AN ENGLISH TEACHING METHOD IN SPEAKING SKILL FOR THE SECOND GRADE STUDENTS OF MTs N WALEN BOYOLALI IN THE ACADEMIC YEAR OF 2014/2015

THESIS

Submitted as A Partial Requirements

for the degree of Sarjana in Islamic Education and Teacher Training Faculty

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Thank you for the attention.

Wassalamu’alaikum Wr.Wb

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DEDICATION

This thesis is dedicated to:

- My beloved father and mother (Bapak Samani and Bunda Widayati)
- My beloved brother (Fijarun)
- All friends, relative, and lectures that helped and have supported me
- My Campus, IAIN Surakarta
“Indeed, with hardship (will be) ease. So when you finished (your duties), then stand up (for wordship)”

‘Q.S. Al-Insyirah 6-7’

“Konsistensi (istiqomah) itu lebih baik daripada 1000 keberuntungan”

(Karamah)
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I hereby sincerely state that thesis "An English Teaching Method in Speaking Skill for The Second Grade Students of Mts N Walen Boyolali in The Academic Year Of 2014/2015" is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in bibliography.

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

Surakarta, February 5th 2018

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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 readers in general.

Surakarta, Februay 5th 2018

The researcher
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ABSTRACT


Advisor : Dr. H. Giyoto, M.Hum
Key words : Speaking, Communicative Language Teaching Method.

The objectives of this research are (1) To describe the teaching method used by English Teacher to teach speaking class in second grade students of MTs N Walen Boyolali (2) To describe the problem faced by the students (3) To describe the solution to solve the problem.

This research was conducted from July until August 2015 for 8A class of MTs N Walen Boyolali in the academic year of 2014/2015. It was descriptive qualitative research. The subjects of this research were the students of 8A class consisted of 32 students. The data were collected from the observations, interviews and documentations. The data that were collected from documentation are lesson plan and syllabus. This research used data triangulation technique.

The result showed that teachers used Communicative Language Teaching (CLT). The techniques used was role play. Sometimes the teacher used English song as a media. The teachers's role were as facilitator, monitor, motivator, controller, and evaluator to their students, while the students’s role were as listener, a negotiator-between themselves, the main subject of learning, and performer. Evaluations of speaking skill were done in every meeting. The students problems were; (1) lack of self-confidence, (2) lack of pronunciation, (3) lack of time, (4) difficult to memorize and (4) Mother tongue or accent. The solutions of the students’ problems in teaching learning process were (1) giving motivation for solving the lack of self-confidence, (2) giving exercises to pronounce well to solve the lack of pronunciation, (3) adding the time to prepare material for next speaking lesson for solving the lack of time, (4) preparing the material well to solve the student’s difficulty in memorize and (5) decreasing the using of mother tongue or accent for solving the problem about the mother tongue or accent.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Teaching English is a need for most Indonesian people, because mastery in English language is important for them to get some information from around the world since English is regarded as international language. Considering this importance, Indonesian government has established English since kindergarten until university level. Nowadays, in junior high school, English is one of the important lessons that have to be taught by the teacher well. Teaching English means teaching about its skills too. English is a language which provides some basic skills. They are listening, speaking, reading and writing. One of the most important skills is speaking.

Speaking is one of language skills that should be mastered by students. Everyone needs this skill to communicate with other people in the world. Having speaking skill will ease one in understanding information and knowledge. Here, speaking is very useful for helping us to communicate with people from the others country. In this case, speaking becomes a need that must be mastered in order to be able to share our ideas with them.

English speaking is an important thing to be mastered nowadays, (Endang Fauziati, 2010:34). The main goal of teaching speaking is to enable the students to communicate with others and get the new information easily.
Speaking is productive skill in the oral mode. Not only that but also speaking is the indicator of mastering the language. It means that people need such kind of teaching speaking activities to be able to speak up well.

Teaching speaking is not like teaching listening, reading and writing. It needs habit formation because it is a real communication. Speaking needs practicing as often as possible. It is not writing or reading but it must be practiced directly in full expression. As teaching speaking is important aspect in language learning and process, this is a crucial part of second language learning and teaching.

Teaching and learning English in Junior High School is different from teaching and learning English in kindergarten and elementary school viewed from the teaching method and the materials. There are more aspects that have to be considered. In teaching English to students, the teacher should consider what methods are suited to their characteristics so that they can learn the language well. To reach the learning goal, that is to increase their speaking skill, the teacher should create interesting and enjoying teaching learning activities.

There are many factors that influence the success or the failure in speaking learning process. One of them is what is the method used by the teacher. The ability of teachers to choose the most suitable teaching method from a variety of teaching tools is important to students as teachers can then offer interesting lessons, which results in students paying better attention
(Huan and Ling, 2014, p.3). He or she can suitably choose a method to teach a
certain material or certain type of students. Choosing an appropriate method
can be done only for teacher who has a repertoire of teaching methods,
comprehend each method, and able to apply it. All of these are done in order
to get the students attention therefore they can grasp the material easily thus
avoid many of the behaviour problems that occur when students become
bored and unable to follow what is being said.

The activities in learning can make the students bored. Byrne (1986:2)
states that the teachers also need to know their roles in teaching speaking.
They have specific roles at different stages, as follows: a) presenting stage, the
teachers plays a role as an informant; b) the practice stage, the teachers have a
role as a conductor and monitor; c) the production stage and d) the motivator.
Besides understanding and applying what the teachers roles in speaking class,
a good way of teaching speaking is very important as well to encourage
students to speak.

In addition, the teachers should have an interesting method in teaching
English, so that the students can be interested in English. In this case, teacher
should be able to apply various methods to present the material to the
students, Hamruni (2007:45). According to Fauziati (2005:25), Method is
treated at level of design in which the roles of teachers, learners, and
instructional materials are specified.
A good method of course will contribute to the success of the teaching and learning process. One of the indicators of this success is the students’ achievement. MTs N Walen Boyolali is a Junior High School that was taken as an object in this research. It was based on some considerations. Firstly, the data taken from documentations, speaking scores shows that the students of this school particularly the eighth graders are regarded good. The mean score was 8.92. Secondly, the researcher’s observation shows that the students’ motivation were high. They looked very enthusiastic during teaching and learning process.

Based on the phenomenon in that school, the researcher is curious interested to do the research about the methods used by the English teacher in teaching speaking skill. Teaching speaking activity in MTs N Walen Boyolali also has a different way and technique in their teaching learning process. The teachers use method and technique to make students engaged in speaking section of English class. Then the researcher needs to conduct a research in order to describe the method used by teacher in speaking teaching learning process at MTs N Walen Boyolali.

Therefore, the researcher conducted the research with the title “AN ENGLISH TEACHING METHOD IN SPEAKING SKILL FOR THE SECOND GRADE STUDENTS OF MTs N WALEN BOYOLALI IN THE ACADEMIC YEAR OF 2014/2015”.
B. Identification of the problem

According to the background above, the problem can be identified as follow:

1. What is the method that used by the teacher in teaching speaking skill in the second grade class?
2. What is the techniques that used by the teacher in teaching speaking skill in the second grade class?
3. What are the problems faced by the students in speaking teaching and learning process?
4. What are the difficulties faced by students in learning speaking skill?
5. What are the problems faced by the teacher in teaching speaking skill?
6. How the students solve the problem in learning speaking skill?
7. How does the teacher solve the problem in teaching speaking skill?

C. The Problem Statements

Based on the background of the study explained before, the researcher formulates the problems as follows:

1. How is the method used by the teacher in teaching speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015?
2. What are the student’s problems in teaching speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015?
3. What are the solutions to solve the problems faced during the teaching speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015?

D. The objectives of the Study

The objectives of the research are formulated as follows:

1. To describe the method used by the teacher in teaching speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015.

2. To describe the student’s problems in the teaching speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015.

3. To describe the solutions to solve the problems faced during the teaching speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015.

E. Limitation of the Problem

The researcher has to limit the study to make it clear. The researcher limits the study on the teaching English method in speaking skill used by the English teacher. This study is not only describing the method used by teacher to teach speaking skill, but also describe the problem faced by teacher and students, then the solution about that problem.

The study emphasizes the method used by the teacher to teach speaking skill. To know what is the method that used by the teacher, the researcher
needs the observation during the teaching learning process. Thus, the researcher focuses on the research for the second grade students in English of MTs N Walen Boyolali in the academic year of 2014/2015.

F. The Benefit of the Study

From this study, it is expected that the result of the research will give a contribution to the language teaching, and learning activity in relation to the English lesson, especially for speaking skill. The contribution includes theoretical and practical benefits.

1. Theoretical Benefits

The researcher hopes that this study can be beneficial for knowing the various methods to teach speaking skill for junior high school. Then the result of the research will be used as the reference for those who want to conduct a research in English Teaching Methods for speaking skill.

2. Practical Benefits

a. For the teacher

1) To help the teacher to reduce the problem occurred in the English teaching learning process.

2) To know the importance of using methods in English teaching learning process.

b. For the students
To help the students understanding their characteristics, so they can solve their problems in speaking ability by themselves.

c. For other researchers

This research result will help the others researcher for finding theory of teaching-learning process

G. The definition of key terms

1. Teaching

Teaching means giving or transferring knowledge and making someone understand what the teachers have been taught. In teaching the teacher guides the students to learn about new knowledge. It is relevant with Brown (2000:7) that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Speaking

Speaking is used for many different purposes and each purpose involves different skills. Richard and Renandya (2002:218). Then, speaking skill is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

3. Method
Method is the way of doing something, quality of being well planned and organized (Oxford Learners’ pocket dictionary, 2003:270). Then, according to Richard and Rodgers (1986:16) states that a method is a theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.
CHAPTER II
THEORETICAL REVIEW

A. Review on English Teaching Method

1. Theory of Teaching

Brown (2001: 8) defines teaching “as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”. This is the line in Collin English dictionary in Babbage (1999: 24) said that teaching is described as:

a. Telling or showing someone how to do something
b. Giving instruction or lessons in a subject to students
c. Causing to learn or understand

It means that teaching is transferring knowledge and giving instructions and lesson to students so they can do something that was showed and taught, and the students have ability to do something that was showed. Hopkins (1997) in Babbage (1999: 24) said that there are three aspects to quality teaching:

a. Teaching effects, which are described as encompassing sets of teaching behaviors and skills;
b. The acquisition of a repertoire of teaching models;
c. Artistry, which is described as the creative aspect of teaching which involves the ability to respond appropriately and to reflect upon practice.

Hornby (1995), says that the most effective teaching is not only based on the approach, but also based on the teacher behavior and competences. Howard (1988: 19) proposes 8 principles of effective teaching, they are:

a. Know the subject well enough.
b. The teacher must also like what he teaches and like teaching as a profession.
c. Know the students, their previous experience, abilities and achievements.
d. Use a variety of methods in teaching.
e. Eliminate the unnecessary and meaningless; work for depth, not superficially.
f. Always follow the well-known Scout maxim and be prepared.
g. Encouragement and praise will produce better results than criticism.
h. Build upon previous learning and experience and strive continually for more student independence and creativity in work habits.

Harris (1996) in Babbage (1999:24) suggested that there are three dimensions of teaching skills that staff should consider:

a. Knowledge about the subject, curriculum teaching methods, the influence on teaching and learning others factors and knowledge about one’s own teaching.
b. The thinking and decision-making which occurred before, during and after a lesson, concerning how best to achieve the educational outcomes intended;

c. The action or the overt behavior by teachers undertaken to foster pupil’s learning.

Based on the explanation above, it can be concluded that teaching is a complex activity which done by teacher to transfer knowledge and create a conducive condition so the learner can learn comfortably. In that complex activity, the teacher creates comfortable condition, guide, and motivation the learners to learn. In teaching process, teachers should have knowledge and skills in teaching learning process. They have to choose a good technique and methods that are appropriated with the students’ necessary. Teachers have to know the situation and characteristic of their students, so they can increase the students’ achievement.

B. Theory of Speaking Skill

1. Definition of speaking skill

    Lewis and Hill, (1993:54) argue that speaking is a process that covers many things in addition to the pronunciation of individual sounds. This theory also tells that pronunciation stress and intonation will take a big part in this process. Speaking is the productive skill in the oral mode. It likes the other skills, is more complicated than it seems at first and involves more than just pronouncing words.
Speaking is one of the four language skills. There are three other skills; listening, reading, and writing. Speaking is closely related to listening and writing, while speaking is related to listening because both use oral or media. It is also related to writing because both are productive process. Human being is a social creature. They cannot survive alone in this world. They need other people to conduct their life. They should build communication, in order to conduct relationship with others. There are two kinds of communication, written and spoken. Someone needs written communication to send message through writing but they need oral communication to speak with others both directly and indirectly. Meanwhile to be able sending the message orally, somebody has to build his speaking ability.

Byrne (1997:8) states that oral-communication is a two-way process between a speaker and listener involves the productive skills of speaking and the receptive skill of listening. Productive skill is a skill in producing language and it refers to saying or telling someone wants to share with the others people. Meanwhile, Receptive skill is a skill that closely related to listening and it is also a skill in understanding the language produced by the speaker. Speaking is an act to express ideas, feelings and thought orally. It is also called oral communication. Based on Underwood (1996: 59) states that speaking is a creative process where speakers are almost always in the position of formulating what they are saying as a result of the behavior of their listeners as a result of added thoughts of their own.
There are two definitions from Widdowson (1996:58). He defines that speaking is simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or the grammatical system of language or both. He also defines that speaking is active or productive and makes use of oral medium.

Speaking skill involves 4 domains: linguistic competence, communicative competence, strategic competence and social competence. Linguistic competence requires that students should improve their ability in manipulating language system to express messages or ideas. Then communicative competence encourages them to differentiate between the forms of language used and the communicative function which is going to be performed. Next strategic competence will encourage them to improve their ability and strategy to use the language as effectively as possible in a real situation. The last is social competence suggests that the students should be aware of social functions of the forms language used, (Littlewood, 1981:6).

Speaking is a very important part of language learning. The ability to communication in a language, especially in second language, clearly and efficiently gives contribution to the learners’ success in school and their success later in every phase of their life.
2. The components of speaking

According to Harris (1977:81), there are some components of speaking:

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced, pronunciation stresses more the way sounds are perceived by the hearer (Richards, 1985:232).

b. Grammar

Grammar is a description of the structure of language of the way in which linguistics units such as word and phrases are combined to produce sentence in the language (Richards, 1985:125).

c. Vocabulary

Vocabulary is a set of lexemes, including single word, compound word and idioms (Richards, 1985:307).

d. Fluency

Byrne (1997:9) says that speaking fluency is the ability to express oneself intelligibly, reasonable accurately and without to much hestitation.

e. Comprehension

Richards (1985:54) states that comprehension is the process by which a person understands the meaning of written or spoken language.

Speaking ability covers two components such as accuracy and fluency. Byrne (1997:5) states that accuracy is the use of language which depends on
mastery of the language system. Accuracy focuses on the correct use of grammar, vocabulary, and other skills. The accuracy depends on mastery of the language system. In addition he also says that to reach the purpose of communication, the students must master as much of the language system as they reasonable can, that is its grammar, vocabulary and phonology. From the explanation above it can be concluded that accuracy is a skill that focus on the language system, grammar, vocabulary, pronunciation, intonation and phonology. People can speak accurately if they can produce and use language using correct grammar, vocabulary, pronunciation, intonation and phonology.

Byrne (1997:9) states that speaking fluency is the ability to express oneself intelligibility, reasonable, accurately and without too much hesitation. He also says that fluency derives from experiences of trying the language out for oneself. From the explanation above it can be concluded that fluency is the ability to produce and use meaningful language effectively without significant pauses and also the ability in which speaker have to be creative and imaginative in using language in order to make the other people understand with what we speak.

3. Types of Speaking

According to Brown (2004:141), there are five basic types of speaking as follows:
a. Imitative: at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive: the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements intonation, stress, rhythm and juncture).

c. Responsive: the stimulus is almost always a spoken prompt (in order to preserve authenticity) with perhaps only one or to follow up questions.

d. Interactive: interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

Extensive or monologue: extensive oral production includes speeches, oral presentation and storytelling during which the opportunity for oral interaction from listener is either highly limited (perhaps to non verbal responses) or ruled out altogether.

4. Problem in speaking

According to Ur (1996:121), there are some problems faced by the learners in speaking activities. Those problems can be explained as follows:
a. Inhibition

Unlike reading, writing and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b. The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This Problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language.

5. Characteristic of successfull teaching speaking
According to Ur (1996:120), there are several characteristics of a successful teaching speaking, and it can be seen the activities of speaking class that are explained as follows:

a. Learners talk a lot
   As much as possible of the period of time allotted to the activity is a fact occupied by learner talk. It may seem obvious, but most time often is taken up with talk or pause.

b. Participant is even
   The classroom discussion is not dominated by some students who talkative but all students get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high
   Learners have a high motivation to speak, because they are interested in the topics and they have something new to say it, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level
   The students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

6. Evaluating speaking skill
   Every skill in English has their own evaluation techniques. Reading and listening skill as a receptive skill use instrument in evaluating the skill,
but in speaking and writing as a productive skill use scoring rubric to evaluate the result of teaching learning in the classroom. Here is the example of scoring rubric based on Ur (1996:153) explanation used to evaluate speaking skill;

Table 2.1 Scoring Rubric Based on Ur (1996:153)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ACCURACY</th>
<th>FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRAMMAR</td>
<td>PRONUNCIATION</td>
</tr>
<tr>
<td>5</td>
<td>Virtually no grammar mistakes or uses correct grammatical sentences or expression.</td>
<td>Produce words with correct and clear pronunciation.</td>
</tr>
<tr>
<td>4</td>
<td>Occasional grammatical lips or incorrect grammatical sentences or expressions.</td>
<td>Produce words with most correctly but sometimes there is any error.</td>
</tr>
<tr>
<td>3</td>
<td>Makes obvious grammar mistakes or makes some grammar mistake.</td>
<td>Produce word with some errors pronunciations.</td>
</tr>
<tr>
<td>2</td>
<td>Mistakes in basic grammar or no correct</td>
<td>May have many strong foreign accents</td>
</tr>
</tbody>
</table>
C. Theory of Teaching Speaking Method

According Anthony (1963:95) in Fauziati (2009:5) states that method is an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. It means that method is treated at the level of design in which roles of teacher, learners and instructional material are specified. Thus, method is theoretically related to an approach and organizationally determined by a design.

There are many methods in English teaching, but here the researcher just focus on method that used in teaching speaking skill, that method is Communicative Language Teaching. Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goals of the study. The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the
classroom, and in particular, a greater emphasis on orality. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning.

1. The notion of Communicative Language Teaching (CLT)

Within linguistic approach, CLT is a modification of ALM. Stern (1983) explains that basically there are two types of CLT: one with linguistics approach and the other with psychological or pedagogical approach. The ground of this approach is structural, but the general contents of the materials have been modified to cover semantics, sociolinguistics and pragmatics. On the contrary, in psychological or pedagogical approach, CLT focuses more on the content than on the form of language. The underlying assumption for this view is that one cannot give equal attention to both form and content simultaneously when communicating.

Howatt (as cited in Littlewood, 1988) makes an attempt to clarify the term CLT. He states that CLT has two versions: weak and strong. The weak version can be described as learning to use English as the target language and the strong one refers to use English as the target language to use it. Proponents of the weak version believe that vocabulary is essential for learner to perform any communication task and grammatical practice is used as a point of departure for communicative activities (Littlewood, 1988 : p.5). On
the contrary, proponents of strong version claim that learners should be given more opportunities to use the target language right from the beginning as only by using the target language they can develop the grammar of the language. Communicative ability should be emphasized at the beginning of comprehension and production stage, since grammatical ability will be acquired as the learners use the language.

2. Underlying principles

The language theory which underlies CLT comes from a theory of language as communication. The goal of language of teaching is to develop what Hymes (as cited in Fauziati, 2010) referred to as ‘communicative competence’. While Chomsky (as cited in Fauziati, 2010) states that competence is ‘the speaker-hearer’s knowledge of his language.’ Speaker and hearer are defined as those ideal individuals in a completely homogenous speech community. For Hymes (as cited in Fauziati, 2010) the ideal speaker-hearer simply does not exist, because a completely homogenous speech community does not exist. The language used for communication in society is so full of varieties that competence must be coupled with performance. His view of communicative competence has wider coverage: formally grammatical, easily understood, appropriate to context, and actually done.

Michael Canale (as cited in Fauziati, 2010) has proposed communicative competence theory based on Del Hymes; he presents four domains of language knowledge and skill as follows:
a. *Grammatical competence* or linguistic competence which refers to the ability to use the language correctly, such as how well a person has learned grammatical rules of the language, including vocabulary, pronunciation, and sentence formation, etc. Teachers call this *accuracy* in language use.

b. *Sociolinguistic competence* which refers to the learners’ ability to use language correctly in specific social situations; eg. Using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of interaction and the expectations of the players. This competency is about *appropriacy* in using language.

c. *Discourse competence* which refers to the learners’ ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. Teachers often call this ability the students’ *fluency*.

d. *Strategic competence* which refers to strategies for effective communication when the learners’ vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in other three competencies. This competence is about communicative *efficiacy*. 
Another language theory which underlies CLT is Halliday’s functional linguistic which is ‘concerned with the description of speech acts or texts, since only through the study of language in use are all the function of language, and therefore all components of meaning, brought into focus’ (Halliday, 1970). Halliday has elaborated his theory of language functions to complements Hyems’s view of communicative competence. He described seven basic language functions as follows:

a. The instrumental function: using language to get things.

b. The regulatory function: using language to control the behavior of others.

c. The interactional function: using language to create interaction with others.

d. The personal function: using language to express personal feelings and meanings.

e. The heuristic function: using language to learn and to discover.

f. The imaginative function: using language to create a world of imagination.

g. The representational function: using language to communicate information.

(Halliday, 1975)

With regard to theory of learning, from CLT classroom activities, it is apparent that CLT takes some elements from communication theories which address the conditions needed to promote second language learning. Learning
activities are consequently selected according to how well they engage the learner in meaningful and authentic language use and not merely mechanical practice of language patterns.

Other theory comes from Stephen Krashen’ Monitor Model cited to be compatible with the CLT principles. Krashen (1982) sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Krashen and other second language acquisition theorists believe that language learning takes place through using the language communicatively and not through practicing language skills.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory compatible with CLT, that is, a skill-learning model. It says that the acquisition of communicative competence in language is an example of skill development which involves both a cognitive and a behavioral aspect. The cognitive aspect involves the internalization of plans which derive from the language system (grammatical rules, procedures for selecting vocabulary, and social convention governing speech) for creating appropriate behavior. The behavioral aspects involve the automation of these plans so that they can be converted into fluent performance. Thus, this theory encourages an emphasis on practice as a way of developing communicative skills.

3. Classroom techniques

The range of classroom techniques or activities compatible with the CLT is unlimited, provided that such exercises enable learners to attain the
communicative competence, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. The following review provides several techniques and materials associated with the CLT.

a. Authentic Materials

Authentic materials are used to overcome the problem which students cannot transfer what they learn in the classroom to the outside world and to expose them to natural language in various situations. The teachers may use a copy / article taken from a news-paper or magazine or assign the students to listen to a live radio or television broadcast.

b. Scrambled Sentences

This type of exercise teaches students about the cohesion and coherence properties of language (discourse competence). They learn how sentences are bound together at the supra-sentential level through formal linguistic devices such as anaphoric, which unify a text and make it coherent.

c. Language Games

This kind of activities give students valuable communicative practice. Games that are truly communicative, according to Morrow (in Johnson and Morror, 1981), contain the three features of communication: information gap, choice and feedback. An information gap exists because the speaker does not know what her classmate is going to do. The speaker
has a choice as to what she would predict and how she would predict it. The speaker receives feedback from the members of her group.

d. Picture Strip Story

This activity are used a problem-solving task as a communicative technique. Problem-solving tasks work well in the CLT because they usually include the three features of communication; that are information gap, choice and feedback. What is more, they can be structured so that students share information or work together to arrive at a solution. This task gives students practice in negotiating messages.

e. Role-play

Role-plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role-plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say). They can also be set up in a less-structured way (for example, the teacher tells the students who they are, what the situation is and what they are talking about), but the students determine what they will say. The later is more compatible with the CLT because it gives the students more choices. Unstructured role-plays also provide information gaps since students cannot be sure what the other person or people will say. Students also receive feedback on whether or not they have effectively communicated.
4. CLT in Indonesia: A modified version

In Indonesia, the 1984 English Syllabus for secondary school adopts a CLT version with an emphasis on the development of reading skill. The order of priorities of the language skills to develop is reading, listening, writing and speaking. The English Curriculum 1994 is claimed to be a revised version of previous curriculum. The objective of teaching English is to develop communicative ability of the students to embracing four language skills: reading, listening, speaking and writing. Again, reading skill is still given first priority. To achieve this objective, the teaching is conducted using a Meaning Based Approach (Pendekatan Kebermaknaan). The term has been deliberately used to avoid misinterpretation, since the general goal of English teaching in Indonesia is the acquisition of Communicative Competence with an emphasis on reading skill, and not speaking.

Based on the explanation above, there are some basic questions related to CLT. First, people question about the suitability of this method with the objective of English instruction in Indonesia. Most proponents of CLT have claimed that the teaching objective is the development of Communicative Competence, that is, the ability to use English for Communication in real life situations with four domains of knowledge and skills: grammatical, sociolinguistics, discourse and strategic competence.

Second, people also question about the syllabus design. In the lower secondary school, syllabus, linguistic form is the organizing principle. At the
upper secondary school, the emphasis shifts to language functions as the organizing principle. However, the main objective of English instruction both in lower and upper secondary school is the development of reading skill. In addition, the structural items which have high frequency of occurrence in written texts must be introduced at the upper secondary school and must be presented in sequence. Structural syllabus leads the learners to master structure and produce sentences automatically but they are not competent to use them for actual communications.

English teaching in secondary school now applies neither structural nor the CLT, but a Meaningful Approach (Pendekatan Kebermaknaan). The term CLT, however, is avoided in order that the objective of teaching is not misinterpreted. The goal of English teaching is the acquisition of communicative competence with an emphasis of reading skill, and not an oral skill as in the original CLT.

According to Huda (1999), Meaningful Approach can be interpreted into two ways: (1) meaningful instruction is concerned with the relevance of teaching objective of education. The teaching should have a ‘link and match’ to certain needs and demands.

D. Previous Studies
Some researchers have conducted the research which concerns with the methods that used to teach speaking skill. The researcher explains the result about the research that has been conducted with the other researcher. The first researcher was taken from Prastiwi, the student of Muhammadiyah University (2012) who conducted a research entitled “Method Used in Teaching Speaking to the Second Year Students of SMP N 1 Karangdowo Klaten in Academic Year 2012/2013”. This study investigates the method used in teaching speaking to the second year students of SMP N 1 Karangdowo, Klaten in academic year 2012/2013. The objective of the study is to describe and to know the approach, the design and the procedure used in teaching speaking. Besides that, to know the strength and weakness of the method used in teaching speaking to the second year students of SMP N 1 Karangdowo Klaten in academic year 2012/2013.

The second previous study came from Apriyani, the student of The State Islamic Institute of Surakarta (2015) who conducted a research entitled “A Study on Teaching Learning Process on Speaking Skill Using Games at the first Year Students of SMK Wijaya Karanganyar in 2013/2014 Academic Year”. The result of the research showed that the strategies used by English teacher in teaching speaking by using games at SMK Wijaya Karanganyar are the implementation of game teaching technique, the problems faced by teacher and students, the method used, and the solution to solve the problem.

The third previous study came from Dian Wulandari, the student of The State Islamic Institute of Surakarta (2015) who conducted a research entitled “Teaching
Learning Process in Speaking Class by using Communicative Approach at the Fourth Semester of English Education Department of IAIN Surakarta in 2013/2014 Academic Year”. The objectives in this research are to describe the teaching learning process in speaking class using communicative approach of the fourth semester, the problem faced by teacher and students in teaching learning process, and the way to solve the problems in teaching learning process.

Based on the previous research above that come from Prastiwi, Apriyani and Dian are almost same and relating with the researcher’s thesis. The difference between the researcher thesis with the first previous study above is about the subject of the research. Prastiwi took the research at the SMP N Karangdowo Klaten. Then, the difference between the researcher thesis with the second previous study is in this research, the researcher just focuses on the describing of the method that used by the teacher, but in the other hand, Apriyani just focuses in the using of games to teach speaking skill. Moreover, the difference between the researcher thesis with the third previous study is about the subject of the research. Dian takes the research at the university, but in this research, the researcher takes the research in the level of junior high school. It was MTs N Walen Boyolali.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative method. The qualitative methodology refers to the research procedures which brings about description data in the form of written and spoken, words and behaviors available to be examined, Bodgan and Taylor (in Moleong, 1990:3). In qualitative research, the study occurs naturally, without manipulating the data. Here, the product of the research is a narrative report with rich description (Johnson and Cristenson, 2000: 312). The procedure of descriptive qualitative research are first, the problem is identified; second, it is collected, classified, described, analyzed, and interpret; finally, the conclusion is drawn from the result. This research used descriptive qualitative method to answer the question about the method used by teacher to teach speaking skill in MTs N Walen Boyolali.

B. The Place and Time of the Research

This research was conducted at the second graders MTs N Walen Boyolali in the academic year of 2014/2015. This research was conducted in July until August 2015. MTs Walen Boyolali is located at Simo, Boyolali. The reasons why the researcher chooses MTs N Walen Boyolali are; firstly, because based on the observation that has been done by the researcher, it can be seen that the second grade students of MTs N Walen Boyolali have a high motivation to learn English.
It can help the researcher to conduct the research perfectly. Secondly, the teachers in MTs N Walen Boyolali have a good enough method to teach speaking. The researcher wants to know and describe what is the method used by the teacher in English teaching learning process in speaking skill.

C. Research Instrument

The main instrument of this research is the researcher himself, because the research is the descriptive qualitative research. In collecting the data, this research used some additional instrument; recording equipment and field note book.

D. Technique of Collecting Data

To collect all the data needed in this research, the researcher used three techniques; observation, documentation, and interview. Each technique has its own function.

1. Observation

According to Patton in Emzir (2012:65) defines observation as “fieldwork descriptions of activities, behavior, organizational or community process, or any other aspects of observable human experience”. The observation method involves the researcher in watching, recording, and analyzing events of interest. Observation means a technique of collecting data by observing data of research directly. The researcher carried out the observation in the classroom. The researcher did this observation to get real description of English speaking teaching learning process. In observing the object, the researcher took a position as passive participant who did not take a
part any involvement in the process which is being observed. This technique was used to find how the method is used by teacher to teach Speaking skill.

2. Interview

The researcher considered that the data taken from observation was not enough. To have a deeper information dealing with the teaching method in speaking skill to the eighth grade students of MTs N Walen Boyolali, the researcher conducted some interviews it is in line with the statement of Gay and Mill (2006:418) defining that interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing observation and interviewing provides a valuable way to gather complementary data. The process of interview is face to face situation which attempt to collect information by asking someone information orally and to be answered orally. Interview method involves questioning or discussing issues with people (As Blaxter, Hughes, and Tight, 1996: 158)

The researcher had interviews with both the English teacher and the students of VIII A. The former was to answer the first problem statement, that is, what is the teaching method used by the teacher to teach speaking. The latter was to support the data answering the second problem statement about what problems faced by the students in speaking class. The interview was conducted during first break.
E. Source of Data

1. Events

Based on Moleong (2004: 112) sources of data in qualitative research are words and events, for additional data can be documents or others. Considering the aim of qualitative research, the researcher tried to get a description about the methods used by teacher to teach speaking skill and what are the problems faced by them and what are the solutions to solve that problem. The event is in the form of teaching learning activities in the classroom in MTs N Walen Boyolali in the academic year of 2014/2015, especially 8A Class.

2. Informant

Informant is a person who involves in this research which gives useful information. The researcher took the English teacher who teaches English in second grade as the key informants to be interviewed. Then the researcher took the students of 8A as the second informant to be interviewed.

3. Documents

Document is a written material which related with certain event or activities (Sutopo, 2002: 54). The documents in this research were all archives or written information concerning with as Lesson Plan, syllabus, and materials.
F. Technique of Analyzing Data

The data of this research was analyzed by using descriptive qualitative methods. Denzin and Lincoln in Emzir (2012:1) states that qualitative research is multi method in focus, involving on interpretive, naturalistic approach to its subject matter. The researcher used the concept of interactive model of analysis, the model of data analysis from Miles and Huberman. According to Sutopo (2002: 95) the process of data analysis in this research are; collecting the data, reducing the data and presenting the data and drawing conclusion.

1. Collecting the data

The researcher collected the data from the teacher. The aim is to collect the data documentation, such as material, syllabus, and lesson plan. Then, the researcher did the observation in the teaching learning process. Its purpose is to know what is the method used by the teacher to teach speaking skill. The researcher collected the data from interview with the teacher and students. By this interviewing, the researcher got the information about what are the problems faced by teacher and students in the teaching learning process.

2. Reducing the data

Data reduction is aimed at selecting, focusing, simplifying and abstracting the data from the field note conducted to get the simple and valid information in order to make conclusion. In this step, the researcher erased the interview
result which is not suitable with the problem statements. Not only that, but the researcher also reduced the documentation data result that is not suitable with the problem statement. The researcher focused in the material about speaking skill and lesson plan for teaching speaking skill. The last is the researcher erased some of data from the observation. The researcher made a note and check list while the observation. After that, the researcher erased some notes or check lists that are not related with the problem statement.

3. Presenting the data

This technique is used in arranging the information, description, or narration to draw the conclusion. By presenting the data, the researcher considered what he should do; he can analyze or take the others action based on his understanding. The researcher presented the data from observation; documentation and interview that have been reduce before. The description of the data was presented in logic and systematic order, which can show the strength of the presenting data.

4. Drawing Conclusion

The last activity is drawing conclusion. Conclusion needs to be verified that steady enough and quite that can rechecking. After reducing and presenting the data, then the researcher draw the conclusion from the data. In this study, conclusions were drawn continuously throughout the course of the study.

G. Trustworthiness
This research is a qualitative research, therefore it concerned about the trustworthiness. In this research, the technique which was used to check the trustworthiness of data is triangulation. Patton in Moleong (2002:178) defines triangulation of the data is comparing and checking to return the confidence degree of information which is obtained through different time and tool in qualitative research. According to Patton as quoted by Sutopo (2002:78) there are four types of triangulation, they are data triangulation, investigator triangulation, methodological triangulation and theoretical triangulation. In this study, the research used data triangulation.

In this research, the researcher used data triangulation. Data triangulation involved using more than one method to get the data, such as interview, observations, questionnaires and documents. The methods to collect the data used in this research were observation and interview. Thus, in validating the data, the researcher compared the data that found during observations and the data found from the interviews. After observing the process of the teaching learning process, the researcher did the cross checking by comparing them to the data of interviews.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presents the research finding. The purpose is to answer the research problem in the first chapter. There are three objectives in this research, namely: describing the method used by the teacher in teaching speaking for the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015, describing student’s problems in the process of teaching and learning speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015 and describing solutions to solve the problems in process of teaching and learning speaking in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015.

1. The Method Used by The English Teacher to Teach Speaking Skill

This research took the data about the method used by the English teacher to teach speaking skill in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015. Based on the interview with the English teacher, the researcher knew that the English teacher of 8A class used Communicative Language Teaching method. The teacher explains that when he teaches in the class, he always try to use target language as main language. This target language is English. He uses English when he explains the material well. Not only that but also he uses English when he gives an
instruction for the students clearly. It can be seen that the teacher uses Communicative Language Teaching Method to teach speaking skill. One of the characteristics of this method is by using target language in the teaching and learning process.

The implementation of this method is effective, because all the students could be more active in speaking. Beside that, they could speak fluently and briefly in performing in front of their friends. Based on the techniques that used by the teacher, the researcher can conclude that the teacher uses Communicative Language clearly. One of the characteristics of this method is by using the techniques that could make the students speak English fluently and briefly. In this method, there are some techniques that can be used, but not all the techniques in communicative language teaching used by the teacher in classroom activities. There are some techniques that used by the teacher to teach speaking English in 8A of MTs N Walen.

a. Role Play

1) Role play technique

Based on the interview and observation that can be done by the researcher, the teacher used Role Play technique in order to reach the communicative purpose. Role Play is learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool
for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role.

2) The learning activities of teaching speaking by using Role Play

Based on the observation and interview with the teacher, the steps of Role Play technique of teaching Speaking in 8A class were divided into seven steps, those are opening, ice breaking, main activities, consulting, evaluating, reviewing lesson and closing.

a) Opening

The first is opening. The teacher opened the meeting by saying Assalamu’alaikum warahmatullahi wabarakatuh to the students and the students answered wa’alaikumsalam warahmatullahi wabarakatuh. After that, the teacher asked the students Good Morning and the students answered Good morning Sir. Then the teacher asked the student to pray together depends on the students’ belief.

After opening the teacher checked the students’ attendance list and asked the students about their activities during long weekend and also gave some questions about the material of speaking that learned in previous meeting. Then the teacher asked the students about the previous material orally. Thus it made the students to speak up.
b) Ice breaking

The second step was ice breaking. In this step, the teacher asked all of students to stand up and sing a song together. This ice breaking was held by the teacher to catch the student’s attention. The teacher made the situation of the class to be more active because all of the students had to pay attention with the material will be discussed. It was also the way to give motivation to the students, so they will feel relax and ready to start the lesson. The duration of opening, ice breaking, and giving motivation were about 15-20 minutes. Sometimes, the teacher also played music to make the students more comfortable.

c) Main activities

The third step was the main activities, based on the interviewed with Mr. Yuli, she said:

“In the speaking lesson, I emphasized on the student’s confident to speak up in front of the class. Actually, they are still afraid to speak and they do not have high confident. Because it is speaking lesson, I do not explain the material first, but I play the video related the material will be discussed. So, they can imitate and understand about the material easily”. (Interview with the English teacher on Tuesday, July 28th 2015)
In the main activity, the teacher gave the material step by step. The teacher could make them speak up individually, in pair, or in group and the result was no one was silent in the class. The teacher also used mixing language when explained the material so that the students could clearly understood.

(1) First, the teacher divided the students into some groups. Then, the teacher distributes a handout that has a copy of the material, for example is the material about the using of expression “why” and because”.

(2) The second, the students are told that will do a role play by using that expression well. The teacher gave the different topic for every group, for instance, the first topic is in the company, so they have to imagine that they are all employees of the same company, one of them is the other’s boss. They are having a meeting discuss and they have to use the” why and because expression”. The others topic are in the school, in the house and in the canteen.

(3) The teacher gave the time for fifteen until thirty minutes to make a dialog based on the topic.

(4) For five until six minutes the students perform their role play based on their topic. The teacher moves from group to group to
answer questions and discussing some vocabularies that used by the previous group.

In the main activity, the teacher gives all instruction in the target language. Actually, the target language is a vehicle for classroom communication, not just the object of study. By applying the role play, the students can feel who they are in the social context. The social context of the communication event is essential in giving meaning to the utterances. After the role play finished from one group, the teacher asked about the vocabularies that used by the previous group. It is very important because in the CLT method, the grammar and vocabulary that the students learn follow from the function, situational context and the roles of the interlocutors.

d) Consulting

The fourth step was consulting. Here, consulting helped the students clearly understand about the materials. Consulting made the students more active in the class, because the teacher gave opportunity to the students to ask something which the students did not understand or repeated their explanation until the students clearly understand.

e) Evaluating
The fifth step was evaluating. Evaluating was correcting the performance of the students individually, pairs or team. It made the students knew about the mistakes and they also knew how to correct it. When the teacher evaluated their performances, the students have to memorize it and they were given the chance to correct their mistakes. The others students also gave attention. So they could learn from their friends easily.

f) Correcting

The sixth step was reviewing lesson. In section, the teacher gave the summarized material, but before that the teachers gave the chance to the students who were willing to give summary of the lesson that day. Reviewing the lesson was important part to make the students understood the material easily. So, by repeating the important point of the explanation, the students received the materials easily from the teacher. The students are also easier to memorize the point of the materials.

g) Closing

The last step was closing. Closing in speaking lesson was started with reviewing the material of that day. The last one was saying *hamdalah* together and the lecturer closed with *salam*.

3) The material that used in Role Play
Material is important role in teaching learning process. The material can be led to an interesting process of the teaching. The role of the material reflects the decisions. The material can facilitate the ability to express the ideas, feeling, and opinion. Material should refer to the framework that is syllabus. The goal was to make students aware and practice English directly every time and everywhere. Based on the result of interview with Mr. Yuli, he said:

“The material is one of important thing in teaching and learning process. Here I use one of the qualified text books that published by Erlangga and of course I use LKS (Lembar Kerja Siswa) that coming from the school. These books contain the suitable material with the syllabus of second grade students of junior high school”. (Interview with the English teacher on Tuesday, July 28th 2015)

The materials that used in Role Play are based on the syllabus. The syllabus model used in teaching speaking was based on the implementation of KTSP curriculum. Actually, MTs N Walen Boyolali used KTSP as their curriculum. From the analysis of the document, the syllabus contained of what the learners are expected to know at the end of the lesson, what was to be taught or learned during the teaching-learning, how was to be taught or suggesting procedure technique and materials, and how is evaluating mechanism.
The materials of teaching speaking in the 8A class should fulfill some basic competence for speaking skill. It can be described as follow:

a) Understanding the using of *why* and *because* in the short conversation.

b) Understanding the kinds of job.

c) Understanding the vocabularies related on their favorite foods and drink.

d) The students could give the responds using so and either.

e) Understanding daily vocabularies.

f) The students could understand the short dialog based on the topic given.

g) The students could express the suggestion sentences.

h) Understanding and applying the models of question by using adverb of time well.

i) Understanding and using the vocabularies about time, month, year and date correctly.

j) The students could make the short dialogue by giving variety of questions.

4) The media that used in Role Play

In teaching speaking by using Role Play, the teacher only used simple media. Based on the observation with these classes, the teacher
used LCD and whiteboard to teach the students. In addition, he asked to the students for using the media for supporting the role play performance

b. Listening to the English song

Songs usually provides a peaceful and happy mood for the listener. Songs can be used as materials for discussion, like paraphrasing. Songs can also be used as a useful aid in learning of vocabulary, pronunciation, structures, and sentences pattern. In addition, songs also can be used to teach aspect of culture target language.

1) The Proccess of teaching speaking by using song

Based on the observation and interview with the teacher, the steps of Song technique of teaching Speaking in 8A class were divided into five steps, those are opening, main activities, evaluating, reviewing lesson and closing.

a) Opening

The first is opening. The teacher opened the meeting by saying *Assalamua’alaikum warahmatullahi wabarakatu* to the students and the students answered *wa’alaikumsalam warahmatullahi wabarakatu*. After that, the teacher asked the students *Good Morning* and the students answered *Good morning Sir*. Then the teacher asked the student to pray together depends on the students
religious. The teacher checked the students’ attendance list and asked the students about their activities during long weekend and also gave some questions about the material of speaking that learned in previous meeting.

b) Main Activities

The second step was the main activities. In this step, the teacher used song as the technique to catch the student’s attention in the class. The teacher could take the song from another source and sometimes he made the song by his self. This song is made based on the material that will be learnt. Actually, not all of the material could be delivered by using song, so it was very important for teacher to select the material well. There are some steps in applying song technique in teaching speaking.

(1) First, the teacher distributes a handout that has a copy of the material of the day. For instance, the material is about the “daily vocabularies”.

(2) The second, the teacher introduces the material before playing the song. It eases students to understand the content of the song later.

(3) The third, the teacher plays the daily vocabularies song once.

In the first, the students just listen the song carefully. When the
song is finish, the teacher asks the students what is the song about orally.

(4) The fourth, the teacher plays the *daily vocabularies* song twice. In the second chance, the students have to make a note about the vocabulary they have heard before.

(5) The fifth, the teacher asks the students to read their vocabulary note in front of the class and sing the song individually or in pair. In this section, the teacher tries to make cheerful class and motivate the students to speak up.

In the main activity, the teacher gives all instruction in the target language. By applying the song technique, the students can feel enjoy and comfortable in the classroom. When they feel enjoy in the process of learning, they will speak English easily and comfortable. It can make an effective communication between students and teacher. Actually, it is very important because in the CLT method, the teacher have to create communicative condition.

c) Evaluating

Evaluating is correcting the performance of the students individually, pairs or team. It made the students knew about the mistakes and they also knew how to correct it. When the teacher evaluated their performance, the students have to memorize it and they were given the chance to correct their mistakes. The others
students also gave attention. So they could learn from their friends easily.

d) Reviewing

In section, the teacher gave the summarized material, but before that the teachers gave the chance to the students who were willing to give summary of the lesson that day. Reviewing the lesson was important part to make the students understood the material easily. So, by repeating the important point of the explanation, the students received the materials easily from the teacher. The students are also easier to memorize the point of the materials.

e) Closing

The last step was closing. Closing in speaking lesson was started with reviewing the material of that day. The last one was saying *hamdalah* together and the lecturer closed with *salam*.

2) The material that used in listening technique

Material is important role in teaching learning process. The material can be led to an interesting process of the teaching. The role of the material reflects the decisions. The material can facilitate the ability to express the ideas, feeling, and opinion. Material should refer to the framework that is syllabus. The goal was to make students
aware and practice English directly every time and everywhere. The material that used in song technique is based on the syllabus. The teacher uses LKS.

3) The media that used in listening

In teaching speaking, the teacher only used simple media. Based on the observation with these classes, the teacher used LCD and whiteboard to teach the students. In addition, the teacher also used tape recorder to teach English song and the white board to teach the materials well. With those simple media, the students could receive the material and applied it. Mr. Yuli said:

“In teaching speaking, I only use simple media, like LCD, tape recorder and white board in every day. Media is important thing, but the most important thing is how the teacher delivers the material well so that the student could speak fluently and have self confidence when they perform in front of class. (Interview with the English teacher on Tuesday, July 28th 2015)

Based on the observation, the researcher can know that the teacher used media such as LCD, tape recorder and white board in order to organize the classroom into good condition. The teacher tried to provide the good media to teach speaking effectively. It is relevant to the teacher’s roles in CLT method. The teacher is playing the important in organizing the classroom well.
2. Teacher’s Role in Teaching Speaking

Based on the interview with the English teacher of 8A class, Mr. Yuli said:

“Certainly, teachers have many roles when teach the students, especially when teaching speaking. In order to control the students well in the classroom, the teacher always helps them for reaching the purposes of speaking learning”. (Interview with the English teacher on Tuesday, July 28th 2015)

Based on the observation at 8A class in teaching speaking, the English teacher had many roles, such as.

a. As a Facilitator

As a facilitator, the teacher explained the material given to students, in order to make the students understood with the material. For example, if the students had difficulties in the way to pronounce a word in sentence when perform in front of class, than the teacher directly taught how to pronounce right to the students, then the students had to repeat what lecturer said. As a facilitator, the teacher had to be ready to master the material brought.

For example:

Student : Last week, my family and I goes to Semarang. We spent the holiday in the there. I felt very happy.
Teacher: Anak-anak, ingat ketika kita menceritakan suatu kegiatan yang sudah lampau maka kita menggunakan kata kerja bentuk berapa anak-anak?

Students: emmm, satu pak. Ehh bukan pak, kata kerja bentuk kedua pak

Teacher: Ya betul sekali, jadi yang benar kita menggunakan goes apa went?

Students: Went, Pak

Teacher: Bagus, jadi kalian sudah paham ya?

Students: Paham, Pak

b. As a Motivator

The teacher should give motivation for all of student, so they will feel confident when they speak in front of the class. Actually, speaking can not be separated from producing language and expressing feeling. As the students, they often felt unconfident or afraid when practice to speak up in front of class. In this situation, the teacher’s role was as a motivator. The teacher should give support and advice to the students about mental, attitude, and behavior.

For example:

Teacher: Ketika kalian maju di depan kelas, jangan hiraukan teman kalian. Anggap saja teman kalian tidak ada, jadi kalian tidak akan merasa malu lagi. Paham anak-anak?

Students: Iya, Pak.

c. As a Monitor
Teachers as a monitoring mean they are monitoring all of students every day. The teacher checked the attendance of students every meeting, usually before the class started. The teacher checks the attendance name by name, and asked if there was student did not come to the class.

For example:

Lecturer : I will check the students’ attendances first. Nadia, where is nadia?
Student : *Tidak masuk, Pak*
Teacher : *Kenapa Nadia tidak masuk?*
Students : *Sakit, Pak*

d. As a Evaluator

Evaluation is not only used to measure the students’ achievement, but also as a feedback for the students. The teacher evaluated the students not only from their assignment but also from their daily progress. In teaching speaking skill, the teacher asked the students to write down in a piece of paper, then the students had to present their written orally, and their written was corrected by the lecturer.

For example:

Lecturer : *Siapa yang belum mengumpulkan tugasnya?*
Student : *Sudah semua, Pak*
Lecturer : *Ok, jadi pertemuan selanjutnya kalian harus siap maju presentasi tugas kalian. Dan sebelumnya, tugas kalian akan saya koreksi terlebih dahulu.*

e. As a Controller

In process of teaching speaking, the teacher had full authority to control the environment, the students’ behavior, and all activities in the
classroom. The teacher gave instruction to the students, students must do it. The teacher asked them to use polite language when spoke to lecturer, friends, and old person.

For example:

Teacher : Selagi teman kalian maju, yang lainnya harus mendengarkan, tidak boleh ada yang ramai sendiri, mengerti?

Student   : Iya, Pak.

3. Student’s Role in Teaching and Learning Speaking

Based on the observation at 8A class, the students in that class have many roles in process of teaching speaking, such as:

a. As the listener

   In the process of teaching speaking, the students are as listener. They have to listen carefully of teacher’s explanation. When they have difficulties they may ask questions.

b. As the performer

   Based on the observation, the students acted as performer. The students always performed in front of class every meeting. They could perform individually, in pair and in group.

c. As the Main Subject of Learning

   The students were the main subjects are taught to be active in their learning process. Based on the observation, the teacher tried to put the
students as the most active people in the class. The most active student would get a good achievement or good score in speaking skill.

d. As a Negotiator between themselves

The students as a negotiator were when the students discuss and interact with their friends. Almost in every meeting, the students interact to discuss in pair or together with friends about the lesson. So, the students should be good negotiator when discuss with friends.

4. The Student’s Problems in Process of Teaching and Learning Speaking

In teaching and learning speaking skill in 8A class, there are some problems faced by the students. Based on the observation and interview, most of the problems came from the students itself. These problems are:

a. Lack of Self-Confident

Based on the interview with Mr. Yuli as the English teacher on Tuesday, 28th July 2015, Mr. Yuli said:

“Masalah yang dihadapi ketika mereka speaking di kelas umumnya adalah kurangnya kepercayaan diri mereka sendiri. Sebenarnya ada beberapa siswa yang sudah lumayan menguasai speaking, akan tetapi ketika mereka maju ke depan kelas, mereka merasa tidak percaya diri dan akhirnya penampilan mereka pun tidak maksimal. Mereka beranggapan bahwa mereka tidak mampu berbicara bahasa Inggris dengan baik, dengan kata lain mereka juga pesimis dengan kemampuan mereka, ini mengakibatkan sangat kurangnya kepercayaannya diri mereka”.
According to the teacher said, the students’ problems in speaking especially in 8A class were about self-confidence and pessimistic. Based on the observation, the researcher found that many students got lack of confidence and pessimistic. When the teacher asked the students to speak in front of the class, the students felt shy and afraid to speak. They could not improve their speaking skill well because they did not have high confidence. In addition, they always ask to the teacher that they could not speak in English well. They felt pessimistic for their ability to speak. According to the students, self-confident was the biggest problem in speaking class, it is like on the interview about self-confidence in speaking English.

“Masalah yang saya hadapi ketika berbicara bahasa inggris di depan kelas mungkin karena saya grogi dan malu mas di depan guru dan teman teman saya. Saya takut nanti kalau salah dalam speaking nya.” (Interview with Lisa on Friday, August 7th 2015)

There was also other admission from the others student in 8A class about the biggest problem in the speaking lesson. .” (Interview with Arif on Friday, August 7th 2015)

Researcher : Sebenarnya, masalah apa yang dihadapi ketika speaking di depan kelas dek?

Arif : emmm, masalahnya saya nggak PD aja mas kalau lagi speaking, apalagi di depan kelas. Kadang saya merasa
Based on the observation and interview, the students who had low self-confidence were shy and afraid to speak up in class activity. One of the students who had low confident usually feels nervous to express his opinion in the class. This condition makes the teacher try to find the suitable strategy to solve this problem. Teaching speaking means teaching to make it as habitual, the students or learners should be able to practice English in daily communication.

b. Lack of Pronunciation

The next problem was lack of pronunciation. Based on the interview with one of the student of 8A class, Dian Yuniarti on August 7th 2015, the researcher found that the others problem is coming from pronunciation.

“The researcher :Kalau pas lagi pelajaran speaking, kira kira kesulitan nya apa aja dek?

Dian Yuniarti :Emm itu mas, kalau pas lagi bicara bahas inggris kadang ada kata yang ngga tau cara pengucapannya yang benar gimana. Jadi bingung mau ngomongnya, kadang malah jadi asal asalan.

From the interview above the others problem that faced by students in speaking lesson was lack of pronunciation. It may occur
because the students had not been adapted with the language because their mother tongue was not English so that influenced their pronunciation. Moreover, when they faced the difficulty in how to pronounce some words, they are not checking the right pronunciation in the dictionary or asked to the teacher. The impact was they did not master the pronunciation well. The reasons are first, they rarely use English in their daily communication with their friends so they will lack of pronunciation and secondly they are difficult in understanding how to pronounce the word well.

c. Lack of Time

The other problem came from timing in teaching-learning process. The duration in every meeting is 90 minutes. The teacher and the students felt that there was lack of time in teaching-learning process. Actually, in teaching speaking, the students need more time to improve their ability effectively.

"Iya memang ada, masalah lain adalah waktu. Sebenarnya untuk bisa mengajar speaking kita harus memerlukan waktu yang banyak, tidak hanya sekali atau dua kali pertemuan. Akan tetapi, karena ini adalah sekolah formal tidak ada mata pelajaran yang khusus untuk speaking, yang ada hanya pelajaran bahasa inggris dimana dalam bahasa inggris tidak hanya ada speaking skill saja, akan tetapi juga ada reading, writing dan listening. Jadi kita sebagai guru ya harus bisa membagi waktu kapan
mengajar speaking, reading, writing dan listening.” (Interview with English teacher on Tuesday, July 28\textsuperscript{th} 2015)

Time also became the problem for the students. This is in line with the student; she said

“Waktunya kadang tidak cukup mas, ketika kita lagi buat materi buat speaking tapi ternyata gurunya udah nyuruh kita maju. Jadi kan malah gak bisa maksimal mas speaking nya. Belum selesai membuat dialog, tapi kita harus maju karena waktunya mepet. Jadi ya berantakan mas speaking nya”. (Interview with the student Risky on Friday, August 7\textsuperscript{th} 2015)

It is in line with the student’s statement in the interview.

\textit{The Researcher} : kalau masalah waktu gimana dek? ada masalah apa tidak kira-kira?

\textit{Dian} : Ya jelas ada mas, harusnya satu materi itu waktunya dua kali pertemuan mas. Jadi kita bisa mempersiapkan dan menghafalkannya longgar.

From the result of interview, it could be concluded that the time became the problem on teaching speaking. The students wanted more time in teaching speaking. The teacher also wanted to add more time to teach speaking so the students can reach what the students wanted in speaking lesson. They are lacking a time because the school just gives 90 minutes in once meeting. In every week, they just get twice meeting. It would be the timing problem for them.
d. Difficulties to Memorize

The next problem was the students had difficulties to memorize. It was important for them to memorize the material that they want to speak in front of the class. Based on the interview with the student, the researcher found that they could not memorize well.

*The researcher*: Kesulitan yang dihadapi pas pelajaran speaking apa dek kalau menurut kamu?

*Puji*: Emm, kalau pas maju speaking kan sebelumnya suruh menghafal dulu mas. Nah itu yang sulit banget mas, menghafal materi yang mau dibuat speaking itu mas. Kadang udah hafal lancar, eh pas maju di kelas tiba tiba udah lupa gitu mas. (Interview with Puji Lestari on August 7th 2015)

The other interview was with other student of 8A class. (Interview with Risky on August 7th 2015)

*The researcher*: Kesulitan lain yang dihadapi ketika speaking di kelas menurut kamu apa dek?

*Risky*: Emm apa ya mas, mungkin pas bagian menghafal mas. Sulit banget menghafal bahan yang mau dipakai buat speaking. Apalagi kalau misalnya suruh menceritakan pengalaman gitu, itu kan panjang mas, jadi susah menghafalinya.

Based on those interviews above, the other problem was difficulties to memorize. The students were difficult to memorize the
material that they made before. It may occur because they did not understand about what they write, they just memorize without understanding the material.

e. Mother Tongue/ Accent

The last problem was mother tongue or accent. It would be one of the problems faced by the students when they speak English in their class.

_The researcher:_ Kesulitan yang dihadapi ketika speaking apa aja dek menurut kamu?

_Dika:_ Itu mas, biasanya kalo pas disuruh maju gitu, kebanyakan kita ngomongnya masih pake logat jawa, mungkin karena kebiasaan kita sehari-hari pakai bahasa jawa mas. Jadi medok gitu bahasa inggrisnya. (Interview with Dika on August 7th 2015)

From the interview above, the mother tongue became the problem for the students. It may occur because they lived in an environment with the language is not English but Javanese or Indonesia, and also they had not been usual to practice speaking English with their friends in daily conversation. The students still used their mother tongue when speak up in speaking class.

From the result of the interview with the students and the teacher, there were five problems in speaking lesson. Those are lack of self-confident, lack of pronunciation, lack of time, difficulties to memorize and mother tongue/accent.

5. Solutions to Solve the Student’s Problems in Process of Teaching and Learning Speaking
Problems in learning activity have to be solved by the teachers and also by the students. The problems of speaking lesson were lack of self-confident, lack of pronunciation, lack of time, difficulties to memorize and mother tongue/accident. Based on the interview with the English teacher and students, there were some ways to solve the problems in teaching-learning process of speaking lesson in 8A class.

a. Giving Motivation

Related to the problem about lacking of self confident, sometimes the students feel unconfident and pessimistic. In order to solve this problem, the teachers build the students positive mindset by giving motivation and suggestion. The teacher always motivates their students to speak up fluently. Sometimes the teacher not only gave the motivation in the beginning of the class in every meeting but 5 minutes before the class ended. If the students have high motivation, they can motivate themselves to be better in speaking. This is in line with English teacher said:

“Untuk mengatasi anak yang pesimis dan tidak percaya diri saya selalu memberikan motivasi sebelum pelajaran dimulai dan sebelum pelajaran berakhir. Hal ini bertujuan agar siswa merasa nyaman dan percaya bahwa dirinya memiliki kemampuan untuk speaking”.

From those interview results, the researcher concluded that motivation from the teacher can motivate the students to be more active in speaking and they can be more serious in learning it.

b. Giving some Exercises to Pronounce well
The next problem was the students have no good ability to pronounce correctly. In the other word, they lack of pronunciation. In order to solve this problem, the teacher gave some exercises of pronounce some words correctly.

“Untuk mengatasi masalah pronunciation, kira kira 10 menit sebelum saya menjelaskan materi speaking, saya melatih siswa untuk membaca dan menirukan pengucapan beberapa kata yang benar. Kata – kata yang saya gunakan untuk berlatih pun harus sesuai dengan materi yang nantinya akan dipelajari. Jadi ketika mereka membuat bahan untuk speaking, mereka sudah paham pengucapan yang benar.” (Interview with Mr. Yuli on Tuesday, July 28th 2015)

From the interview above, the researcher conclude that to solve the student’s mastery of pronunciation is by giving exercises before explaining the material of speaking well.

c. Add The Time to Prepare Material for next Speaking Lesson

Related on the problem about lack of time, the teacher had a strategy to solve it. It was in the end of lesson; the teacher always explained the next material in generally and gave the task for the next meeting. So, the students could prepare their material to speak up well. They could maximize the time effectively.

“Untuk mengatasi masalah waktu, saya mempunyai strategi yaitu ketika di akhir pelajaran, saya akan menjelaskan kepada mereka materi
apa yang akan di pelajari di pertemuan selanjutnya akan tetapi secara umum. Selain itu jika diperlukan, saya menginformasikan tugas apa yang akan di lakukan untuk pertemuan selanjutnya. Dengan begitu mereka tidak akan kekurangan waktu saat pelajaran di kelas.” (Interview with Mr. Yuli on Tuesday, July 28th 2015)

d. Preparing the Material well

In order to solve the problem about difficulty of memorize the material, the student had to prepare the material that will be presented well. Based on the interview with one of student, the researcher found that it was needed to prepare and make the material in long time before the meeting in the class.

“Untuk membantu saya biar lancar hafalannya, saya sering membuat materi nya jauh hari sebelum pelajaran berlangsung. Tidak jarang, saya mengerjakan ini bersama teman saya. Lalu kami saling menyimak satu sama lain dalam hal menghafal materi. Ini lebih enak daripada membuat materi sehari sebelum bahkan pada saat pelajaran berlangsung.” (Interview with Dika, August 7th 2015).

e. Decreasing the using of mother tongue or accent

The last problem was about mother tongue/accent. Actually this problem was very difficult to be solved. Because it is relate to the habitual. In their daily activities, they usually use their Javanese accent. So, when they speak English, they mixed them in once time. In order to
solve this problem, the teacher gave advice the students for practicing to speak English as often as possible, so that they can speak English fluently.

“Untuk mengatasi masalah mother tongue, saya selalu memberi saran kepada siswa untuk membiasakan diri mereka untuk menggunakan bahasa inggris di kehidupan sehari hari mereka dengan teman atau siapapun. Hal ini karena berkaitan dengan kebiasaan mereka. (Interview with Mr. Yuli on Tuesday, July 28th 2015)

B. Discussion

In the discussion, it will be discussed the main points of research finding concerning the teaching method that used by the teacher to teach speaking skill in the second grade students of MTs N Walen Boyolali in the academic year of 2014/2015. The teaching method that used by the teacher to teach speaking is Communicative Language Method. The techniques that used are role play and using song. Role Play is learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role.

The second technique is using a song. Songs usually provides a peaceful and happy mood for the listener. Songs can be used as materials for discussion, like paraphrasing. Songs can also be used as a useful aid in learning of vocabulary,
pronunciation, structures, and sentences pattern. In addition, songs also can be used to teach aspect of culture target language. By utilizing song s media in teaching listening, students’ boredom can be avoided.

The teacher and students used English as dominant language in the class, but sometimes the teacher used Indonesian language for explaining the material for details when the students got a difficulty in understanding of material. Dianne Larsen and Freenan in CLT (Communicative Language Teaching) stated that the target language is a vehicle for classroom communication, not just the object of the study.” (Larsen and Freenan: 125).

It means that the use of English in speaking teaching-learning process was appropriate to improve the students’ ability in speaking. The implementation of CLT method in the speaking teaching-learning process was effective, because all the students could be more active in speaking. Beside that, they could speak fluently and briefly in performing in front of their friends. It means that the use of this method in speaking teaching-learning process was appropriate to improve the students’ ability in speaking class.

The Communicative Language Teaching method that used to teach speaking had some concern that had to be analyzed such as the techniques that used in CLT method, the problem face in speaking teaching learning proccess and the solution to solve the problem. In the discussion section, the researcher tried to make description of the research finding with the relevant references.
After describing the data, the researcher needed to analyze the data. It was in line with the answers of the problem statements.

The activity of speaking teaching-learning process that used role play and song was begun by opening, ice breaking, main activities, consulting, evaluating, reviewing lesson and closing. When the process of teaching learning of speaking skill, the teacher wanted to make the students to be more active and using the English language well, although it was difficult for students, the teacher tried to involve the students actively. The activity of speaking teaching-learning process that used song was begun by opening, main activities, evaluating, reviewing lesson and closing.

The process of teaching-learning in research finding is relevant to the teaching skill model stated by Cole and Chan theory in Fraida Dubbin and Ellite Olshtain theory (1990:30). They state that “in teaching skills model emphasize the value of key instructional skill found to be important for all teaching at all grade levels. The approach focuses on areas like explaining, class management, questioning, and related functions and the skill that related to each of these areas. This approach concentrates on particular aspects of teacher behavior and the development of teaching skills in a wide range of subject matter domains”.

The theory above was related to the situation of the class that the lecturer applied some steps in teaching-learning process those were opening,
main activities, evaluating, reviewing lesson and closing. By applying that model of teaching-learning process, the class interaction between the students and the teacher was good. In this class the teacher used English language as a dominant language but sometimes the teacher used Indonesian language so that the students understood what the material explained, but the students had to tried to speak English in the class as can as possible. So the developments of the students’ skills increase every day.

Then, the researcher found that in the process of teaching speaking, sometimes the students did not understand about the teacher explained. In order to solve this problem, the students asked the teacher about the material they did not understand. After that, the teacher explained again the material clearly until the students understand. In the teaching part of Speaking stated on the research finding was relevant to the speaking knowledge stated in Bukhart (1998:88).

“Teaching speaking is not an easy job since language learners need to organize that speaking involves three areas of knowledge; a) Mechanics (pronunciation, grammar, and vocabulary) : using the right word in the right order with the correct pronunciation. b) The functions (transaction / information exchange); it is to know the clarity of message is essential (transaction / information exchange) and when precise understanding is not required (interaction / relationship building). c) The social and culture rules and norm (turn taking, rate of speech, length of pause between speakers, relative roles of participants); it is understanding how to take into account who is speaking to whom in what circumstance, about what, and for what reason”.
In the teaching part of Speaking stated that teaching part of speaking had to fulfill the elements of speaking knowledge. English was always developing. So if the teacher applied those aspects, the goals of speaking could be reached.

The teacher gave the material of speaking which was suitable with syllabus and lesson plan. The teacher also explained the material that came from syllabus and lesson plan. This is in line with the theory from Fraida Dubin and Elite Olshtin (1990:29-30).

“The materials should be compatible with the syllabus. Procedure, technique and presentation of items must be in harmony with the specifications given in the syllabus. And the ideal materials should present teachers and learners with a jumping place, a stimulus for the learning process of each point, and finally the effective material also should enable experienced teachers and learners to develop their own alternatives according to their needs and personal preferences”.

The researcher did the observation and found that the result was suitable with the theory above. The teacher gave the material based on the syllabus which made by government. Then, the teacher made the lesson plan based on the syllabus. Not only that, but also the teacher developed the material with her way. The goals of teaching speaking were to make the students could speak up fluently and smoothly in front of class.

The implementation of CLT method in the speaking teaching-learning process had some roles of teacher and students. Based on the research finding
in 8A class, the teacher had some roles; those were facilitator, motivator, monitor, evaluator and controller. The teacher as facilitator means the teacher had to be ready to master the material brought and fulfilled the student’s need. The teacher as motivator means the teacher motivated the students by giving motivation, appreciation, compliment, and advice in teaching-learning process. The teacher as monitor means that the teacher must give monitoring all of students every day. The teacher checked the attendance of students every meeting. The teacher as evaluator means that the teacher had to evaluate the student’s performance or their assignment well. The last is the teacher as controller; in this case the teacher was controlling the student’s behavior or attitude in the speaking teaching learning process.

Related to this matter, H. Douglas Brown stated about the role of teacher in CLT, “The role of teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others” (Brown, 2001:43). Larsen and Freeman, “In CLT, students should be given opportunity to express their ideas and opinions” (Larsen and Freeman, 2000:126). They also stated, “In CLT, the teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities” (Larsen and Freeman, 2000:127).

Based on the data result, the researcher found that the teacher in 8A class of MTs N Waleh Boyolali in the academic year of 2014/2015 has carried
out the role effectively. The teacher tried to create the teaching-learning process comfortable. In the speaking teaching-learning process, the teacher conducted to achieve competencies based on the indicators on the syllabus, attitude measurement, and students work. As proverb says “Practice makes perfect”. The more the students practice their speaking, the better they are.

The researcher found that the students of 8A Class in MTs N Walen Boyolali had some roles, the first was as the main subject of learning that emphasized to be active in their learning activities. It was in line with Oxford,”Communicative Language Teaching emphasize self-direction for the learners”(Oxford:1990). The students’ roles are also the performer, as a listener and as a negotiator between themselves. As a listener, the students have to listen carefully about what the teacher explained. In order to get a speaking well, the students have to perform in front of the class individually or inn team work. In group performance, the students have to create the good relationship with their friends and make a negotiation for making a good performance.

In the speaking teaching-learning process, the teacher also needed to evaluate the students’ speaking achievement. Relating to the evaluation in CLT, Dianne Larsen and Freeman stated,“A teacher can informally evaluate his students’ performance in his role as an adviser or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function”. (Larsen and Freeman, 2000:132).
Based on this statement, it could be concluded that test could be an applicative test. In the researcher’s observation, the evaluation that used by English teacher consisted of practice the material in every meeting. It would be held individually, in pair, and in group. Related to the Communicative Language Teaching, the interactions between the teacher and the students have to be concerned. But, this class still had some problem that had to be solved. The problems were lack of self-confidence, lack of pronunciation, lack of time, difficult to memorize and mother tongue. In order to solve those problems, the teacher and the students have some solutions. The solutions were (1) giving motivation, (2) giving exercises to pronounce well, (3) add the time to prepare material for next speaking lesson, (4) preparing the material well and (5) decreasing the using of mother tongue or accent.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the observation, interview and documentation that have done the researcher found that the English teacher of second grade students of MTs N Walen Boyolali in academic year of 2014/2015 used Communicative Language Teaching Method (CLT) to teach speaking. This method is aimed to build up the students’ ability to communicate with other students. Role Play and songs were used to practice the several materials.

The Steps of Teaching Learning Process by using role play was begun by opening, ice breaking, main activities, consulting, evaluating, reviewing lesson and closing. The Steps of Teaching Learning Process by using song was begun by opening, main activities, evaluating, reviewing lesson and closing. The materials used were based on syllabus and lesson plan. The teacher had some roles in the class, such as; as facilitator, monitor, motivator, controller, and evaluator. Then the students’ roles were as a listener, a negotiator-between themselves, the main subject of learning, and performer. Evaluations of speaking skill were done in every meeting. The evaluation could measure the students’ ability in speaking. It could be individually, pair or in group.

The problems faced by the students in teaching learning process were (1) lack of self-confidence, (2) lack of pronunciation, (3) lack of time, (4) difficult to
memorize and (4) Mother tongue or accent. The solution of the students’ problems in teaching learning process were (1) giving motivation for solving the lack of self-confidence, (2) giving exercises to pronounce well to solve the lack of pronunciation, (3) add the time to prepare material for next speaking lesson for solving the lack of time, (4) preparing the material well to solve the student’s difficulty in memorize and (5) decreasing the using of mother tongue or accent for solving the problem about the mother tongue or accent.

B. Suggestions

The researcher has some suggestion for the teacher, students, and other researcher. The suggestions are as follow:

1. For the teachers
   a. All the English teachers should have to master materials well.
   b. The teacher should give the motivation to the students.
   c. The teachers should make the lesson more interesting. So, the students can’t be bored in teaching-learning process.
   d. The teacher should choose the suitable teaching method effectively.

2. For the students
   a. The students have to do more practice English exercise in order to speak well in English.
   b. The students have to pay attention when the teacher gives an explanation in the classroom.
3. For the other researcher

This research was about teaching method that used to teach speaking skill. It is expected for the other researcher that the result of this study can be used as additional reference for the next research.

Blaxter; Hughes; and Tight, Malcom. 1996. *How To Research*. Philadelphia:


Lewis, Michael and Hill, Jimmie. 1993. *Source Book for Teaching English as Foreign*


APPENDICES
APPENDIX 1

Result of Interview with the English Teacher of MTs N Walen Boyolali in The Academic Year of 2014/2015

Interviewee : Yulianto, S.Pd

Date : July, 28th 2015

Place : MTs N Walen Boyolali

Interviewer : Eko Budiyanto


Interviewee : Walaikumsalam wr.wb, iya silahkan Mas Eko, silahkan duduk.

Interviewer : Begini, Pak, saya mau bertanya mengenai metode pembelajaran yang Bapak gunakan ketika mengajar speaking di kelas 8A.

Interviewee : Iya silahkan, Mas. Dengan senang hati akan saya jawab semampu saya.

Interviewer : Iya, Pak. Terima kasih sebelumnya. Untuk mengajar speaking untuk SMP itu sebenarnya menurut Bapak cukup sulit atau mudah?
Interviewee : Menurut saya tergantung bagaimana kita mengajarnya dan metode apa yang kita gunakan, selagi kita bisa mengatur proses pembelajaran, apapun itu materi nya pasti terlihat mudah.

Interviewer : Seperti itu, ketika Bapak mengajar speaking di kelas, langkah awal apa yang Bapak lakukan?

Interviewee : Sebelum pembelajaran dimulai, saya selalu memberikan ice breaking terlebih dahulu sehingga mereka akan lebih nyaman.

Interviewer : Kemudian, ketika di kegiatan inti pembelajaran, langkah apa yang Bapak lakukan untuk menarik perhatian mereka?

Interviewee : Di kegiatan inti, saya tidak langsung menjelaskan tentang materi speaking. In the speaking lesson, I emphasized on the student’s confident to speak up in front of the class. Actually, they are still afraid to speak and they do not have high confident. Because it is speaking lesson, I do not explain the material first, but I play the video related the material will be discussed. So, they can imitate and understand about the material easily.

Interviewer : Seperti itu, lalu untuk metodenya sendiri Bapak menggunakan apa?

Interviewee : Saya lebih dominan menggunakan metode CLT untuk mengajar Speaking, karena lebih cocok and efektif di bandingkan metode lain.

Interviewer : Hal apa yang Bapak tekankan di metode CLT ini?
Interviewee : Yang seperti kita ketahui, dalam CLT itu kan mengedepankan penggunaan target bahasa yang dipelajari, yaitu bahasa inggris, jadi sebisa mungkin, anak harus terbiasa menggunakan bahasa inggris di dalam pembelajaran. Walaupun tidak semua kegiatan menggunakan bahasa inggris, tetapi sebisa mungkin mereka berlatih dan berani berbicara bahasa inggris.

Interviewer : Jadi mereka harus berbicara bahasa inggris ketika berada di dalam kelas, Pak?

Interviewee : Iya, kurang lebih seperti itu.

Interviewer : Lalu untuk materinya seperti apa, Pak? Apakah Bapak membuat materi sendiri atau menggunakan materi dari sekolah?

Interviewee : Iya memang materi itu adalah hal yang sangat penting dalam suatu pembelajaran, dalam hal ini I use one of the qualified text books that published by Erlangga and of course I use LKS (Lembar Kerja Siswa) that coming from the school. These books contain the suitable material with the syllabus of second grade students of junior high school. Jadi saya menggunakan materi dari LKS dari sekolah yang berbasis KTSP.

Interviewer : Kemudian, teknik apa saja yang Bapak gunakan ketika mengajar speaking?

Interviewer: Teapi apakah mereka nyaman dengan teknik yang Bapak gunakan tersebut?

Interviewee: Selama ini mereka nyaman dengan teknik ini.

Interviewer: Apakah Bapak juga menggunakan media untuk mengajar seperti LCD?

Interviewee: Iya tentu saja, I only use simple media, like LCD, tape recorder and white board in every day. Media is important thing, but the most important thing is how the teacher delivers the material well so that the student could speak fluently and have self-confidence when they perform in front of class.

Interviewer: That’s great sir. Boleh dikatakan bahwa peranan seorang guru itu sangat penting Pak, jadi kita harus menyampaikan materi dengan jelas.
Interviewee: Iya pasti itu, guru memiliki peranan yang sangat penting. Certainly, teachers have many roles when teach the students, especially when teaching speaking. In order to control the students well in the classroom, the teacher always helps them for reaching the purposes of speaking learning. Menjadi seorang guru, kita harus mengupayakan siswa agar meraih prestasi yang memuaskan.

Interviewer: Saya sangat setuju. Tetapi apakah kesulitan atau Masalah yang Bapak alami ketika mengajar speaking?

Interviewee: Masalah yang dihadapi ketika mereka speaking di kelas umumnya adalah kurangnya kepercayaan diri mereka sendiri. Sebenarnya ada beberapa siswa yang sudah mampu menguasai speaking, akan tetapi ketika mereka maju ke depan kelas, mereka merasa tidak percaya diri dan akhirnya penampilan mereka pun tidak maksimal. Mereka beranggapan bahwa mereka tidak mampu berbicara bahasa inggris dengan baik, dengan kata lain mereka juga pesimis dengan kemampuan mereka, ini mengakibatkan sangat kurangnya kepercayaan diri mereka.

Interviewer: Kemudian, hal apa yang Bapak lakukan untuk menghadapi Masalah tersebut?

Interviewee: Untuk mengatasi anak yang pesimis dan tidak percaya diri saya selalu memberikan motivasi sebelum pelajaran dimulai dan sebelum
pelajaran berakhir. Hal ini bertujuan agar siswa merasa nyaman dan percaya bahwa dirinya memiliki kemampuan untuk speaking.

**Interviewer**: Kemudian apa kendala lainnya selain kepercayaan diri?

**Interviewee**: Iya memang ada, Masalah lain adalah waktu. Sebenarnya untuk bisa mengajar speaking kita harus memerlukan waktu yang banyak, tidak hanya sekali atau dua kali pertemuan. Akan tetapi, karena ini adalah sekolah formal tidak ada mata pelajaran yang khusus untuk speaking, yang ada hanya pelajaran bahasa inggris dimana dalam bahasa inggris tidak hanya ada speaking skill saja, akan tetapi juga ada reading, writing dan listening. Jadi kita sebagai guru ya harus bisa membagi waktu kapan mengajar speaking, reading, writing dan listening.

**Interviewer**: Lalu apa usaha Bapak untuk mengatasi waktu yang terbatas Pak?

**Interviewee**: Untuk mengatasi Masalah waktu, saya mempunyai strategi yaitu ketika di akhir pelajaran, saya akan menjelaskan kepada mereka materi apa yang akan dipelajari dipertemuan selanjutnya akan tetapi secara umum. Selain itu jika diperlukan, saya menginformasikan tugas apa yang akan dilakukan untuk pertemuan selanjutnya. Dengan begitu mereka tidak akan kekurangan waktu saat pelajaran di kelas.
Interviewer : Lalu selain itu masalah yang terjadi apa Pak ketika pembelajaran speaking?

Interviewee : Iya tentunya banyak, seperti mereka kurang menguasai pronunciation yang baik dan benar, lalu mereka Masih terPaku pada bahasa ibu mereka yaitu bahasa Jawa.

Interviewer : Iya jadi mereka lebih terbiasa menggunakan bahasa Jawa, Pak.

Interviewee : Iya bisa dikatakan seperti itu Mas.

Interviewer : Kemudian solusinya apa untuk kedua hal itu, Pak?

Interviewee : Untuk mengatasi Masalah mother tongue, saya selalu memberi saran kepada siswa untuk membiasakan diri mereka untuk menggunakan bahasa inggris dikehidupan sehari - hari mereka dengan teman atau siapapun. Hal ini karena berkaitan dengan kebiasaan mereka. Lalu untuk hal pronunciation, kira - kira 10 menit sebelum saya menjelaskan materi speaking, saya melatih siswa untuk membaca dan menirukan pengucapan beberapa kata yang benar. Kata – kata yang saya gunakan untuk berlatih pun harus sesuai dengan materi yang nantinya akan dipelajari. Jadi ketika mereka membuat bahan untuk speaking, mereka sudah paham pengucapan yang benar.
Interviewer: Jadi cukup rumit untuk membuat mereka menjadi lancar dalam berbahasa Inggris?

Interviewee: Bisa dibilang cukup sulit, siswa menganggap Inggris adalah bahasa yang sulit jadi mereka tidak tertarik atau malas.

Interviewer: Sehingga kesimpulan nya Bapak menggunakan CLT dalam mengajar speaking, Pak?

Interviewee: Iya benar, CLT sangat cocok untuk skill speaking khususnya untuk kelas 8 SMP

Interviewer: Iya Pak, mungkin cukup sekian Pak untuk hari ini, mungkin lain kali bisa lebih banyak lagi berbincang dengan Bapak.

Interviewee: Iya Mas, tentu saja bisa.

Interviewer: Terima kasih atas waktu dan ilmunya, Pak. Saya mohon maaf sekitanya saya punya salah kata.

Interviewee: Iya, Mas. Sama-sama, saya juga minta maaf.
APPENDIX 2

INTERVIEW RESULT

Interview with the Students of 8A Class of MTs N Walen Boyolali in The Academic Year of 2014/2015

Interviewee : Lisa
Date : August, 7th 2015
Place : MTs N Walen Boyolali
Interviewer : Eko Budiyanto

Interviewer : Selamat siang, Dek.
Interviewee : Selamat siang, Mas.
Interviewer : Perkenalkan, nama saya Eko, Dek.
Interviewee : Iya, Mas. Nama saya Lisa, Mas.
Interviewer : Boleh minta waktunya sebentar Dek, buat wawancara?
Interviewee : Iya, Mas. Boleh, silahkan.
Interviewer : Menurut Dek Lisa, bagaimana pembelajaran speaking di kelas?
Interviewee : Menurut saya asyik dan seru, gurunya juga menyenangkan.
Interviewer : Menurut kamu materi apa yang paling menarik, Dek?
Interviewee : Menurut saya semua materi menarik mas, tetapi lebih menarik ketika kerja kelompok kemudian maju dikelas, seru tetapi saya merasa grogi.
Interviewer : Kenapa grogi, Dek? Masalah apa saja menurut kamu yang muncul ketika speaking di kelas?
Interviewee: Iya itu tadi, Mas. Masalah yang saya hadapi ketika berbicara bahasa inggris di depan kelas mungkin karena saya grogi dan malu didepan guru dan teman teman saya. Saya takut nanti kalau salah dalam speakingnya.

Interviewer: Seperti itu, solusinya seperti apa yang dilakukan Pak Yuli agar kalian tidak grogi?

Interviewee: Pak Yuli selalu memberi semangat dan motivasi agar tidak grogi.

Interviewer: Terima kasih Dek untuk waktu dan informasinya.
INTERVIEW RESULT

Interview with the Students of 8A Class of MTs N Walen Boyolali in The Academic Year of 2014/2015

Interviewee  : Arif
Date          : August, 7th 2015
Place         : MTs N Walen Boyolali
Interviewer  : Eko Budiyanto

Interviewer : Selamat siang, Dek. Boleh minta waktunya sebentar boleh?
Interviewee : Iya, Mas.

Interviewer : Nama kamu siapa, Dek?
Interviewee : Arif, Mas.

Interviewer : Arif, menurut kamu kalau pelajaran speaking di kelas bagaimana?
Interviewee : Iya lumayan seru, Mas.

Interviewer : Sebenarnya, masalah apa yang dihadapi ketika speaking di depan kelas, Dek?
Interviewee : Masalahnya saya tidak percaya diri ketika speaking, apalagi didepan kelas. Kadang saya merasa grogi dan deg-deg an, kemudian saya jadi lupa semua hafalannya.

Interviewer : Tetapi suka tidak sama metode pembelajaran yang diajarkan Pak Yuli?
Interviewee : Suka, Mas. Belajar kelompok mas bisa mengerjakan tugas bersama.

Interviewer : Terima kasih untuk waktunya, Dek.
Interviewee : Iya, Mas. Sama-sama.
INTERVIEW RESULT

Interview with the Students of 8A Class of MTs N Walen Boyolali in The Academic Year of 2014/2015

Interviewee : Dian Yuniarti
Date : August, 7th 2015
Place : MTs N Walen Boyolali
Interviewer : Eko Budiyanto

Interviewer : Selamat siang, Dek. Bisa minta waktunya sebentar?
Interviewee : Iya, Mas.
Interviewer : Namanya siapa, Dek?
Interviewee : Dian Yuniarti, Mas.
Interviewer : Iya Dek Dian, menurut kamu pelajaran Speaking bagaimana di kelas?
Interviewee : Menurut saya menyenangkan.
Interviewer : Ketika di kelas menggunakan Bahasa Inggris atau tidak, Dek?
Interviewee : Iya tidak selalu, Mas. Tetapi Pak Yuli menasehati kita untuk harus membiasakan menggunakan Bahasa Inggris supaya lancar.
Interviewer : Menurut kamu masalah yang kamu hadapi ketika Speaking itu apa saja?
Interviewee : Ketika sedang bicara bahasa inggris kadang ada kata yang tidak tau cara pengucapannya yang benar bagaimana. Jadi bingung kadang jadi asal asalan.
Interviewer : Begitu, lalu kalau masalah waktu bagaimana, ada masalah tidak?
<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Iya jelas ada, Mas. Seharusnya satu materi itu waktunya dua kali pertemuan mas. Jadi kita bisa mempersiapkan dan menghafalkannya longgar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>Jadi membutuhkan waktu yang lama ya, Dek?</td>
</tr>
<tr>
<td>Interviewee</td>
<td>Iya, Mas.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Terimakasih atas waktu nya.</td>
</tr>
<tr>
<td>Interviewee</td>
<td>Iya, Mas. Sama-sama.</td>
</tr>
</tbody>
</table>
INTERVIEW RESULT

Interview with the Students of 8A Class of MTs N Walen Boyolali in The Academic Year of 2014/2015

Interviewee : Risky
Date : August, 7th 2015
Place : MTs N Walen Boyolali
Interviewer : Eko Budiyanto

**Interviewer** : Selamat siang, Dek. Maaf menggangu waktunya sebentar, Dek.
**Interviewee** : Iya, Mas.
**Interviewer** : Menurut kamu bagaimana pelajaran Speaking dengan Pak Yuli?
**Interviewee** : Kadang asik kadang juga bosan, Mas.
**Interviewer** : Kok bisa bosan kenapa, Dek?

**Interviewer** : Jadi masalah waktu, ketika speaking membutuhkan waktu lama buat mempersiapkan materi, Dek?
**Interviewee** : Iya, Mas. Tidak cukup kalau membuat materi kemudian sekalian maju dikelas.
**Interviewer** : Apakah selalu setiap pertemuan seperti itu, Dek?
**Interviewee** : Iya kadang kita dikasih materi dulu nanti untuk materinya per kelompok di rumah mas, jadi di kelas langsung maju.
Interviewer : Kesulitan lainnya lagi apa Dek kira-kira?

Interviewee : Mungkin ketika bagian menghafal mas. Sulit banget menghafal bahan yang mau speaking. Apalagi kalau misalnya disuruh menceritakan pengalaman, itu kan panjang mas, jadi susah menghafalinya.

Interviewer : Gitu ya. Jadi hafalannya ya yang susah?

Interviewee : Iya, Mas.
INTERVIEW RESULT

Interview with the Students of 8A Class of MTs N Walen Boyolali in The
Academic Year of 2014/2015

Interviewee     : Puji Lestari
Date            : August, 7th 2015
Place           : MTs N Walen Boyolali
Interviewer     : Eko Budiyanto

Interviewer    : Selamat siang, Dek.
Interviewee    : Siang, Mas.

Interviewer    : Boleh minta waktunya sebentar, Dek?
Interviewee    : Boleh, Mas.

Interviewer    : Namanya siapa, Dek?
Interviewee    : Puji Lestari, Mas.

Interviewer    : Menurut Dek Puji kesulitan apa yang dihadapi ketika speaking di kelas dengan Pak Yuli?
Interviewee    : Kalau kesulitannya banyak mas, salah satunya masalah hafalannya mas

Interviewer    : Bagaimana hafalannya?
Interviewee    : Kalau ketika speaking sebelumnya disuruh menghafal dulu mas. Nah itu yang sulit sekali mas, menghafal materi speaking itu mas. Kadang sudah hafal lancar, ketika maju di kelas tiba - tiba udah lupa lagi mas.

Interviewer    : Jadi kendala nya masalah hafalannya ya?
Interviewee    : Iya, Mas.
INTERVIEW RESULT

Interview with the Students of 8A Class of MTs N Walen Boyolali in The Academic Year of 2014/2015

Interviewee  : Dika
Date          : August, 7th 2015
Place         : MTs N Walen Boyolali
Interviewer  : Eko Budiyanto

Interviewer  : Siang, Dek.
Interviewee  : Siang, Mas.
Interviewer  : Boleh minta waktunya sebentar untuk wawancara, Dek?
Interviewee  : Iya, Mas. Boleh silahkan.
Interviewer  : Menurut kamu pelajaran Bahasa Inggris speaking itu bagaimana, Dek?
Interviewee  : Sulit, Mas, kalo speaking. Tetapi lumayan seru, Mas.
Interviewer  : Serunya bagimana, Dek?
Interviewee  : Biasanya per kelompok mas, jadi seru bisa belajar bersama.
Interviewer  : Kalau kesulitan yang di hadapi apa saja, Dek?

Interviewer  : Jadi sudah terbiasa menggunakan Bahasa Jawa lalu seperti medok kalau speaking?
Interviewee  : Iya, Mas.
Interviewer  : Kalau masalah untuk speaking?
Interviewee: Sulit, Mas.

Interviewer: Lalu bagaimana caranya supaya hafalannya gampang menurut kamu?

Interviewee: Untuk membantu saya agar lancar hafalannya, saya sering membuat materinya jauh hari sebelum pelajaran berlangsung. Tidak jarang, saya mengerjakan bersama teman saya. Lalu kami saling menyimak satu sama lain dalam hal menghafal materi. Ini lebih mudah daripada membuat materi sehari sebelum bahkan pada saat pelajaran berlangsung.

Interviewer: Jadi bersama teman menghafalnya?

Interviewee: Iya, Mas.

Interviewer: Terimakasih atas waktu dan informasinya, Dek.

Interviewee: Iya, Mas. Sama sama
APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : ..........................
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
Jenis teks : transactional/interpersonal
Tema : Home Life
Aspek/Skill : Berbicara
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Tanya jawab menggunakan why dan because
   b. Tanya jawab tentang pekerjaan seseorang
   c. Tanya jawab tentang makanan dan minuman yang disukai
   d. Memberikan tanggapan atas suatu pernyataan dengan menggunakan so dan neither
   e. Tanya jawab tentang keberadaan suatu benda
   f. Bermain peran dalam dialog
   g. Mengungkapkan saran-saran atas pernyataan yang ada

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)

2. Materi Pembelajaran
   a. Communication Practice (halaman 3, 4, 5, 6, 29, 15)
Percakapan-percakapan yang memuat ungkapan-ungkapan:

A: Why is the meeting at four?
B: Because it’s Friday
A: What does Ms. Jones do?
B: She’s a coach

A: What sport do you like best?
B: I like football
A: So do I /I don’t mind.

A: What’s there under the desk?
B: There are some books.

A: Is there any lettuce?
B: Yes, there is.

A: Wash vegetable before eating them.
B: Yes. And don’t touch food with dirty hands

b. Grammar Practice (halaman 8 dan 9)
   • Penjelasan dan latihan soal (so dan neither)
c. Developing Skills (halaman 24)
   • Penjelasan kegiatan
   • Percakapan yang memuat ungkapan:
     A: What is Mrs. Greenfield doing?
     B: She’s .......

3. Metode Pembelajaran: role play

4. Langkah-langkah Kegiatan
   Pertemuan pertama, dan dua.
   A. Kegiatan Pendahuluan
      Apersepsi:

• **Warming-up activity:** find five friends who were born in five different months. The fastest is the winner

• Tanya jawab tentang hal-hal yang berhubungan makanan, minuman dan olahraga yang disukai

• Menyebutkan benda-benda yang terdapat dalam ruang kelas

**Motivasi:**

• Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

**B. Kegiatan Inti**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

- penjelasan tentang makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - Membantu menyelesaikan masalah;
  - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - Memberi informasi untuk bereksplorasi lebih jauh;
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedii, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

a. Buku teks yang relevan..
b. CD / kaset.
c. Script percakapan dan/atau rekaman percakapan
d. Gambar-gambar yang relevan

6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa</td>
<td>Unjuk kerja</td>
<td>Uji Petik Berbicara Bermain peran</td>
<td>Create a dialogue based on the role cards and perform it in front of the class.</td>
</tr>
<tr>
<td>2. Bertanya dan menjawab tentang meminta, memberi, menolak barang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bertanya dan menjawab tentang mengakui, mengingkari fakta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Bertanya dan menjawab memberi pendapat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Instrumen:

*Make up a short dialogue with your partner based on each topic. Perform the dialogues in front of the class.*

*Topics:*
1. sports
2. food and drinks
3. things in my room
4. drinking milk everyday

b. Pedoman Penilaian

<table>
<thead>
<tr>
<th>Jumlah skor maksimal keseluruhan</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai maksimal masing-masing dialog</td>
<td>25</td>
</tr>
</tbody>
</table>

c. Rubrik Penilaiaan

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Dialogue 1</th>
<th>Dialogue 2</th>
<th>Dialogue 3</th>
<th>Dialogue 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>----------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Performance</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Standard of Pronunciation:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>9</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
</tr>
<tr>
<td>Poor</td>
<td>≤6</td>
</tr>
</tbody>
</table>

Standard of Delivery and Performance:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
</tr>
</tbody>
</table>

Mengetahui;
Kepala Sekolah ....................

........., .................. 20....
Guru Mapel Bahasa Inggris,

( .................................................. )
NIP /NIK : .............................

( .................................................. )
NIP /NIK : .............................
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : .........................
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
Jenis teks : transactional/interpersonal
Tema : Home Life
Aspek/Skill : Berbicara
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Mengungkapkan berbagai pertanyaan tentang penanggalan
   b. Merespon pertanyaan-pertanyaan yang berhubungan dengan penanggalan
   c. Menjawab pertanyaan-pertanyaan secara lisan berdasarkan informasi
   d. Bertanya jawab dengan kegiatan sehari-hari dengan pilihan keterangan waktu
   e. Menyatakan pendapat tentang keberadaan seseorang berdasarkan gambar

   Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
                                 Rasa hormat dan perhatian (respect)
                                 Tekun (diligence)

2. Materi Pembelajaran
   a. Communication Practice (halaman 46, 47, 59)
      • Percakapan-percakapan yang memuat ungkapan-ungkapan:
   A: When is Nigel’s birthday?
B: It's in......

A: How often do you get up late?
B: I get up late once a week, on Sunday.

A: Where do you think Mr. Miller is?
B: He may be........

Developing Skills (halaman 55)
• Rekaman percakapan telepon bersama Nigel

3. Metode Pembelajaran: problem solving
4. Langkah-langkah Kegiatan
Pertemuan pertama, dan dua.
A. Kegiatan Pendahuluan
Apersepsi :
• Bertanya kepada siswa lain tentang penanggalan
• Menjawab pertanyaan-pertanyaan secara lisan berdasarkan informasi
Motivasi :
• Merespon pertanyaan-pertanyaan yang berhubungan dengan penanggalan
• Berdiskusi dengan teman sekelas tentang jawaban yang tepat
• Bertanya jawab dengan kegiatan sehari-hari dengan pilihan keterangan waktu

B. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi, guru:
☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
☞ penjelasan tentang Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana
☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.
Elaborasi
Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
a. Buku teks yang relevan..
b. CD / kaset.
c. *Script* percakapan dan/atau rekaman percakapan
d. Gambar-gambar yang relevan

### 6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
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</thead>
<tbody>
<tr>
<td>1. Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan</td>
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<td>Uji Petik berbicara Bermain peran</td>
<td>Create a dialogue based on the role cards and perform it in front of the class.</td>
</tr>
<tr>
<td>2. Bertanya dan menjawab tentang menyetujui/tidak menyetujui</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bertanya dan menjawab tentang memuji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Bertanya dan menjawab tentang memberi selamat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**a. Instrumen:**

Make up telephone conversation with your friend talking about:

1. the *birthdate*
2. the *daily activities*
3. where the *family members* are

**b. Pedoman Penilaian**

Jumlah skor maksimal keseluruhan 100

**c. Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>50</td>
</tr>
<tr>
<td>Delivery</td>
<td>50</td>
</tr>
</tbody>
</table>

**d. Standard of Pronunciation and Delivery:**
Mengetahui;
Kepala Sekolah ....................
( ....................................................... )
NIP /NIK : ..............................

..........., ....................20....
Guru Mapel Bahasa Inggris,
( .............................................. )
NIP /NIK : ..............................

Excellent  |  41-50  
Very good   |  31-40  
Good        |  21-30  
Average     |  11-20  
Poor        |  ≤10    
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS : ..........................
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks : teks lisan fungsional
Tema : *Home Life*
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Mendeskripsikan kembali hal-hal yang diketahui tentang suatu bacaan
   b. Mendeskripsikan suatu tempat
   c. Mengulang kata-kata yang memuat pelafalan –ing
   d. Mendeskripsikan cara penyajian the
   e. Menyanyikan lagu dengan pelafalan yang tepat sesuai dengan rekaman

   ❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
      Rasa hormat dan perhatian (respect)
      Tekun (diligence)

2. Materi Pembelajaran

   a. Developing Skills (halaman 10, 11, 12)
      • Bacaan *Crystal Palace National Sports Center*
      • Gambar dan Penjelasan *How to Make Tea*
   b. Unit self-test (halaman 13)
      • Record your voice: sebutkan apa saja yang kamu ketahui tentang *Crystal Palace National Sports Center*
3. **Metode Pembelajaran**: three-phase technique

4. **Langkah-langkah Kegiatan**
   
   A. **Kegiatan Pendahuluan**
   
   **Apersepsi** :
   - Bertanya kepada siswa lain tentang suatu bacaan
   
   **Motivasi** :
   - Membaca kembali Crystal Palace National Sports Center
   - Menyebutkan informasi yang diingat tentang tepat tersebut

   B. **Kegiatan Inti**

   **Eksplorasi**
   
   Dalam kegiatan eksplorasi, guru:
   - Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
   - penjelasan tentang makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar
   - Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
   - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
   - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
   - Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

   **Elaborasi**
   
   Dalam kegiatan elaborasi, guru:
   - Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
   - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
   - Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
   - Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
   - Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
   - Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
   - Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
a. Buku teks yang relevan..
b. CD / kaset.
c. Script percakapan dan/atau rekaman percakapan
d. Gambar-gambar yang relevan

6. Penilaian

<table>
<thead>
<tr>
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<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mengungkapan secara lisan teks fungsional pendek berbentuk undangan.</td>
<td>Unjuk kerja</td>
<td>Uji petik berbicara</td>
<td>1. Invite your friend to come to your birthday party orally!</td>
</tr>
</tbody>
</table>
tentang teks fungsional pendek berbentuk undangan

a. Instrumen:
Daftar petunjuk:
  1. *make up a group of 3*
  2. *make the instructions of cooking some food*
  3. *find the aids to support your performance*
  4. *time allocation: ±5 mins*

b. Pedoman Penilaian
Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>25</td>
</tr>
<tr>
<td>Delivery</td>
<td>25</td>
</tr>
<tr>
<td>Performance</td>
<td>25</td>
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<tr>
<td>Supporting aids</td>
<td>25</td>
</tr>
</tbody>
</table>

Standard of each element:

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>21-25</td>
</tr>
<tr>
<td>Very good</td>
<td>16-20</td>
</tr>
<tr>
<td>Good</td>
<td>11-15</td>
</tr>
<tr>
<td>Average</td>
<td>6-10</td>
</tr>
<tr>
<td>Poor</td>
<td>≤5</td>
</tr>
</tbody>
</table>

Mengetahui; .......................................................... 20....
Kepala Sekolah .................................
Guru Mapel Bahasa Inggris,
NIP / NIK: ..............................................
NIP / NIK: ..............................................
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : ..........................
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk **descriptive** dan **recount** untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk **descriptive** dan **recount**
Jenis teks : monolog **descriptive/recount**
Tema : **Narrating Past Events**
Aspek/Skill : Berbicara
Alokasi Waktu : 6x 40 menit (3x pertemuan)

1. **Tujuan Pembelajaran**
   Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Menyebutkan nama-nama bulan secara urut
   b. Menyebutkan nama-nama musim berdasarkan gambar yang tersedia
   c. Mendeskripsikan kegiatan-kegiatan yang dilakukan kemarin

   ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)

2. **Materi Pembelajaran**
   a. Communication Practice (halaman 45 dan 69)
      • Daftar nama-nama bulan dan musim
      • Gambar yang berkaitan dengan musim
   b. Unit self-test (halaman 8)
      • Record your voice: rekaman kegiatan Mrs. Miller kemarin pagi
      • Record your voice: rekaman kegiatan apa saja yang kita lakukan kemarin
3. **Metode Pembelajaran:** three-phase technique

4. **Langkah-langkah Kegiatan**
   **Pertemuan pertama, dua dan ketiga.**

   **A. Kegiatan Pendahuluan**

   **Apersepsi:**
   - Mengulang pengucapan nama-nama musim
   - Mengurutkan kegiatan-kegiatan yang tertera dalam daftar kegiatan berdasarkan urutan waktu
   - Menjawab pertanyaan dari guru

   **Motivasi:**
   - Menjawab pertanyaan-pertanyaan yang berkaitan dengan nama-nama bulan
     - *In what month is your birthday?*
     - *In what month id our independence day?*
   - Menyebutkan musim-musim yang ada di negara ini

   **B. Kegiatan Inti**

   **Eksplorasi**

   Dalam kegiatan eksplorasi, guru:
   - Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
   - Penjelasan tentang makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
   - Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
   - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
   - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
   - Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

   **Elaborasi**

   Dalam kegiatan elaborasi, guru:
   - Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
   - Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
Membantu menyelesaikan masalah;
Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
Memberi informasi untuk bereksplorasi lebih jauh;
Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
memberikan umpan balik terhadap proses dan hasil pembelajaran;
merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
   a. Buku teks yang relevan..
   b. CD / kaset.
   c. Gambar-gambar yang relevan
   d. Script percakapan dan/atau rekaman percakapan

6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
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</thead>
<tbody>
<tr>
<td>1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk: - <em>descriptive</em> - <em>recount</em></td>
<td>Unjuk kerja</td>
<td>Uji petik berbicara, bertanya dan menjawab</td>
<td>Ask and answer based on the following situation</td>
</tr>
<tr>
<td>2. Melakukan monolog pendek dalam bentuk - <em>descriptive</em> - <em>recount</em></td>
<td>Tes lisan</td>
<td>Uji petik berbicara mendeskripsikan sesuatu</td>
<td>Look at this thing and describe it.</td>
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<td>1. <em>Think of an activity or event that happened to you yesterday and tell us about it.</em></td>
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</tbody>
</table>

a. Instrumen:
Daftar petunjuk:
*Say what you did on your last holiday (5 mins)*

b. Pedoman Penilaian\
c. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>25</td>
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<tr>
<td>Delivery</td>
<td>25</td>
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<tr>
<td>Performance</td>
<td>25</td>
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<tr>
<td>Supporting aids</td>
<td>25</td>
</tr>
</tbody>
</table>

Mengetahui;
Kepala Sekolah ....................

.........., ........................20....
Guru Mapel Bahasa Inggris,

( .............................................. )
NIP /NIK : ............................

( .............................................. )
NIP /NIK : ............................
**APPENDIX 4**

**SILABUS PEMBELAJARAN**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
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<tr>
<td>Tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</td>
<td>are.</td>
<td>Percakapan berdasarkan situasi /gambar yang disediakan menyebutkan mengakui, mengingkari fakta.</td>
<td>Menggunakan ungkapan yang telah dipelajari dalam real life situation</td>
<td>Teknik bentuk instrumen</td>
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</tr>
</tbody>
</table>
| | • A: *Did you break the glass?*  
  B: Yes, I did / No, it wasn’t me. | 5. Menggunakan ungkapan yang telah dipelajari dalam real life situation | 8. Bertanya dan menjawab memberi pendapat | | | |
| | • A: *What do you think of this?*  
  B: *Not bad.* | | | | | |
| | 2. Tata Bahasa  
  - Yes/No Questions  
  - QW-Questions | | | | | |
| | 3. Kosa kata  
  - Kata terkait tema dan jenis teks | | | | | |
| | 4. Ungkapan Baku  
  - Sorry  
  - I Think so  
  - I don’t think so | | | | | |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<th>Sumber Belajar</th>
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<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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</tr>
</tbody>
</table>

- **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)

   - A: *Would you come to* party?
   - B: *I'd love to / I want to, but ..........*
   - A: No, way, ...

2. Review kosakata terkait tema, topik sebelumnya

3. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas

4. Tanya jawab menggunakan ungkapan-ungkapan terkait materi

5. Menirukan percakapan yang diucapkan guru

6. Melakukan percakapan yang

| 1. Review kosakata | 5. Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan |
| 3. Tanya jawab menggunakan ungkapan-ungkapan yang akan dibahas | 7. Bertanya dan menjawab tentang memuji |
| 4. Menirukan percakapan yang diucapkan guru | 8. Bertanya dan menjawab tentang memberi selamat |

**Unjuk kerja**

**Uji Petik**

**Create a dialogue based on the role cards and perform it in front of the class.**

<p>|  |  | Create a dialogue based on the role cards and perform it in front of the class. |
| Alokasi Waktu | 4x40 menit |
| 1 Buku teks yang relevan | 2 Gambar-gambar terkait tema | 3 Realia | 4 Role cards |</p>
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>menyetujui/tidak menyetujui, memuji, dan memberi selamat</td>
<td>B: It’s O.K. I understand.</td>
<td>diberikan</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<tr>
<td></td>
<td>A: You have beautiful hair.</td>
<td>6. Melakukan tanya jawab menggunakan ungkapan</td>
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<td>B: Thank you.</td>
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<td>A: Happy birthday.</td>
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<td>B: Thank you.</td>
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<td>2. Tata Bahasa</td>
<td>- Adjective Phrase</td>
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<td>- Noun Phrase</td>
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<td>3. Kosa Kata</td>
<td>- Kata terkait tema dan jenis teks</td>
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<td>4. Intonations</td>
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</tbody>
</table>

- **Karakter siswa yang diharapkan**: Dapat dipercaya (Trustworthiness)
  Rasa hormat dan perhatian (respect)
  Tekun (diligence)

---

Mengetahui:
Kepala Sekolah ......................

Guru Mapel Bahasa Inggris,

........, ...............20.....

NIP /NIK : ; ...........................
# SILABUS PEMBELAJARAN

**Sekolah**: ............................

**Kelas**: VIII (Delapan)

**Mata Pelajaran**: BAHASA INGGRIS

**Semester**: 1 (Satu)

**Standar Kompetensi**: Berbicara

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
</table>
| Uji petik berbicara | Invite your friend to come to your birthday party orally! | Ask and answer orally based on the invitation card given.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| dengan lingkungan sekitar | • Pesan Singkat, Contoh: Intan, Meet me after school. Aya. | - I want to come to... 
- Please come to .... | undangan | | | |
| | 2. Tata Bahasa 
- I want you to .... 
- Don’t Forget to .... | | | | | |
| | 3. Kosa kata 
- Kata terkait tema dan jenis teks | | | | | |
| | 4. Ungkapan Baku 
- Ungkapan pembuka 
- Dear....... 
- Hi,........ 
- Ungkapan penutup 
- Yours 
- Love | | | | | |
| | 5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: 
A: Hi Guys, I want you all to come to my birthday party. 
B: We’d love to! When? 
A: Tomorrow, at 4.00 | | | | | |
<p>| | 6. Secara berpasangan atau dalam kelompok mengungkapkan | | | | | |</p>
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<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<tr>
<td>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berinteraksi</td>
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<tr>
<td></td>
<td>1. Teks pendek berbentuk descriptive dan recount.</td>
<td>undangan berdasarkan konteks/situation yang diberikan</td>
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<td>2. - informasi faktual - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk recount</td>
<td>Untuk menerima undangan undangan undangan undangan undangan undangan undangan undangan undangan undangan undangan undangan undangan</td>
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<td></td>
<td>3. Ciri kebahasaan teks</td>
<td>Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)</td>
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<td>4. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks berbentuk descriptive dan recount</td>
<td>Melakukan monolog pendek berbentuk : - descriptive - recount</td>
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<td>5. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</td>
<td>Melakukan monolog pendek dalam bentuk - descriptive - recount</td>
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<td>6. Berinteraksi</td>
<td>Unjuk kerja</td>
<td>Uji petik berbicara, bertanya dan menjawab</td>
<td>Ask and answer based on the following situation</td>
<td>6 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
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<td></td>
<td>7. Secara mandiri mengungkapkan undangan lisan</td>
<td>Unjuk kerja</td>
<td>Uji petik berbicara, bertanya dan menjawab</td>
<td>Ask and answer based on the following situation</td>
<td>6 x 40 menit</td>
<td>2. Koran/majalah</td>
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**Karakter siswa yang diharapkan:**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
Mengetahui;
Kepala Sekolah .....................

( ....................................................... )
NIP /NIK : ; ....................................

........, .................20.....
Guru Mapel Bahasa Inggris,

( .............................................. )
NIP /NIK : ; .........................
APPENDIX 5

BLUEPRINT OF OBSERVATION

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APPENDIX 6

Lists of Interview

The Interview for the Teacher

1. Metode apa saja yang bapak gunakan dalam mengajar speaking di kelas 8 A?

2. Untuk mengajar speaking untuk SMP itu sebenarnya menurut bapak cukup sulit atau mudah?

3. Ketika bapak mengajar speaking di kelas, langkah awal apa yang bapak lakukan?

4. Ketika di kegiatan inti pembelajaran, langkah apa yang bapak lakukan untuk menarik perhatian siswa?

5. Untuk materi nya seperti apa pak? Apakah bapak membuat materi sendiri atau menggunakan materi dari sekolah?

6. Teknik apa saja yang bapak gunakan ketika mengajar speaking?

7. Apakah bapak juga menggunakan media untuk mengajar seperti LCD?

8. Apakah kesulitan atau masalah yang bapak alami ketika mengajar speaking?

9. Hal apa yang bapak lakukan untuk menghadapi masalah tersebut?

The Interview for the Students

1. Menurut kamu bagaimana pelajaran speaking di kelas?

2. Menurut kamu materi apa yang paling menarik dek?

3. Masalah apa saja menurut kamu yang muncul ketika speaking di kelas?

4. Suka atau tidak dengan metode pembelajaran yang di ajarkan pak Yuli?
5. Bagaimana solusi untuk masalah yang muncul ketika speaking?

6. Ketika di kelas menggunakan Bahasa Inggris atau tidak dek?

7. Apakah ada masalah dengan waktunya dek?

8. Bagaimana kesulitan yang dihadapi ketika maju speaking di depan kelas?
APPENDIX 7

FIELD NOTE 1

Number : 1/ First Meeting
Date : July, 28th 2015
Place : Class 8A

The first observation was conducted on July, 28th 2015 started from 9.15 to 10.30 a.m. In the beginning of the meeting, the researcher sit in the corner of the classroom and observed the speaking and teaching learning process. The teacher started the lesson at 9.15 by saying *Assalamua’alaikum warahmatullahi wabarakatuh* to the students and the students answered *wa’alaikumsalam warahmatullahi wabarakatuh*. After that, the teacher asked the students *Good Morning* and the students answered *Good morning Sir*. Then the teacher asked the student to pray together depends on the students religious. In the first day, after opening the teacher checked the students’ attendance list and asked the students about their activities during long weekend and also gave some questions about the material of speaking that learned in previous meeting. After opening the teacher asked the students about the previous material orally. Thus it made the students to speak up.

The researcher was still observing the lesson by taking some notes relating with the speaking teaching and learning process in the class briefly. The second
step was ice breaking. In this step, the teacher asked all of students to stand up and sing a song together. This ice breaking was held by the teacher to catch the student’s attention. The duration of opening, ice breaking, and giving motivation were about 15-20 minutes.

The third step was the main activities, in this meeting; the material was practice a conversation by using why and because expression. The teacher gave the material that came from Erlangga. The teacher gave the time for student to make a dialog in thirty minutes. Then, the students have to perform in pair and presenting their work in front of the class. The teacher gave the different topic for every pair. The duration of each conversation was 5 until 7 minutes. The condition of the class was very noisy but the teacher could control the situation well. After they were performing in front of the class, the teacher gave the evaluation and some corrections relating with the students mistake.

The teacher took the score from the student’s performance in practicing the conversation in pair. For some students who did not have high confidence, the teacher gave the motivation and suggestion so that the students could feel more relax and confident to speak up in the class. The last activity was closing. Closing in speaking lesson was started with reviewing the material of that day. The last one was saying hamdalah together and the lecturer closed with salam.
FIELD NOTE 2

Number : 2/ Second Meeting
Date : July, 31st 2015
Place : Class 8A

The second observation was conducted on July, 31st 2015 started from 7 to 8.30 a.m. In the beginning of the meeting, the researcher sit in the back of the classroom and observed the speaking and teaching learning process. The teacher started the lesson at 7 a.m by saying Assalamu’alaikum warahmatullahi wabarakatuh to the students and the students answered wa’alaikumsalam warahmatullahi wabarakatuh. After that, the teacher asked the students Good Morning and the students answered Good morning Sir. Then the teacher asked the student to pray together depends on the students religious. After that, the teacher checked the students’ attendance list. In that day, there were two students who did not attend the meeting. Before starting the lesson, the teacher gave the ice breaking for 2 until 5 minutes. The ice breaking was started by standing and sang the song together. The song was simple and easy song. The song was consisting the vocabulary that relating with the material that would be explained by the teacher.
The third step was the main activities, in this meeting; the material was making telephone conversation. The teacher gave the material that came from LKS. First, the teacher explained the material briefly and some vocabularies. Second, the teacher divided the students into five groups. The teacher gave the different topic for each group. They are about birthday and where the family members are. Then, the students were given the time to make a conversation that consisted with six students. After time was out, the teacher asked to every group to perform in front of the class. Every student have to speak up depended on his or her character in the topic.

The situation of the class was as usual, there were some students who made a noisy and underestimate the lesson but there were many students who paid high attention to the class. Mr.Yuli as the English teacher could manage and control the class and the students well. He also asked to the students whether they had difficulties or not. The researcher noticed that Mr. Yuli used English language as the dominant language in the class. He gave the explanation and instruction by using English language but sometimes when the students did not understand, he mixed with Indonesian.

The meeting was closed at 8.30 a.m by saying hamdalah together. Before closing the meeting, the teacher reviewed the material and explained the next material briefly.
FIELD NOTE 3

Number : 3/ Third Meeting
Date : August, 4th 2015
Place : Class 8A

The third observation was conducted on August, 4th 2015 started from 9.15 to 10.30 a.m. In the beginning of the meeting, the researcher sit in the corner of the classroom and observed the speaking and teaching learning process. The teacher started the lesson at 9.15 by saying Assalamu’alaikum warahmatullahi wabarakatuh to the students and the students answered wa’alaikumsalam warahmatullahi wabarakatuh. After that, the teacher asked the students Good Morning and the students answered Good morning Sir. Then the teacher asked the student to pray together depends on the students religious. The teacher asked to the students about the previous material. There were many students who gave good respond but there were many students who did not put attention of the teacher question. The researcher just sit and observe the teaching and learning process and made some notes if it was necessary.

In the main activity, in that meeting the teacher gave the material that came from Erlangga about description people, thing and place. After that, the
teacher gave the explanation related with the material clearly. If the students did not understand, the teacher would repeat the explanation until they understand about the way to describe something. Then, the teacher divided the class into five groups. Every group have to describe the topic that had been given by the teacher. Every member of group have to speak up and no one silent in front of the class.

The condition of the class was noisy; there were many students who did not put high attention to the teacher. But Mr Yuli could control the condition well. Mr. Yuli took the score in every meeting and always gives the motivation to the students in the end of the class. The last activity was closing. Closing in speaking lesson was started with reviewing the material of that day. The last one was saying *hamdalah* together and the lecturer closed with *salam*. 
FIELD NOTE 4

Number : 4/ Fourth Meeting
Date : August, 7th 2015
Place : Class 8A

The last observation was conducted in August, 7th 2015 started at 7 to 8.30 a.m. In the beginning of the meeting, the researcher sit in the back of the classroom and observed the speaking and teaching learning process. The teacher started the lesson at 7 a.m by saying Assalamu’alaikum warahmatullahi wabarakatuh to the students and the students answered wa’alaikumsalam warahmatullahi wabarakatuh. After that, the teacher asked the students Good Morning and the students answered Good morning Sir. Then the teacher asked the student to pray together depends on the students religious. After that, the teacher checked the students’ attendance list. Before starting the lesson, the teacher gave the ice breaking by sing a song together. By singing the song, the students could feel relax and ready to study English well. The duration of the ice breaking was 5 until 7 minutes.
In that lesson, there was the student who came late and then the teacher gave the punishment to the students. The teacher asked to the student to sing the English song in front of the class in twice. After that, the teacher began to start the lesson. In the last meeting, the teacher used LCD as the media of teaching speaking. First, Mr Yuli as the English teacher gave the handout that content about the material. It was about daily activities. The students listen the song the clearly. After playing the song, the teacher gave the explanation about the song well. After that, the teacher asked to the students to make a note about the daily vocabularies in the song. After they finished, they have to perform in front of the class individually or pair to sing the song. The students have to perform in group, pair and individually. The teacher took the score from all of aspect. The duration of the performance was 3 until 5 minutes.

The situation of the class was as usual, there were some students who made a noisy and underestimate the lesson but there were many students who paid high attention to the class. Mr.Yuli as the English teacher could manage and control the class and the students well. The meeting was closed at 8.30 a.m by saying *hamdalah* together. Before closing the meeting, the teacher reviewed the material and explained the next material briefly.
APPENDIX 8