belum

		faham. Kedua adalah adalah picture describing, disini saya memberikan beberapa gambar kepada siswa. Tehnik ini biasa saya lakukan dengan dua pilihan, yang pertama mendeskripsikan sebuah gambar sesuai dengan ide mereka dan yang kedua adalah mencocokkan gambar dengan deskripsi yang telah disediakan kemudian mengutarakannya didepan kelas secara lisan tanpa membawa buku catatan.
R	:	Bagaimanakah respon siswa terhadap tehnik yang bapak gunakan?
T	:	Sebenarnya kalau siswa itu dimanapun bisa dikatakan sama, aktif dan pasifnya siswa itu tergantung kemampuannya. Nah disitulah kenapa guru harus pintar-pintar bagaimana menguasai kelas. Terkadang ketika ada tugas speaking biasanya dibagi dalam bentuk kelompok atau dibuat permainan. Biasanya masing-masing kelompok terdapat siswa yang unggul dan bisa untuk memandu siswa yang lain yang kemampuannya kurang.
R	:	Seberapa penting teknik yang digunakan untuk mengajar bahasa inggris
T	:	Yang jelas teknik atau metode itu untuk semua guru mungkin perlu untuk menguasai atau melihat kondisi kelas. Jadwal pelajaran siswa kan ada jam pagi siang bahkan sampai sore, itu semua kan mempengaruhi mood siswa. Katakanlah kalau pagi siswa masih bersemangat jadi masih fokus dalam mengikuti pelajaran, kalau menjelang sore biasanya siswa sudah mulai lelah dan kurang fokus dalam mengikuti pelajaran. Nah disitulah pentingnya teknik yang dibutuhkan oleh seorang guru untuk mengajar dan membuat siswanya tertarik untuk mengikuti jam pelajaran tersebut. Mungkin bisa dengan ice breaking, hiburan, games atau yang lainnya untuk memancing siswa atau membuat kelas itu hidup lagi dan siswa bisa kembali fokus terhadap pelajaran bahasa inggris.
R	:	Feedback apakah yang bapak berikan kepada siswa saat belajar bahasa inggris?
T	:	Untuk speaking itu sendiri kan harus banyak kosa kata, nah saya fokuskan terhadap penguasaan kosa kata dan memperbanyak kosa kata.

		Dan biasanya saya minta tiap minggu itu siswa sendiri punya target dalam menghafalkan kosa kata. Misalkan minimal hafal 30 kosa kata, dan kosa kata itu sendiri kita ambilkan dari materi yang diajarkan sesuai dengan kurikulum. Feedbacknya biasanya bagi anak yang punya hafalan lebih dari yang sudah ditargetkan itu saya kasih point dan otomatis nilainya juga bertambah.
R	:	Materi apakah yang bapak gunakan dalam mengajar bahasa Inggris?
T	:	Untuk yang kurikulum saya pakai yang buku dari dinas itu yang kurikulum 2013, dan ada tambahan dari buku pengayaan yaitu LKS. Kalau buku pengayaan/LKS itu banyak latihannya. Kalau yang buku pegangan itu banyak materi-materi saja, latihannya kurang. Cuma kan bagi siswa kalau Cuma memahami materi saja kurang menarik, tetapi dengan adanya latihan dan pengayaan, ketika dibahas dikelas siswa sudah punya pengalaman dan sudah lebih memahami materi yang diajarkan.
R	:	Apakah bapak sering menggunakan games dalam pelajaran bahasa Inggris?
R	:	Tidak selalu, saya menyesuaikan dengan kondisi anak pada saat itu. Biasanya saya pake ice breaking atau game juga pernah. Biasanya saya kebanyakan di writing. Contohnya saya suruh membuat kalimat, nah di kata yang terakhir itu nanti siswa yang selanjutnya wajib untuk melanjutkan kata tersebut sehingga berkesinambungan.
T	:	Sudah pak, cukup sekian informasi yang saya butuhkan dari bapak terkait proses belajar mengajar dan teknik yang digunakan serta penerapannya. Terima kasih bapak atas waktu dan kesempatan yang bapak berikan kepada saya, kalau ada salah kata saya mohon maaf. Wassalamu'alaikum wr.wb
R	:	Waalaikumsalam wr.wrb

APPENDIX 3

SYLABUS

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1</p> <p>Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Teks interaksi interpersonal: meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat</p> <ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks Struktur teks dapat mencakup <ul style="list-style-type: none"> ➢ Memulai ➢ Menanggapi (diharapkan/tidak diharapkan) • Unsur Kebahasaan <ol style="list-style-type: none"> a. Ungkapan Baku, a.l. <i>Excuse me, Is it clear?, Great, I think so.</i> b. Ungkapan lain yang sesuai, c. Ucapan, tekanan kata, intonasi d. Ejaan, tanda baca e. Tulisan tangan • Topik Interaksi di kelas yang melibatkan ungkapan-ungkapan di atas, serta perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri. 	<ul style="list-style-type: none"> • Mengamati interaksi yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat serta menanggapi secara kontekstual. • Membaca interaksi di atas untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam interaksi tersebut dan menanggapi secara kontekstual. • Mempertanyakan fungsi sosial, struktur teks dan fungsi sosial yang terkait dengan tindakan yang sedang dipelajari, serta menanggapi secara kontekstual. • Mencoba secara mandiri berinteraksi dengan orang-orang di sekelilingnya melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapatserta menanggapi secara kontekstual.
<p>3.2</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta</p>	<p>Teks interaksi transaksional: kemampuan dan kemauan melakukansuatu tindakan</p> <ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, 	<ul style="list-style-type: none"> • Menyimak, interaksi yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>mengajak, dsb.</p> <ul style="list-style-type: none"> • Struktur teks <p>dapat mencakup</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>dengan menyatakan/ menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai - Modal: <i>can, will</i>. - Kosakata terkait topik/tema - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, - Ejaan dan tanda baca - Tulisan tangan <ul style="list-style-type: none"> • Topik <p>Interaksi di kelas yang melibatkan ungkapan-ungkapan di atas, serta perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri.</p>	<ul style="list-style-type: none"> • Bertanya dan mempertanyakan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam interaksi yang sedang dipelajari secara kontekstual. • Mengumpulkan Informasi • Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari.
<p>3.3</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan,</p>	<p>Teks interaksi transaksional keharusan, larangan, dan himbauan.</p> <ul style="list-style-type: none"> • Fungsi sosial <p>Menunjukkan perhatian dan menjaga hubungan interpersonal dengan teman, diri sendiri dan orang lain.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> ➤ <i>memulai</i> ➤ <i>menanggapi</i> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang sesuai - Tata bahasa: kata bantu kata kerja: <i>must, don't ..., should</i>, - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca 	<ul style="list-style-type: none"> • Menyimak, interaksi yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan melakukan suatu tindakan • Membaca percakapan yang disimak untuk mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaannya. • Bertanya dan mempertanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Berbagai hal terkait dengan interaksi di kelas yang melibatkan ungkapan-ungkapan di atas dengan memberikan keteladanan tentang perilaku peduli dan disiplin.</p>	<p>interaksi yang sedang dipelajari secara kontekstual.</p> <ul style="list-style-type: none"> • Mengumpulkan Informasi dari beberapa teks serupa dari berbagai sumber untuk menarik kesimpulan • Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari.
<p>3.4</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.4</p> <p>Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Teks interaksi interpersonal menyuruh, mengajak, meminta ijin</p> <ul style="list-style-type: none"> • Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> ➤ <i>Memulai</i> ➤ <i>Menanggapi</i> • Unsur Kebahasaan. <ul style="list-style-type: none"> - Ungkapan yang sesuai - Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal <i>may</i>. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan • Topik <p>Berbagai hal terkait dengan interaksi di kelas yang melibatkan ungkapan-ungkapan di atas dengan memberikan keteladanan tentang perilaku peduli dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Mengamati teks interaksi interpersonal yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi secara kontekstual. • Menirukan membaca teks interaksi interpersonal yang diamati dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan • Mempertanyakan fungsi sosial, struktur teks dan unsur kebahasaan terkait dengan tindakan/ungkapan yang sedang dipelajari, serta menanggapi secara kontekstual. • Mengumpulkan Informasi dengan cara membaca beberapa teks interaksi serupa lainnya dari sumber lain. • Mencoba secara mandiri berinteraksi dengan orang-orang di sekelilingnya menggunakan ungkapan yang telah dipelajari secara

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.5</p> <p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5</p> <p>Menyusun teks khusus dalam bentuk <i>greeting card</i>, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Teks khusus <i>greeting card</i>, terkait dengan hari-hari spesial</p> <ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Struktur <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan baku, a.l. <i>Congratulations. Well done. Good job.</i> - Kosakata: Terkait topik yang dibahas - Tata bahasa: Kalimat imperatif positif, pujian, saran. - Penggunaan nominal singular dan plural secara tepat, - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan • Topik Ulang tahun, naik kelas, kejuaraan, dsb, dengan memberikan keteladanan tentang perilaku peduli dan percaya diri 	<p>kontekstual.</p> <ul style="list-style-type: none"> • Membaca beberapa model teks khusus <i>greeting card</i> secara kontekstual. • Berdiskusi mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks yang dibaca • Mempertanyakan hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari, secara kontekstual. • Membedakan beberapa teks <i>greeting card</i> lainnya dari sumber lain • Mencoba secara mandiri menulis teks <i>greeting card</i> menggunakan ungkapan yang telah dipelajari.
<p>3.6</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan</p>	<p>Teks interaksi transaksional meminta dan memberi informasi terkait keberadaan orang, benda dan binatang.</p> <ul style="list-style-type: none"> • Fungsi sosial Menunjukkan perhatian dan menjaga hubungan interpersonal dengan teman, diri sendiri dan orang lain. • Struktur teks Struktur teks dapat mencakup: <ul style="list-style-type: none"> ➤ <i>memulai</i> ➤ <i>menanggapi</i> dengan menyatakan/ menanyakan tentang keberadaan orang, benda dan binatang • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> 	<ul style="list-style-type: none"> • Menyimak dialog yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, secara kontekstual. • Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam dialog yang sedang dipelajari secara kontekstual. • Menanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam dialog

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - <i>Kata kerja be; is, are, was, were</i> - Kosa kata: kata benda, Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya - Penggunaan nominal singular dan plural secara tepat, - Ucapan, tekanan kata, intonasi, - Ejaan dan tanda baca - Tulisan tangan. <p>• Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, dan bertanggung jawab</p>	<ul style="list-style-type: none"> • Mempelajari beberapa dialog serupa lainnya dari sumber lain. • Mencoba secara mandiri berinteraksi menggunakan ungkapan-ungkapan yang telah dipelajari, secara kontekstual.
<p>3.7</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)</p> <p>4.7</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Teks interaksi transaksional tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <ul style="list-style-type: none"> • Fungsi sosial <i>Menjelaskan, mendeskripsikan, menyangkal, dan menanyakan fakta</i> • Struktur teks <ul style="list-style-type: none"> ➤ <i>memberi informasi</i> ➤ <i>meminta informasi</i> <p>dengan menyatakan/ menanyakan tentang fakta terkait kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan tanya - Kata kerja dalam Simple Present Tense. - Adverbia: <i>always, often, sometimes, never, usually, every</i> - Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, - Ejaan dan tanda baca - Tulisan tangan. • Topik 	<p>Mengamati</p> <ul style="list-style-type: none"> • Mendengarkan dialog yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, • Membaca teks dialog yang diamati dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaannya • Mempertanyakan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam interaksi yang sedang dipelajari • Membaca beberapa dialog lainnya yang serupa dari sumber lain dan menarik kesimpulan • Mencoba secara mandiri berinteraksi secara lisan dan tulis dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	Kegiatan/kejadian sehari-hari dan kebenaran umum yang memberikan keteladanan tentang perilaku jujur dan peduli.	
<p>3.8</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)</p> <p>4.8</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Teks interaksi transaksional tindakan/kejadian yang sedang dilakukan/terjadi saat diucapkan</p> <ul style="list-style-type: none"> • Fungsi sosial <i>Menjelaskan, mendeskripsikan, menyangkal, dan menanyakan kegiatan/kejadian yang sedang berlangsung.</i> • Struktur teks <ul style="list-style-type: none"> ➤ <i>memberi informasi</i> ➤ <i>meminta informasi</i> • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan tanya dalam bentuk <i>Present Continuous Tense</i> - Kata kerja untuk kegiatan dan tindakan dalam <i>Present Continuous Tense</i>. - Kosakata yang sesuai topik - Kata kerja untuk keadaan: <i>be, have</i>, dalam <i>Present Continuous Tense</i>. - Adverbia: <i>now</i> - Kata ganti obyek: <i>me, you, him, her, us, dst.</i> - Penggunaan nominal singular dan plural secara tepat, - Ucapan, tekanan kata, intonasi, - Ejaan dan tanda baca - Tulisan tangan. • Topik Kegiatan dan kejadian yang sedang berlangsung di sekolah dan sekitarnya yang memberikan keteladanan tentang perilaku jujur dan percaya diri.. 	<ul style="list-style-type: none"> • Menyaksikan dialog yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan. • Membaca teks dialog yang disimak dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaannya • Menanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks yang sedang dipelajari • Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara kontekstual. • Bermain peran memberi dan meminta informasi menggunakan ungkapan-ungkapan yang telah dipelajari secara kontekstual
3.9	Teks interaksi transaksional	• Membaca teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>4.9</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>perbandingan jumlah dan sifat orang, binatang, benda.</p> <ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> ➢ <i>meminta informasi</i> ➢ <i>memberi informasi dengan menanyakan dan menyatakan perbandingan jumlah dan sifat orang, binatang dan benda</i> • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, komparatif dan superlatif, dalam bentuk positif, negatif dan tanya. - Kosakata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya - Perbandingan sifat: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Penggunaan nominal singular dan plural secara tepat, - Ucapan, tekanan kata, intonasi, - Ejaan dan tanda baca - Tulisan tangan. • Topik Perbandingan jumlah, sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku percaya diri, dan bertanggung jawab. 	<p>interaksi yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda secara kontekstual.</p> <ul style="list-style-type: none"> • Berdiskusi untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks interaksi yang sedang dipelajari secara kontekstual. • Menanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan • Membaca beberapa teks interaksi serupa lainnya dari sumber lain untuk menarik kesimpulan • Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari secara kontekstual.
<p>3.10</p> <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan</p>	<p>Teks interaksi transaksional tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p> <ul style="list-style-type: none"> • Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks <ul style="list-style-type: none"> ➢ <i>memberi informasi</i> ➢ <i>meminta informasi</i> • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan tanya dalam bentuk <i>Simple Past Tense</i> - Kata sambung: <i>when, while, after,</i> 	<ul style="list-style-type: none"> • Membaca teks interaksi yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda secara kontekstual. • Berdiskusi untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)</p> <p>4.10</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>before</i>, dll.</p> <ul style="list-style-type: none"> - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, - Ejaan dan tanda baca - Tulisan tangan. <p>• Topik Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku disiplin, dan percaya diri.</p>	<p>digunakan dalam teks interaksi yang sedang dipelajari secara kontekstual.</p> <ul style="list-style-type: none"> • Menanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan • Membaca beberapa teks interaksi serupa lainnya dari sumber lain untuk menarik kesimpulan • Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari secara kontekstual. • Bermain peran memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari secara kontekstual
<p>3.11</p> <p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personalrecount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p><i>Teks recount</i></p> <p>4.11.1</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau</p>	<p>Teks personal <i>recount</i> tentang pengalaman pribadi</p> <ul style="list-style-type: none"> • Fungsi sosial Melaporkan, meneladani, membanggakan, berbagi pengalaman pribadi waktu lampau. - Struktur text <ul style="list-style-type: none"> ➤ <i>orientasi</i> ➤ <i>kejadian/kegiatan</i> ➤ <i>orientasi ulang</i> <p>Orientasi: Memberikan pendahuluan dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dsb dari peristiwa/ kejadian/pengalaman yang akan disampaikan</p> <p>Kejadian/kegiatan: Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>Orientasi ulang: Menutup dengan memberikan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Menyimak teks <i>personalrecount</i> lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, secara kontekstual. • Membahas fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks yang disimak • Mempertanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks <i>personal recount</i> yang sedang dipelajari, secara kontekstual.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>(<i>personal recount</i>)</p> <p>4.11.2</p> <p>Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kata kerja dalam Simple Past tense, Past Continuous Tense - Kosakata: kata kerja yang menunjuk tindakan atau kegiatan - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan • Topik <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku kerjasama, dan bertanggung jawab</p>	<ul style="list-style-type: none"> • Membandingkan beberapa teks <i>personal recount</i> lainnya dari sumber lain dan menarik kesimpulan terkait fungsi sosial, struktur teks dan unsur kebahasaan • Mencoba secara mandiri mencari dan mempelajari fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dari beberapa sumber lain • Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
<p>3.12</p> <p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p><i>Teks pesan singkat dan pengumuman/pemberitahuan (notice)</i></p> <p>4.12.1</p> <p>Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan</p>	<p>Teks khusus pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>)</p> <ul style="list-style-type: none"> • Fungsi sosial <p>Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</p> <ul style="list-style-type: none"> • Struktur text <ul style="list-style-type: none"> ➢ Informasi umum/judul/tujuan pengumuman ➢ Informasi rinci dan informasi tertentu dari pengumuman • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru - Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb 	<ul style="list-style-type: none"> • Membaca teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), secara kontekstual • Berdiskusi dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks yang dibaca • Menanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari, secara

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2</p> <p>Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>secara tepat dalam frasa nominal</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan <p>• Topik Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p> <p>• Multimedia: Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>kontekstual.</p> <ul style="list-style-type: none"> • Mencoba secara mandiri mencari dan mempelajari fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks <i>khusus bentuk pesan singkat, pengumuman, pemberitahuan(notice)</i> lisan dan tulis dari beberapa sumber lain • Memberi dan meminta informasi secara lisan dan tulis terkait kegiatan sekolah dalam bentuk pesan singkat, pengumuman, pemberitahuan (<i>notice</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
<p>3.13</p> <p>Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>Lagu pendek dan sederhana</p> <p>• Fungsi sosial Menghibur, menyampaikan pesan moral tentang apa yang disampaikan dalam lagu</p> <ul style="list-style-type: none"> - Contoh: “<i>You raise me up</i>” - Unsur kebahasaanKata, - Ungkapan, dan tata bahasa dalam lagu. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca. - Tulisan tangan <p>• Topik Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan percaya diri.</p>	<ul style="list-style-type: none"> • Menyimak dan menirukan lirik lagu secara lisan. • Mengidentifikasi makna yang terkandung dalam lagu • Menanyakan fungsi sosial dan unsur kebahasaan dari liriklagu yang sedang dipelajari secara kontekstual. • Menyalin lirik lagu yang telah di-pelajari dengan memperhatikan fungsi sosial dan unsur kebahasaan.

APPENDIX 4

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP IT AL-ANIS Kartasura	Kelas/Semester	: VIII/ 1
Mata Pelajaran	: Bahasa Inggris	Alokasi waktu	: 2 x 40 menit
Materi Pokok	memberi dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan		

A. TUJUAN

1. Mengidentifikasi fungsi sosial ungkapan memberi dan meminta informasi terkait kemampuan (Capability) dan kemauan (Willingness) melakukan suatu tindakan dengan benar.
2. Menyusun teks interaksi lisan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan (Capability) dan kemauan (Willingness) melakukan suatu tindakan dengan benar.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none">• Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)• Guru mengecek kehadiran peserta didik• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti
<u>KEGIATAN LITERASI</u> Mengamati dan Menanya (observing & Questioning) <ul style="list-style-type: none">• Pendidik menayangkan video dan meminta peserta didik mengamatinya.• Peserta didik membaca dan mencatat setiap ungkapan yang terdapat pada tayangan video tersebut.• Peserta didik menanyakan makna ungkapan dalam video tersebut.• Pendidik menayangkan gambar percakapan yang terdapat pada buku peserta didik halaman 20-21 dan meminta peserta didik mengamatinya.• Pendidik meminta salah satu dari peserta didik membacakan petunjuk kegiatannya.• Peserta didik mendengarkan ucapan pendidik membacakan ungkapan kemampuan.• Peserta didik menirukan ucapan pendidik membacakan ungkapan kemampuan. <u>THINKING (BERPIKIR KRITIS)</u> Menanya (questioning) <ul style="list-style-type: none">• Pendidik memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar percakapan yang telah dibaca, contohnya menanyakan makna kata yang kurang dipahami dari percakapan tersebut.

CREATIVITY (KREATIVITAS)

Mengasosiasi (Associating)

- Dengan bimbingan pendidik, peserta didik mengidentifikasi fungsi social/tujuan komunikatif dari percakapan yang telah dibaca tersebut.
- Peserta didik mengerjakan beberapa soal mengenai materi Fungsi sosial teks yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Mencoba (Experimenting)

- Peserta didik secara berpasangan bekerja sama membuat sebuah percakapan pendek yang mengandung ungkapan menanyakan dan menyatakan kemampuan seseorang dalam melakukan sesuatu. (PPK Gotong royong)

COMMUNICATION (BERKOMUNIKASI)

Mengomunikasikan (Communicating)

- Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak membaca) secara berpasangan dengan percaya diri (PPK Religius)
- Pendidik membahas hasil presentasi peserta didik.

Penutup

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

- ✓ Sikap : Lembar pengamatan,
- ✓ Pengetahuan : LK peserta didik,
- ✓ Keterampilan: Kinerja & observasi diskusi

Mengetahui,

Kepala Sekolah

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Guru Mata Pelajaran.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP IT AL-ANIS Kartasura	Kelas/Semester	: VIII/ 1
Mata Pelajaran	: Bahasa Inggris	Alokasi waktu	: 2 x 40 menit
Tema	: We Can Do It, We Will Do It.		Pertemuan 2

A. TUJUAN

1. Mengidentifikasi fungsi sosial ungkapan memberi dan meminta informasi terkait kemampuan (Capability) dan kemauan (Willingness) melakukan suatu tindakan dengan benar.
2. Menyusun teks interaksi lisan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan (Capability) dan kemauan (Willingness) melakukan suatu tindakan dengan benar.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none">• Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)• Guru mengecek kehadiran peserta didik• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti
<u>KEGIATAN LITERASI</u> Mengamati (observing) <ul style="list-style-type: none">• Pendidik menayangkan video dan meminta peserta didik mengamatinya.• Peserta didik mengamati cara penggunaan modal can untuk menyatakan kemampuan melakukan suatu tindakan dalam tayangan video tersebut.• Peserta didik mencatat hal-hal penting dari video tersebut
<u>THINKING (BERPIKIR KRITIS)</u> Menanya (questioning) <ul style="list-style-type: none">• Pendidik memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar percakapan yang telah dibaca, contohnya menanyakan makna kata yang kurang dipahami dari video tersebut.
<u>CREATIVITY (KREATIVITAS)</u> Megasosiasi (Associating) <ul style="list-style-type: none">• Dengan bimbingan pendidik, peserta didik mengidentifikasi struktur teks dari ungkapan meminta dan memberi informasi tentang kemampuan melakukan suatu tindakan dari video tersebut (Yes/No question)

<ul style="list-style-type: none"> • Pendidik membaca teks tentang ungkapan kemampuan dan peserta didik mengikutinya. <u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> <p>Mencoba (Experimenting)</p> <ul style="list-style-type: none"> • Peserta didik secara berkelompok bekerja sama mengidentifikasi dan menulis tindakan/kegiatan yang bisa/tidak bisa dilakukan oleh seseorang berdasarkan diskusi dengan teman-temannya. <p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Mengomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak membaca) dengan percaya diri (PPK Religius) • Pendidik membahas hasil presentasi peserta didik.
<p>Penutup</p>
<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari. • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

<ul style="list-style-type: none"> ✓ Sikap : Lembar pengamatan, ✓ Pengetahuan : LK peserta didik, ✓ Keterampilan: Kinerja & observasi diskusi
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Mengetahui,

Kepala Sekolah

.....

Guru Mata Pelajaran.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP IT AL-ANIS Kartasura	Kelas/Semester	: VIII/ 1
Mata Pelajaran	: Bahasa Inggris	Alokasi waktu	: 2 x 40 menit
Tema	: We Know What To Do.		Pertemuan 3

A. TUJUAN

1. Mengidentifikasi fungsi sosial ungkapan saran (suggestion) dan larangan (prohibition) sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, must, don't)
2. Menyusun teks interaksi lisan tulis sederhana yang melibatkan tindakan memberi saran (suggestion) dan larangan (prohibition) sesuai dengan konteks penggunaannya.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none">• Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)• Guru mengecek kehadiran peserta didik• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti
<u>KEGIATAN LITERASI</u> Mengamati (observing) <ul style="list-style-type: none">• Pendidik menayangkan video dan meminta peserta didik mengamatinya.• Peserta didik mengamati cara penggunaan should untuk mengungkapkan memberi saran (suggestion) dalam tayangan video tersebut.• Peserta didik mencatat hal-hal penting dari video tersebut <u>THINKING (BERPIKIR KRITIS)</u> Menanya (questioning) <ul style="list-style-type: none">• Pendidik memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar percakapan yang telah dibaca, contohnya menanyakan makna kata yang kurang dipahami dari video tersebut. <u>CREATIVITY (KREATIVITAS)</u> Mengasosiasi (Associating) <ul style="list-style-type: none">• Dengan bimbingan pendidik, peserta didik mengidentifikasi struktur teks dari ungkapan meminta dan memberi informasi tentang kemampuan melakukan suatu tindakan dari video tersebut (Yes/No question)• Pendidik membaca teks tentang ungkapan kemampuan dan peserta didik mengikutinya.

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Mencoba (Experimenting)

- Peserta didik secara berkelompok bekerja sama mengidentifikasi dan menulis saran yang diberikan oleh/kepada seseorang berdasarkan diskusi dengan teman-temannya.

COMMUNICATION (BERKOMUNIKASI)

Mengomunikasikan (Communicating)

- Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak membaca) dengan percaya diri (PPK Religius)
- Pendidik membahas hasil presentasi peserta didik.

Penutup

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

- ✓ Sikap : Lembar pengamatan,
- ✓ Pengetahuan : LK peserta didik,
- ✓ Keterampilan: Kinerja & observasi diskusi

Mengetahui,

Kepala Sekolah

.....

Guru Mata Pelajaran.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP IT AL-ANIS Kartasura Kelas/Semester : VIII/ 1
Mata Pelajaran : Bahasa Inggris Alokasi waktu : 2 x 40 menit
Tema : We Know What To Do. Pertemuan 4

A. TUJUAN

1. Mengidentifikasi fungsi sosial ungkapan saran (suggestion) dan larangan (prohibition) sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, must, don't)
2. Menyusun teks interaksi lisan tulis sederhana yang melibatkan tindakan memberi saran (suggestion) dan larangan (prohibition) sesuai dengan konteks penggunaannya.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none">• Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)• Guru mengecek kehadiran peserta didik• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti
<u>KEGIATAN LITERASI</u> Mengamati (observing) <ul style="list-style-type: none">• Pendidik menayangkan video dan meminta peserta didik mengamatinya.• Peserta didik mengamati cara penggunaan don't untuk mengungkapkan memberi larangan (prohibition) dalam tayangan video tersebut.• Peserta didik mencatat hal-hal penting dari video tersebut <u>THINKING (BERPIKIR KRITIS)</u> Menanya (questioning) <ul style="list-style-type: none">• Pendidik memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar percakapan yang telah dibaca, contohnya menanyakan makna kata yang kurang dipahami dari video tersebut. <u>CREATIVITY (KREATIVITAS)</u> Mengasosiasi (Associating) <ul style="list-style-type: none">• Dengan bimbingan pendidik, peserta didik mengidentifikasi struktur teks dari ungkapan meminta dan memberi informasi tentang kemampuan melakukan suatu tindakan dari video tersebut (Yes/No question)• Pendidik membaca teks tentang ungkapan kemampuan dan peserta didik mengikutinya.

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Mencoba (Experimenting)

- Peserta didik secara berkelompok bekerja sama mengidentifikasi dan menulis larangan yang diberikan oleh/kepada seseorang berdasarkan diskusi dengan teman-temannya.

COMMUNICATION (BERKOMUNIKASI)

Mengomunikasikan (Communicating)

- Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak membaca) dengan percaya diri (PPK Religius)
- Pendidik membahas hasil presentasi peserta didik.

Penutup

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

- ✓ Sikap : Lembar pengamatan,
- ✓ Pengetahuan : LK peserta didik,
- ✓ Keterampilan: Kinerja & observasi diskusi

Mengetahui,

Kepala Sekolah

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Guru Mata Pelajaran.

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APPENDIX 5

DOCUMENTATION



Interview with the teacher.